



Department Name: Arts & Enrichment

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Department Purpose

What does the department do?

The Arts & Enrichment Department, in collaboration with the District Arts Team/Community Arts Team (DAT/CAT), works with students, teachers, parents, and administrators to ensure that an enriching experience in the arts is a vital and indispensable part of a comprehensive PUSD education for all students. It also ensures that students' gifts are identified, supported, and developed to reveal the potential of talent.

Department Services

What is a general list of services that your department provides?

- Coordination & implementation of GATE identification process
- Provide PD & instructional framework for GATE & ARTS
- Parent advisory and education meetings for GATE
- Coordination of district wide arts & enrichment events (festivals, Math Field Day, No Boundaries, etc)
- Collaboration with community partners in programming (My Masterpieces, Open Stage, All Star Musical, etc)
- Support staffing and equity in programming across art forms for all schools
- Evaluate & support elementary music, visual arts, and PE teachers
- Purchasing, hiring, and budget management for arts funding (district, grants, PEF, ELO)
- Planning, Implementation & Reporting of Prop 28 goals and funding for each school, including staffing and schedules
- Professional growth for #artslead teachers at each elementary
- Support after school arts programming in all secondary schools
- Materials and programming for elementary arts programs
- Facilitation of DAT/CAT & other community meetings
- Development & Implementation of 5 year Strategic Arts Plan with LA County Arts Ed Collective



- Coordination of K-12 arts curriculum and field trips (My Masterpieces, Theatre & Dance Explorations, PUSD curriculum drive)
- Coordination of LA County based programs in Arts & GATE (Creative Wellbeing, TEAL, GATE Advisory Team)
- Direction of All Star Band & All Star Musical

Total Department Budget

What is your department's total budget?

The total department budget is LCAP \$1,194,358

PROP 28 \$2,402,801

Learning Recovery \$1,595,000

Arts & Music Block Grant \$610,000

PEF GRANTS & GIFTS \$300,000

TOTAL \$6,102,159

Note:

Learning Recovery funds and elementary Prop 28 funds are for the addition of visual arts teachers and general music teachers at all elementary schools to support PLCs. Arts & Music Block Grant funds are just those being managed by this department. Secondary Prop 28 funds are allocated by school and this department is supporting their staffing and implementation of programs.



Prior Year Reflection

This section of the department plan reviews the intent of prior department plans and the successes/challenges encountered while implementing the planned actions. This portion of the plan summarizes key learnings that inform the planning for the current year.

Prior Year Intended Outcomes

What did your department plan set out to achieve during the prior year?

Priority 1: Articulate PK-12 Continuum of Services in all Art Forms
Update the 5 year Strategic Plan for Arts Education with educational partners and the Los Angeles Arts Ed Collective and create a visual representation of the plan

Priority 2: Coordinate Consistency in Arts Programming Across Schools
Leverage Prop 28 funds to specialize programs in secondary and provide art & music teachers in elementary
Support teachers with curriculum and consistent planning meetings with visual arts & music specialists
Update the arts fact sheet & arts ed data profile for each school

Priority 3: Embed Anti-Racist and TSEL Pedagogy and Curriculum for Arts Teachers
Provide PD and resources for all arts teachers to support culturally sustaining pedagogy and arts integration, with support from specialists (Equity and Access, educational partners, TOSAs)

Priority 4: Provide Teacher Support for GATE/IB Instruction and Services
Support teachers with Differentiation TOSA during Professional Learning Communities
Provide PD in instructional models for GATE and IB (including SEL needs and identifiers)

Prior Year Achievement

Did the department achieve what it had outlined? How do you know?

Priority 1: The committee for the 5 year strategic plan met for 15 hours and completed the 2024-29 Strategic Plan for Arts Education. It has been shared with the District Arts Team/Community Arts Team, approved by the Board of Education and posted on the website.



Priority 2: Prop 28 Meetings completed at all secondary school sites, expenditure plan completed and board approved. Consistent planning meetings/PD provided for elementary visual arts teachers with artist in residence, for music teachers with District Music Specialist. Arts Fact Sheet updated and new graphic developed - shared and posted on website

Priority 3: Elementary visual arts teachers have engaged in consistent PD and coaching with Artist in Residence, Denise Seider. Culturally responsive arts integrated lessons made available to all teachers for Native American Heritage, Hispanic Heritage, Thanksgiving, and the winter holidays.

Priority 4: Differentiation TOSA regularly attends coaching meetings and PLC, and works in collaboration with CIPD to align instructional goals to serve GATE students. She has also begun to conduct empathy interviews with GATE students at school sites to gather data on the strengths and challenges of the instructional program.

IB professional development plan is being developed for Blair High School in collaboration with IB MYP and DP coordinators. Data has been collected on the status of all teachers in the PYP, MYP, DP, and CP programs at Willard and Blair in order to plan for support of individual teacher need. Blair block schedule plan developed and board approved.

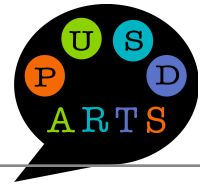
Prior Year Successes, Challenges, and Learnings

What successes, challenges, and learnings should be highlighted from the prior year?

Successes: IB at Blair - block schedule, new MYP coordinator to organize courses and assessment alignment; Elementary Arts & Movement Initiative - all students engaged in standards based visual art, music and PE instruction every week; Prop 28 - increased courses offered and access to five art forms at all secondary schools, purchased much needed equipment to improve arts facilities; Arts Strategic Plan committee - reflective, productive and responsive.

Challenges: consistent clerical support to complete all tasks of purchasing, scheduling, and follow through with vendors; scheduling PD time with arts teachers separate from school site PD; GATE secondary review portfolios - consistency in process

Needs: Alignment of elementary visual arts lessons for consistency across sites now that the teachers have experienced one full year of instruction TK-5.



Current Year Priorities

This section of the department plan provides a summary of the identified needs that are prioritized for informing the department plan's actions for the current year.

Data and Information Used for Plan Development

What data did you consider when developing this plan?

Feedback from teachers and educational partners
End of year surveys
GATE Community Circle data & identification data
Blair IB Matters to be Addressed plan & Block scheduling plan

Stakeholder Engagement/Input

What stakeholder engagement or information was used to inform this plan?

2024-2029 Arts Strategic Plan (developed with a committee & DAT/CAT), included a needs assessment, vision development, and a strategic directions workshop
Teacher & Student surveys (Open Stage, My Masterpieces)
Arts department meetings at each school
Blair IB Block Scheduling committee meetins and plan development

Key Data Findings/Information for This Plan

Based on data analysis and stakeholder information, what key data findings are considered in the development of this plan?

GATE Community Circles: students expressed the need for more differentiation: choice, acceleration, and hands-on learning
Needs Assessment during Arts Plan Development: calendar/schedule challenges, inconsistent arts curriculum across schools, educational partner understanding of arts programming and its value
IB: support in implementation of full MYP program & IB Seminar

Current Plan Priorities

Based on the key data findings, what needs emerged from your Department's root cause analysis, and which of these needs are given priority for this planning cycle?

ARTS: Cultivate sustainable leadership, Update and reformulate systems of communication, Leverage existing funding systems, Prioritize and maximize the arts in the master schedule, sequence and expand consistent arts



instruction, deepen and expand career pathways, optimize the use of community partners, ensure opportunities for showcasing district art making and creativity

GATE: fidelity in implementation of key strategies for differentiation/intervention to meet the academic and social/emotional needs of gifted students, especially 3-5 grade identified GATE students & 6-8 grade Twice Exceptional students

IB: continued support for new programming and schedule at Blair, advocacy and communication to all educational partners

ARTS: systems of communication and development of teacher leadership, equitable and culturally responsive arts instruction, showcasing student creativity throughout community

GATE: differentiation/acceleration in 3-8

IB: development of IB Seminar to support student growth towards IB goals



Current Year Planned Actions and Metrics

This section of the department plan provides a summary of the planned actions that address the identified priorities based on data analysis and stakeholder input. Metrics associated with monitoring and/or evaluating the effectiveness of the planned actions are summarized in this section.

What action could you take to address the identified needs of your department?

What would you be able to monitor throughout the year (quarterly or more than twice per year) to know that your actions are creating a change?

Theory Of Action

If we... Provide and support elementary visual arts, music, and Physical Education instruction

and

Purposefully integrate mathematics in K-1 arts lessons in alignment with LCAP goal

and

Collaboratively develop culturally responsive arts integrated literature based lessons TK-5

then... teachers will provide differentiated curricular and instructional opportunities

and

students will make connections to deepen understanding of conceptual mathematics

and

all schools will engage in consistent research based learning experiences

which will... Sequence and expand consistent, equitable and culturally responsive arts instruction



If we... Engage community circles with 3rd - 5th grade gifted students

and

Identify cohort of 2E students (5) with which to analyze, observe, and identify strengths based goals

then... students will have a voice in their educational experience

and

we will begin the process of articulating special needs and services for 2E students in our district

which will... Identify and support specific needs and interventions for gifted students

If we... Increase number of units with action element in elementary and expand 10th grade personal projects

then... students will present interest based personalized projects to the community

which will... Expand the International Baccalaureate Service Learning (Action)

If we... Produce the All Star Musical, inclusive of all high schools, to amplify and showcase professional level instrumental & choral music, theater tech, theatre, and visual arts

and

Produce district wide festivals in visual and performing arts

and



Support production and marketing of school site visual and performing arts showcases and performances

then... students will engage in a professional arts experience

and

student creativity and voice will be amplified in the community

and

the unique gifts of each site will be amplified

which will... Ensure opportunities for showcasing diverse district artmaking and creativity



Priority 1: Sequence and expand consistent, equitable and culturally responsive arts instruction

[Action 1]

Provide and support elementary visual arts, music, and Physical Education instruction

Metrics

- a. elementary arts & movement schedules
- b. unit plans
- c. PLC teacher survey

[Action 2]

Purposefully integrate mathematics in K-1 arts lessons in alignment with LCAP goal

Metrics

- a. lesson plans
- b. #of lessons implemented

[Action 3]

Collaboratively develop culturally responsive arts integrated literature based lessons TK-5

Metrics

- a. lesson plans
- b. #of lessons implemented
- c. book lists

Priority 2: Identify and support specific needs and interventions for gifted students

[Action 1]

Engage community circles with 3rd - 5th grade gifted students

Metrics

- a. ILP/Community Circles study
- b. # of scheduled & completed community circle meetings



c. recorded responses from students during community circles

[Action 2]

Identify cohort of 2E students (5) with which to analyze, observe, and identify strengths based goals

Metrics

- a. List of students
- b. IEP needs/identified challenges
- c. Observation data for GATE
- d. ILP strengths based goal identified

Priority 3: Expansion of International Baccalaureate Service Learning

(Action)

[Action 1]

Increase number of units with action element in elementary and expand 10th grade personal projects

Metrics

- a. action implementation in IB units at each grade level (Willard)
- b. number of personal projects
- c. IB diploma candidates

Priority 4: Ensure opportunities for showcasing diverse district artmaking and creativity

[Action 1]

Produce All Star Musical, inclusive of all high schools, to amplify and showcase professional level instrumental & choral music, theater tech, theatre, and visual arts

Metrics

- a. #students involved in production
- b. #students attending production
- c. #of community audience members attending

[Action 2]

Produce district wide festivals in visual and performing arts



Metrics

- a. marketing materials
 - # of attendees at festivals
 - # of students involved

[Action 3]

Support production and marketing of school site visual and performing arts showcases and performances

Metrics

- a. marketing materials
 - # of social media posts

PASADENA UNIFIED SCHOOL DISTRICT

Arts & Enrichment Department

2024-2025

Coordinator - Karen Anderson

Arts

GATE

International Baccalaureate

TOSA II (20%) - Karen Klages
District Music Specialist

TOSA II (20%) - Luis Rendon
District Visual Arts Specialist

Senior Clerk Typist
Brandy Brown

Artist in Residence
Denise Seider

Elementary Music Teachers

Elementary Visual Arts Teachers