

# Five-Year Strategic Arts Plan



## PASADENA Unified School District

2024-2029

Table of Contents	
	PAGE
Executive Summary <ul style="list-style-type: none"><li>• Arts Education Background</li><li>• Vision Elements and Strategic Directions</li></ul>	2-6
2024-2029 Implementation Plan	7-18
Appendix - Process Components	19-21

*This strategic plan for arts education was developed as part of the LA County Arts Education Collective to advance the goals of [Arts for All Children, Youth, & Families: Los Angeles County's New Regional Blueprint for Arts Education](#), supported by the Los Angeles County Department of Arts and Culture.*

## **Pasadena Unified School District Arts Education Background**

Arts Education is provided in the following ways in Pasadena Unified School District:

- Certificated Music and Visual Arts specialists (17 FTE) serve 100% of all elementary students (TK-5) in 14 elementary schools weekly
- 56% of elementary classroom teachers report that they teach the arts weekly, either as a stand-alone subject or integrated with other core subjects. The PUSD Arts Office offers PD programs, art supply funds, and standards-based curricula to support arts integration.
- Roughly 60% of middle and high school students are enrolled in an arts class taught by a certificated arts specialist or CTE (Career Technical Educator) specialist, for a total of 43.4 FTE dedicated to the arts.
- Teaching Artists support programs K-12 for specialized expertise across art forms (choreography, ceramics, theater tech, instrumental coaching, vocal coaching, accompanists, etc)
- Creative Wellbeing professional development and artist residencies, in collaboration with the LA County Dept. of Arts & Culture is in place at our continuation HS and SPED program to support healing informed arts practices across the curriculum.
- My Masterpieces, a standards-based visual arts-integrated curriculum is experienced by all 7,500 TK-6 students.
- Theater & Dance Explorations is a district-wide performing arts program (provided in collaboration with the Music Center), involving a series of lessons from teaching artists that serves all TK-2nd students, including special day classes.
- Roughly 60% of middle and high school students are enrolled in an arts class taught by a certificated arts specialist or CTE (Career Technical Educator) specialist, for a total of FTE dedicated to the arts.
- There are more than 50 arts organizations working in PUSD including Armory Center for the Arts, Lineage Dance, Pasadena Playhouse, Side Street Projects, A Noise Within, and others. These partnerships provide students with in-depth artist residencies, exposure to careers in the arts, internships, etc.
- Students' talents are showcased in the community annually through numerous opportunities, including a district-wide art exhibition, No Boundaries, all-district Choral and Music Festivals, PazJazz Festival, and the All Star Band's participation in the Rose Parade.
- PUSD students regularly participate in city-wide arts events such as ArtNight Pasadena, and Tournament of Roses activities.
- The PUSD Arts office continues to expand services to students and teachers through partnerships, key stakeholders, and strong messaging about the value and role of arts education in social emotional learning

***The following guiding principles were fundamental to the process and development of the Strategic Plan for Arts Education: PUSD Strategic Plan Pillars, Educational Master Plan, LCAP Goals, and the Equity Litmus Test.***

## **PUSD Strategic Plan Pillars**

**Pillar 1:** Learner-focused Instruction: *Instruction that meets the needs of our diverse learners and prepares them to be ready for college, career, and life as contributing members of their community.*

**Pillar 2:** Outstanding and Respected Employees: *Employees are supported to be culturally competent, inclusive, and thrive within a culture of excellence.*

**Pillar 3:** Quality Learning Environment: *Physical and cognitive environments that support and promote students' ability to thrive.*

**Pillar 4:** Effective, Responsive and Accountable Organization: *Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of the school sites. Our educational partners in this work include the board, teachers, principals, administrators, other school personnel, local bargaining units, parents, and students.*

**Pillar 5:** Collaboration with Families and Communities to Increase Trust: *The District values and works with our partners on behalf of our students.*

## **Pasadena Unified [Educational Master Plan](#)**

**Educational Master Plan Vision:** PUSD, in partnership with the community, will create a learner-centered environment to ensure our students are life-ready. We will create flexible and resilient spaces that support inquiry-based learning, celebrate our differences, and support our unique needs including emotional and physical health

Focus Area: *Learner-Centeredness*

**Goal:** PUSD will ensure a learner-centered environment that allows for student voice and choice to collaborate and meet individual needs, and opportunities for all to excel.

Focus Area: *Flexible Spaces*

**Goal:** PUSD will create flexible learning spaces that accommodate both mental and physical needs to ensure the environment promotes, rather than constraints learning.

Focus Area: *Wellbeing*

**Goal:** PUSD will create and maintain a positive and safe environment that promotes and supports all learners.

Focus Area: *Community Partnership*

**Goal:** PUSD will invest in proactively building and sustaining community relationships through partnerships that support improved academic outcomes, whole-child engagement, and family development.

## **Local Control and Accountability Plan Goals**

**Goal 1:** Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.

**Goal 2:** There will be a well-trained and qualified teacher in every classroom, every day, supported by sufficient, well-trained support staff.

**Goal 3:** Students will be in school every day in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

**Goal 4:** Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of sites.

**Goal 5:** Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

**Goal 6:** Foster Youth and homeless students will experience a safe, caring, and responsive learning environment where they can demonstrate academic proficiency and be part of a learning community.

**Goal 7:** PUSD will reclassify English learners by the end of elementary school, reduce the number of long-term English learners (LTEL) students in secondary school, improve academic language proficiency and academic achievement in order to ensure English Learners graduate college & career ready.

**Goal 8:** Students at Equity Multiplier school sites will receive supplemental evidence-based services and supports that meet the needs of learners and lead to improved outcomes.

**Goal 9:** PUSD will utilize resources to increase academic achievement, postsecondary readiness, social emotional wellbeing, and inclusiveness for Black/African American students.

## **Pasadena Unified Equity Litmus Test**

- 1) Does the impact of the current and/or the proposed action directly encourage the valuing of multiple, intersectional identities? How do we know?*
- 2) Does the action ensure avenues of success for BIPOC and marginalized students/employees? Is the action at the expense of/harming BIPOC and marginalized groups?*
- 3) Does the action intentionally contribute to the belonging for BIPOC and marginalized groups? How do we know?*

# Pasadena Unified School District Arts & Enrichment Department

**Our Vision:** Empower Students, Educators, Families and Community In and Through the Arts

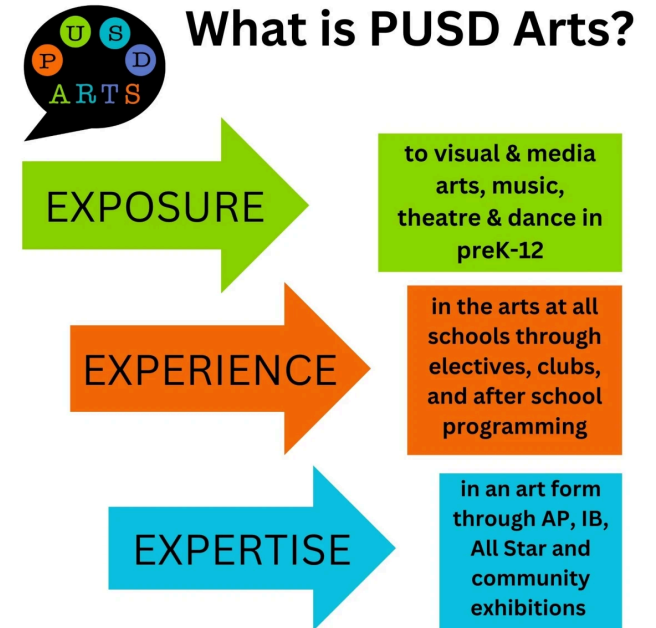
We believe that the arts are valuable in their own right, and that they can provide strategic opportunities to serve the developmental, social and emotional needs of all students. We further believe that the arts prepare our students for college and career pathways and offer them access to the creative economy of California.

## FIVE-YEAR PLAN VISION ELEMENTS

In September 2023, PUSD established a Planning Committee to develop a new five-year strategic plan for arts education. Through a consensus building process, the following vision elements were create to continue deepening TK-12 arts instruction across all school sites.

***With the five year plan, the district strives to implement the following:***

- Equitable, inclusive, and consistent access
- Consistent, systemic resources allocated to support a thriving arts infrastructure
- Inquiry-based learner centered programming and curriculum
- Capacity building that leads to connected teaching and teachers
- Respected, honored and valued student voices
- Intentional arts integration through collaboration
- Student-centered meaningful, and evolving community partnerships
- District-wide community building and celebration
- Safe, appropriate, creative and inspiring spaces



## FIVE YEAR PLAN STRATEGIC DIRECTIONS

To guide the development of the new plan, the committee reflected on the following question: *What creative and innovative actions can we take to leverage our successes, address our challenges and move toward our vision?* As a result, the following strategic directions and goal areas were developed to frame the implementation of the plan. The strategic directions are not silos but part of an overlapping whole system that ensures movement towards enacting the vision while addressing challenges.

### **STRATEGIC DIRECTION A: Sustainable Leadership and Systems - (PUSD Strategic Pillar 4, LCAP goal 5)**

- Goal 1: Cultivate sustainable leadership
- Goal 2: Update and reformulate systems of communication
- Goal 3: Leverage existing funding systems
- Goal 4: Prioritize and maximize the arts in the master schedule

### **STRATEGIC DIRECTION B: Articulated Teaching and Real World Learning - (PUSD Strategic Pillar 1, 2 & 5, LCAP goal 1,2,6)**

- Goal 5: Sequence and expand consistent, equitable, and culturally responsive arts instruction
- Goal 6: Expand access to career pathways
- Goal 7: Optimize the reciprocal relationship with community partners

### **STRATEGIC DIRECTION C: Amplified Student Creativity and Excellence - (PUSD Strategic Pillar 1, 3, 5, LCAP goal 1,2)**

- Goal 8: Ensure opportunities for showcasing diverse district art making and creativity



# Five Year Strategic Plan 2024-2029

## Action Planning Phase 1: 2024-2026

Strategic Direction A: Sustainable Leadership and Structures			
Goal 1: Cultivate sustainable leadership			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome / Metrics
Establish school site arts councils at schools to inform use of funds and other resources; and communicate/celebrate the arts at the site	<ul style="list-style-type: none"> <li><input type="checkbox"/> Define what the council infrastructure will look like for both elementary and secondary</li> <li><input type="checkbox"/> Arts departments identify parent and student leaders for the arts council from booster groups, volunteers, etc.</li> <li><input type="checkbox"/> Define the scope of work and purpose for site arts councils</li> <li><input type="checkbox"/> Communicate members of the councils on website</li> <li><input type="checkbox"/> Ensure representation &amp; report from arts councils at DAT/CAT</li> <li><input type="checkbox"/> Schedule and define regular meeting times</li> </ul>	<p>Site appointed specialists</p> <p>Site leadership</p>	<p>-Each school site has an arts council established with systems in place for assessing funding and resources needed for implementing, celebrating and communicating about the arts</p> <p>-Spending reports for each school site</p>
Create Arts Department organization chart	<ul style="list-style-type: none"> <li><input type="checkbox"/> Include Admin, TOSA's, arts councils, department chairs &amp; teachers by art form with helpful links</li> <li><input type="checkbox"/> Share chart on website and keep updated</li> </ul>	Arts Coordinator	-Mapped documentation of the arts staffing across the district
Goal 2: Update and reformulate systems of communication			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome / Metrics
Utilize established organizational chart to assign communication responsibilities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Expand district arts team to include logistics and communications team</li> <li><input type="checkbox"/> Establish the messages we want the community to hear with PUSD Communications, PEF, and with each school's outreach/publicity/social media coordinators</li> </ul>	<p>Arts Coordinator</p> <p>District Communications Team</p>	-Communication pathways for arts events and resources are established and accessible

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a shareable drive of images, videos, testimonials, documents</li> <li><input type="checkbox"/> Establish a consistent PUSD arts brand with logos, taglines, etc.</li> </ul>	Arts TOSAs	
Establish a districtwide system for intentional storytelling, consistent messaging, and shareable documentation about the arts in PUSD (ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a communications liaison to gather, organize and disseminate messaging</li> <li><input type="checkbox"/> Determine role of members of the PUSD communications team</li> <li><input type="checkbox"/> Outreach to 8th graders &amp; parents in the fall to determine arts pathway for HS</li> </ul>	Arts Coordinator  District Marketing Team  PEF Marketing Director  Magnet Coordinator  Board of Education Enrollment Committee	-Messaging systems and protocols are in place. PUSD arts stories are documented and shared
Create a calendar so that arts events are not overlapping or in conflict with each other (ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Revise and share DAT/CAT master arts events calendar</li> <li><input type="checkbox"/> Publicize the calendar to all schools, teachers, and arts partners</li> <li><input type="checkbox"/> Schools determine key dates for concerts, exhibitions, and musicals by Sep 1 of each year</li> <li><input type="checkbox"/> District wide events defined by May 1</li> <li><input type="checkbox"/> Determine who has access and who solves conflicts</li> </ul>	Arts Coordinator  District Marketing Team	-District-wide calendar of events shared publicly with equitable representation for all schools/student groups

**Goal: Leverage existing funding systems**

Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome / Metrics
Streamline arts facilities processes for engaging	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clarify pipeline &amp; policy for filming permits</li> <li><input type="checkbox"/> Propose partnership for filming fees to go directly to</li> </ul>	Arts Coordinator	-Concrete protocols are in place for engaging outside



community organizations and industry (ongoing)	arts department/school site arts <input type="checkbox"/> Clarify processes for theater rentals and tech support/stage management <input type="checkbox"/> Develop auditorium at Wilson for district wide & community events	Director of Maintenance & Operations	vendors, organizations, and industry opportunities
Leverage funding from other departments (language development, student wellness, SPED, community schools) by aligning goals (ongoing)	<input type="checkbox"/> Strategic planning with department leads to align goals (Winter/spring of each year) <input type="checkbox"/> Connect community partners with department leads to share vision of integration & alignment <input type="checkbox"/> Communicate Creative Wellbeing initiative/resources	Arts Coordinator  Site Arts Leads District Leadership Network	Evidence of arts programming integrated into other department budgets and plans

**Goal: Prioritize and maximize the arts in the master schedule**

<b>Action(s)</b>	<b>Tasks</b>	<b>Point Person(s)/Group</b>	<b>Measurable Outcome / Metrics</b>
Prioritize the arts in the master schedule (ongoing)	<input type="checkbox"/> Set meetings to plan course offerings and hiring for upcoming school year in December/January <input type="checkbox"/> Advocate with counselors, master schedule makers, principals, etc. <input type="checkbox"/> Empower students to advocate for courses <input type="checkbox"/> Ensure equitable access for ELs, LTELs, and black students <input type="checkbox"/> Demonstrate pathways in each art form from middle school to high school	Arts leads at each school  Counselors  Office of Enrollment  Magnet Coordinator	-Arts courses are clearly articulated in the master schedule  Secondary school sites demonstrate clear pathways in each art form (one sheet)  -Equitable and consistent delivery of arts courses across all sites

**Strategic Direction B:  
Articulated Teaching and Real World Learning**

**Goal: Sequence and expand consistent, equitable and culturally responsive arts instruction**

Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome / Metrics
Continue to evaluate the current state of arts education staffing, facilities, and materials (ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a comprehensive list of teaching artists, materials, facilities and the required training to use the facilities/materials               <ul style="list-style-type: none"> <li>- Yearly Inventory and review of the list</li> <li>- Widespread sharing to Arts Teachers in the district</li> </ul> </li>   <li><input type="checkbox"/> Highlight teacher specializations (for appropriate placement in district)</li> </ul>	TOSAs	-Evaluation report that outlines arts education needs (staffing, facilities, materials and course/class offerings)
Continue to articulate the curriculum for TK-12 VAPA (ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and support leaders in each art form to facilitate site and district wide implementation</li> <li><input type="checkbox"/> Conduct a comprehensive review of what each school offers and share the differences (and simplify titles to amplify and ease collaboration)</li> <li><input type="checkbox"/> Create a list of any missing curriculum and resources</li> <li><input type="checkbox"/> Review curriculum using equity litmus test</li> <li><input type="checkbox"/> Create culturally responsive integrated elementary VA lessons tied to literature</li> </ul>	Arts Coordinator  Arts Teachers  TOSAs	-TOSA roles & responsibilities are formalized by Winter 2025  -PD for elementary is designed and implemented  -A documented list of offered courses by school to align with pathways  -Published curriculum and resources available to all teachers
Create sheet music digital inventory by 2029 (ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research and investigate processes and program for music library</li> <li><input type="checkbox"/> Identify human capital needs</li> <li><input type="checkbox"/> Determine system for organizing sheet music</li> <li><input type="checkbox"/> Identify gaps in culturally responsive music literature</li> </ul>	District Music Specialist  Librarian	-A digital sheet music inventory has been established and a repository system has been created

**Goal: Expand access to career pathways**

Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome / Metrics
Integrate sustainable career exploration in the arts (ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increased direct student access to arts professionals (mentoring, internships, workshops, etc) across arts courses</li> <li><input type="checkbox"/> Educate counselors &amp; parents on sustainable creative careers</li> <li><input type="checkbox"/> Create sustainable career units (launch/end of year)</li> <li><input type="checkbox"/> Required VAPA arts careers unit in intro classes</li> <li><input type="checkbox"/> Define transferable creative and critical thinking skills gain from arts courses (habits of mind)</li> <li><input type="checkbox"/> Yearly assessment of resources in the community and teachers</li> </ul>	Arts Coordinator CTE Coordinator Academy Lead Teachers Arts Department Chairs	-Ongoing learning opportunities for students, parents & counselors  -Increase percentage of students who enter creative career/major in college
Expand work-based learning opportunities in the arts for students (ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create and maintain an accessible document that is distributed to parents, student, and counselors detailing direct contact info for arts partners</li> </ul>	Arts Coordinator CTE Coordinator Magnet Coordinator	-PUSD students hired as interns at arts partner organizations  -Ongoing learning opportunities for students, parents & counselors  -Increase percentage of students who enter creative career/major in college

<b>Goal: Optimize the reciprocal relationship with community partnerships</b>			
<b>Action(s)</b>	<b>Tasks</b>	<b>Point Person(s)/Group</b>	<b>Measurable Outcome / Metrics</b>
Leverage community partners to directly support teachers (ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> PD to/from Community Partners (CP)</li> <li><input type="checkbox"/> Tech Support from CP</li> <li><input type="checkbox"/> Resources and Facilities to/from CP</li> <li><input type="checkbox"/> PLCs spaces, time, and resources from CP</li> <li><input type="checkbox"/> Share curriculum and experiences from CP</li> </ul>	TOSAs  Arts Coordinator Arts Department Chairs	-Increased access for teachers to community partners and resources
Empower students to access community resources (ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop relationships and communicate with CTE</li> <li><input type="checkbox"/> Streamline information pathways from organizations to students</li> <li><input type="checkbox"/> Publicize formal and informal internship/work opportunities</li> <li><input type="checkbox"/> Empower students to determine best communication source/tool</li> </ul>	TOSAs  Arts Coordinator  Arts Department Chairs	More students accessing community resources

**Strategic Direction C:  
Amplified Student Creativity and Excellence**

<b>Goal: Ensure opportunities for showcasing diverse district artmaking and creativity</b>			
<b>Action(s)</b>	<b>Tasks</b>	<b>Point Person(s)/Group</b>	<b>Measurable Outcome / Metrics</b>
Deepen and expand All-Star Program to develop TK-12 pipeline (ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leverage funding &amp; partnerships</li> <li><input type="checkbox"/> Open the stage for more elementary/middle students to witness All Star performances</li> <li><input type="checkbox"/> Branding &amp; visibility of All Star Programs</li> </ul>	Karen Klages  Performing Arts Teachers	-All Star Band schedule reflects local performances to engage K-8 students  -Students survey indicate interest in All Star Musical  -Increase in students auditioning for All Star groups

<p>Embed value of VAPA classes within district/school culture (ongoing)</p>	<ul style="list-style-type: none"> <li>❑ Uplift standards based VAPA instruction during learning walks</li> <li>❑ Equitable student performances at district meetings and events to demonstrate many and varied opportunities</li> <li>❑ Provide professional development in arts integration and California arts standards</li> <li>❑ Schedule/write quarterly Arts Communiques to the board</li> <li>❑ Articulate how arts instruction supports SEL, cultural competency &amp; identity building</li> </ul>	<p>Arts &amp; Enrichment Coordinator</p> <p>Principals</p> <p>Arts Partners TOSAs &amp; Teaching Artists</p>	<p>-Standards-based cross-collaboration between VAPA and other subjects (math, reading, social studies, etc)</p> <p>-Integrated ELA/Visual Arts lessons by grade level</p> <p>-increased awareness of impact of arts instruction on student wellbeing &amp; belonging - testimonials/surveys</p> <p>-arts/arts integration as area of focus in principal walkthroughs</p>
<p>Amplify student voice in curriculum and arts programming (ongoing)</p>	<ul style="list-style-type: none"> <li>❑ Intentional inquiry based instruction</li> <li>❑ Create time and opportunity for Unit Planning/Professional Development with students</li> <li>❑ HS students teach Elementary/MS students throughout the year</li> <li>❑ Opportunities for intentional feedback from students on instruction &amp; programs</li> </ul>	<p>ELOP Coordinator</p> <p>Teachers</p> <p>TOSAs</p> <p>Art Council</p>	<p>-Student voice is embedded in program design and development.</p> <p>-teachers/principals integrate findings from students</p>

**Action Planning: Phase II (2026-2029)**

<b>Strategic Direction A: Sustainable Leadership and Structures</b>			
<b>Goal: Cultivate sustainable leadership</b>			
<b>Action(s)</b>	<b>Tasks</b>	<b>Point Person(s)/Group</b>	<b>Measurable Outcome / Metrics</b>
Further define responsibilities of educational partners in arts councils at each school	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update and document roles and responsibilities</li> <li><input type="checkbox"/> Establish an accountability system</li> </ul>	Coordinator DAT/CAT	-The school site arts councils are sustained and updated roles and responsibilities are documented and shared
Empower students to advocate for the arts across the district and in the community	<ul style="list-style-type: none"> <li><input type="checkbox"/> Invite student leaders to DAT/CAT meetings and other district events where they get to model leadership</li> <li><input type="checkbox"/> Meet with student board members to educate &amp; inform</li> <li><input type="checkbox"/> Establish ASB arts ambassadors</li> </ul>	Art Council Coordinator ASB Advisors	-Student leadership incorporated into DAT/CAT and modeled throughout the district and within program areas
<b>Goal: Update and reformulate systems of communication</b>			
<b>Action(s)</b>	<b>Tasks</b>	<b>Point Person(s)/Group</b>	<b>Measurable Outcome / Metrics</b>
Revise organizational chart and communication responsibilities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with communication department to align responsibilities and goals</li> <li><input type="checkbox"/> Outline and document the responsibilities and share with executive leadership, site councils, etc.</li> </ul>	Coordinator Communications Dept. ILT	-An updated organizational chart with articulated work plans and/or responsibilities
<b>Goal: Leverage existing funding systems</b>			
<b>Action(s)</b>	<b>Tasks</b>	<b>Point Person(s)/Group</b>	<b>Measurable Outcome / Metrics</b>
Seek out and apply for	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify key grant opportunities and complete</li> </ul>	Coordinator	-An increase in the number of

lucrative grants and foundations	applications <input type="checkbox"/> Calendar timeline for grant applications <input type="checkbox"/> Share funding opportunities consistently with schools	PEF	grants to support implementing arts instruction
----------------------------------	---	-----	---

**Strategic Direction B:  
Articulated Teaching and Real World Learning**

**Goal: Sequence and expand consistent arts instruction**

Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome / Metrics
Deepen the articulation of of TK-12 VAPA curriculum for TK-12 (ongoing)	<input type="checkbox"/> Support documentation and digital portfolios <input type="checkbox"/> Leverage arts TOSAs <input type="checkbox"/> Identify potential secondary arts TOSAs for each art form (Visual(Media), Dance/Theatre/Vocal Music, Instrumental Music) <b>Elementary TOSAs</b> <input type="checkbox"/> Hire/Promote arts TOSAs (start at 20%) <input type="checkbox"/> Articulate job and responsibilities of arts TOSAs	Coordinator  TOSAs	-TOSAs create any needed curriculum by June 2027 -Curriculum implemented in 2027/2028 -Curriculum reviewed and updated in 2029

**Goal: Expand access to career pathways**

Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome / Metrics
Evaluate CTE pathways in the arts within, and independent of the academies (ongoing)	<input type="checkbox"/> Create system for evaluating in collaboration with CTE <input type="checkbox"/> Utilize already existing CTE data in this area	Arts Coordinator  CTE Coordinator	-CTE pathways in the arts evaluated and data documented
Design and implement workshops or programs that provide students with hands-on	<input type="checkbox"/> Collaborate with CTE and identified arts partners to identify workshop opportunities and identify when to incorporate them <input type="checkbox"/> Create a College Workshop Series	DAT/CAT  CTE Academy lead teachers	-An increase in the number of students exposed to and entering careers in the arts

experiences and exposure to different arts careers (ongoing)	<input type="checkbox"/> Establish and pilot a Mentors for Life Model (DAT/CAT Mentor) <input type="checkbox"/> Leverage partnerships with local businesses and organizations to create internship or mentorship opportunities for students interested in pursuing art careers <input type="checkbox"/> Seek and design opportunities based on student input	Counselors	
--	--	------------	--

**Goal: Optimize the use of community partnerships**

Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome / Metrics
Collect data/feedback from students on which programs/communication they found beneficial and/or engaging (ongoing)	<input type="checkbox"/> Facilitate community circles at the middle and high schools to collect student preferences <input type="checkbox"/> Based on feedback and data continue to seek and/or deepen community partnerships that support evolving needs	TOSAs  Arts teachers  DAT/CAT members	-Student feedback and preferences documented and shared with school sites, arts teachers and staff  -An increase in the number of community partners supporting diverse programming needs based on student feedback

**Strategic Direction C:  
Amplify Student Creativity and Excellence**

**Goal: Ensure opportunities for showcasing district artmaking and creativity**

Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome / Metrics
Investigate the possibility of instating an annual, culminating school-wide art	<input type="checkbox"/> Leverage current systems and potential entry points for showcasing a culminating event <input type="checkbox"/> Assign faculty and/or arts point person to coordinate	Arts Department Chairs	The event happens at each school: -Evidence of attendance



<p>celebration at each PUSD school</p>	<p>and set communication protocols</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate mandatory status (explain the event at principals' and coaches meetings)</li> <li><input type="checkbox"/> Broadcast dates on district calendar(s)</li> <li><input type="checkbox"/> Share existing systems</li> </ul>	<p>Principals Elementary Art &amp; Music teachers</p>	<p>-Collection of feedback -Digital documentation of showcased student work (include a way for parents/community to give feedback to the padlet or whatever the digital documentation happens to be)</p>
--	---	---	--

## STRATEGIC PLAN BUDGET IMPLICATIONS

Targeted Revenue Sources for Arts Education (numbers vary per fiscal year)		
Source	Purpose	Amount (estimated)
LCAP S&C	Staffing elementary music Arts Coordinator Materials	1.2 million
Proposition 28: Arts and Music in Schools Funding Guarantee and Accountability Act	Expand opportunities in the arts through staffing (80%) Materials (20%)	2.4 million
Learning Recovery Block Grant (2023-2027)	Teaching Artists Elementary music teachers Elementary physical education teachers	1.8 million
Arts & Music Block Grant (2023-2027)	Transportation Elementary Visual Arts Materials Teaching Artists	\$500,000
Pasadena Educational Foundation Grants & Gifts	All Star Band & Musical	\$250,000
CTE Strong Workforce Grant (2023-2027)	Theatre Tech	\$800,000

# APPENDIX

Process Components (below)

- Vision Workshop
- Strengths and Challenges Workshop
- Strategic Direction Workshop

Committee Members

[Meeting Agendas](#)

**Guiding Question:** In five years, what do we want to see in place for the arts as a result of our actions?

Inquiry-Based Learner Centered Programming and Curriculum	Equitable, Inclusive, and Consistent Access	Consistent, Systemic Resources Allocated to Support a Thriving Arts Infrastructure	Capacity Building that Leads to Connected Teaching and Teachers	Respected, Honored and Valued Student Voices	Intentional Arts Integration Through Collaboration	Student-Centered Meaningful, and Evolving Community Partnerships	District-Wide Community Building and Celebration	Safe, Appropriate, Creative and Inspiring Spaces
<p>Exposure to diverse art forms and perspectives</p> <p>Happiness, delight, joy, freedom of expression</p> <p>Electives/programs that are hands-on products</p> <p>More exploration in middle school</p>	<p>Equitable and consistent opportunities to engage in the arts for all students</p> <p>Equitable access across all schools/grades</p> <p>Pathways for all students from exposure to experience to expertise</p> <p>More in-school less after-school hours</p> <p>Partnerships for CARE, SDC, ELD</p> <p>Student access to many arts options during the school day</p> <p>SPED trained and responsive arts teachers for inclusion</p>	<p>Financially sustainable arts programs (including time/money)</p> <p>More money budgeted for arts administration and advocacy</p> <p>Systemic (money, schedules) support for the arts</p>	<p>Teachers have the capacity to be creative and encourage creativity</p> <p>Great PD by experts in the field and time for teacher collaboration</p> <p>Shift teacher perception - arts as a way of seeing the world</p>	<p>Accessible and student voice led arts experiences</p> <p>Make sure students are designing/choosing/managing big productions</p> <p>Plentiful opportunities for expression and exploration</p> <p>Elective choices driven by student interest</p> <p>Student art highlighted across campus + city</p>	<p>Collaboration (school + district) between art form and community</p> <p>Intentional arts integration TK-12</p> <p>Arts integrated across all subjects</p> <p>Integration rather than isolation</p> <p>Interdisciplinary collaboration, big and small</p>	<p>Career exploration through partnerships and intern experiences</p> <p>Strong, on and off-site community partner collaboration</p> <p>Students feel at home at local arts organizations</p> <p>Guest artists doing workshops with students</p>	<p>Regular busing students to high school productions</p> <p>Non-competitive district and regional community building</p> <p>All Star/All City systematized</p> <p>Collaborative calendaring of district and site arts events</p> <p>Student art highlighted across campus and city</p> <p>Graduate profiles</p>	<p>Creative, collaborative environments</p> <p>Gardens instead of dead grass at sites</p>




<b>Strengths</b> <i>Momentum toward our vision</i>	<b>Challenges</b> <i>Forces resisting our new direction</i>
<ul style="list-style-type: none"> <li>● Visual Arts Specialists at all elementary schools</li> <li>● An established District and Community Arts Team exists (DAT/CAT)</li> <li>● The Community willing to support with funding and other resources</li> <li>● Teachers on Special Assignment (TOSA's) dedicated to the arts</li> <li>● The school board supports the arts</li> <li>● Trained parents that appreciate the arts</li> <li>● Skilled teachers and talented arts educators</li> <li>● Teachers feel empowered and appreciate the space given to create</li> <li>● Diverse socio-economics and resources</li> <li>● Community diversity allows for investments</li> <li>● A full-time arts coordinator exists</li> <li>● Great community partnerships - (Open Stage, All Star, Pasadena Playhouse, etc)</li> <li>● Location adjacent to the Entertainment Industry</li> <li>● Academic departments value the arts</li> <li>● Every student experiences art and is enthusiastic about the arts</li> <li>● Strong arts and culture institution ecosystem</li> <li>● Owned PUSD properties</li> <li>● Art is offered across disciplines and grade levels</li> <li>● Diverse culture of students who inform the arts with their stories, inform curriculum, and choices in the community</li> </ul>	<ul style="list-style-type: none"> <li>● Competing priorities and declining enrollment</li> <li>● A restricted master calendar</li> <li>● Dual enrollment</li> <li>● Fragmented budgeting and unclear understanding of arts budgeting</li> <li>● Unbalanced allocation of resources</li> <li>● A deficit mindset exists amongst some teachers</li> <li>● Apathy and teacher burnout</li> <li>● Inconsistent site administration of the arts</li> <li>● Site level communication unclear</li> <li>● Arts programs vs. teaching arts classes</li> <li>● A misunderstanding of the value of the arts by administrators, teachers (non arts), and parents</li> <li>● Inconsistencies in curriculum, instructional resources and space</li> <li>● Inequities across school sites, the community and city</li> <li>● Insustainable hours for arts instruction (teachers)</li> <li>● Restricted course offerings (levels)</li> <li>● Vague understanding of the CA Arts Standards</li> <li>● Inconsistent buy-in to district-wide processes and curriculum</li> <li>● Split assignments for teachers</li> <li>● Teacher and administrative pay rates</li> <li>● Time (planning, class, time management, inequities in arts instruction)</li> <li>● Open enrollment leads to program polarization</li> </ul>

**Things to keep in mind as the plan is being developed:**

- ★ SPED training in the arts and movement
- ★ Address the needs for curriculum
- ★ Consider adding a theatre TOSA
- ★ Flexible scheduling
- ★ Two years of VAPA
- ★ Create arts units and curriculum (how to begin carving out the time for this)
- ★ Begin incorporating dance/theatre in elementary
- ★ Leverage TOSAs extension of time and art forms
- ★ Leverage the time of the current TOSA's to support other disciplines
- ★ Add a student(s) to the DAT/CAT
- ★ Strengthen channels of communication and our messaging of the arts

**Pasadena USD Strategic Directions Workshop** - "What creative, innovative actions can we take to address our challenges and move toward our vision?"

This workshop generated the **goal areas** and **infrastructure pillars** (strategic directions) for the arts plan. **November 14, 2023**

<p><b>Cultivate sustainable leadership</b></p> <ul style="list-style-type: none"> <li>Establish school site arts councils</li> <li>Student Ambassadors for the arts at each site coming together (social media blitz)</li> <li>Parent #arts leads/SSC? Communication</li> <li>#artsleads (elementary, middle, high)</li> <li>Arts Org Chart</li> <li>Art TOSA's for middle and high school</li> <li>Admin (selected by art teachers at site); Assigned Arts Ambassador (Paid)</li> <li>Prop 28/Arts Committee at each secondary school</li> </ul>	<p><b>Update and reformulate systems of communication</b></p> <ul style="list-style-type: none"> <li>Expand district arts team/logistics and communication</li> <li>Intentional storytelling - easily shareable documentation</li> <li>Transparent calendar for all arts with no overlapping</li> </ul>	<p><b>Leverage existing funding systems</b></p> <ul style="list-style-type: none"> <li>Use Prop 28 funding to leverage additional funding from other areas (e.g. community schools, student wellness, language development)</li> <li>All filming fees go to arts district fund (arts for arts)</li> </ul>	<p><b>Prioritize and maximize the arts in the master schedule</b></p> <ul style="list-style-type: none"> <li>Two year VAPA graduation requirement</li> <li>Seven period day has to be implemented at Blair, PHS, Marshall (Block schedule an option?)</li> </ul>	 <p><b>Sustainable Leadership and Systems</b></p>
<p><b>Sequence and expand consistent arts instruction</b></p> <ul style="list-style-type: none"> <li>Student digital art portfolio K-12</li> <li>Mandatory arts integration scaffolded and written</li> <li>Consistent secondary arts curriculum (TOSA II)</li> <li>Assessment of arts related facilities at school sites and what is needed</li> <li>Expand the VAPA offerings at each middle school</li> <li>Presentation skills coaching for 5th, 8th, 12th culmination projects</li> </ul>	<p><b>Deepen and expand career pathways</b></p> <ul style="list-style-type: none"> <li>HS apprentices backstage on Pasadena Playhouse or partner shows, events, etc.</li> <li>CTE partnerships to expand career pathways and course levels</li> <li>Identify all the careers that an arts education can lead to</li> </ul>	<p><b>Optimize the use of community partners</b></p> <ul style="list-style-type: none"> <li>Free opportunities for teachers from arts partners</li> <li>Playhouse and other partners assist with PD for lights, sound, marketing</li> </ul>	 <p><b>Articulated Teaching and Real World Learning</b></p>	
<p><b>Ensure opportunities for showcasing district art making and creativity</b></p> <ul style="list-style-type: none"> <li>Annual culminating school site art celebration (theatre, visual arts, music, dance)</li> <li>Students performing at district meetings and events</li> <li>Include art classes in district learning walks</li> <li>Visual arts teachers teaching a lesson to parents at Open House</li> <li>Student artwork displayed across city arts organizations and partners</li> </ul>	 <p><b>Amplify Student Creativity and Excellence</b></p>			

## **Strategic Plan for Arts Education Committee Members**

Kimberleigh Aarn, Los Angeles County Arts Education Collective  
Karen Anderson, Arts & Enrichment Coordinator  
Arie Levine, Pasadena Playhouse  
Brian Elerding, Lineage Performing Arts  
Geoff Albert, Collaborate Pasadena  
David Spiro, Pasadena Educational Foundation  
Carrie Ancker, Blair & San Rafael parent  
Brian Stanley, Rose City High School  
Jessica Volpi, Theatre  
Luis Rendon, Visual Arts  
Karen Klages, Music  
Tamyke Edwards, TOSA II, Arts & Enrichment  
Denise Seider, Visual Artist in Residence  
Allison Steppes, PUSD Institutional Equity & Title IX Coordinator