

Five Year Strategic Arts Plan



2024-2029

Table of Contents	
	PAGE
Executive Summary • Arts Education Background • Vision Elements and Strategic Directions	2-3
2024-2029 Implementation Plan	4-11
Appendix (Process Components)	12-15

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 Los Angeles County Department of Arts and Culture.

AUSD Vision

Each student will be a problem solver, critical thinker, an effective communicator, and a positive contributor to the community.

AUSD Mission

The Azusa Unified School District equips every student with the knowledge and skills to fulfill their purpose and positively impact society.

AUSD Core Values

● Accountability

- *We follow through on promises and lead by positive example*
- *We are responsible and accountable for results*
- *We hold ourselves accountable for making decisions in the best interests of our students*

● High Expectations

- *We have high expectations for each student and each adult in our district*
- *We accept no excuses based on race, ethnicity, family income, primary language, gender or area of residence*

● Equity

- *Students and schools receive the resources and support they need to ensure academic success and excellence for all*
- *Student, Staff, Parent, Family and Community Engagement*
 - *We engage students, staff, parents, families and community members in supporting student achievement*

● Honesty

- *We are open, honest, respectful and transparent in our communication*

● Continuous Improvement

- *We are committed to continuous improvement based on evidence of student learning and effective teaching practices*

Azusa Unified School District Arts Education Background and Executive Summary

In the fall of 2018, The Los Angeles County Arts Education Collective invited the Azusa Unified School District to engage in a Strategic Planning Process to expand equity and access to arts education for all students within the District. To that end, a diverse group of stakeholders from both the district and the community developed a far-reaching, expansive plan for arts education for the Azusa Unified School District. Guided by the District's Vision, Mission, and Core Values, along with relevant research, as well as our own internal assessments of the state of AUSD's Visual and Performing Arts offerings the committee wrote a comprehensive multiphase plan to that effect that was also aligned with district goals. Due in part to this first iteration of the Strategic plan, the District expanded its Fine Arts PLC to include the Performing Arts Faculty. The District supported and maintained crucial academic relationships with local colleges and programs. And lastly, through the research and guidance of the first strategic arts plan the District was able to identify the need for itinerant elementary art faculty and hire three new teachers to discreetly serve the needs of the students (TK-5 grade.)

In November of 2023, the Azusa Unified School District re-engaged in a strategic planning process to update its first strategic arts plan developed in the fall of 2018. Based on data and research of the existing state of the Arts in Azusa Unified School District this document summarizes the Strategic Arts Education Plan developed by the committee and outlines the particular phases of implementation.

FIVE YEAR PLAN VISION ELEMENTS

In November 2023, Azusa USD established an Arts Planning Committee to develop a new five-year strategic plan for arts education. Following a review of the vision elements from the 2019-2023 arts plan, the planning committee updated the vision elements to reflect the following:

With the five year plan, the district activates the vision by doing the following:

- Expand and Sequence Arts Curriculum TK-12 (dance, media arts, music, theatre, visual arts)
- Provide Opportunities for Professional Development in the Arts
- Increase Equitable Access to the Arts During the School Day
- Committed Supportive District Leadership and Coordination
- Increase Faculty and Arts Staffing
- Ensure Authentic Community Engagement through Student Showcases
- Establish Purposeful Creative Partnerships
- Maintain and Sustain Funding for the Arts

FIVE YEAR PLAN STRATEGIC DIRECTIONS

To guide the new plan and to address the challenges, the team reflected on the following question: *What creative and innovative actions can we take to address our challenges and move toward our vision?* As a result, the following strategic directions and goal areas were developed to frame plan implementation:

STRATEGIC DIRECTION 1: Strengthen the Infrastructure for Delivering the Arts

- Goal A: Ensure sustainable systems
- Goal B: Secure and sustain funding streams
- Goal C: Create communication and advocacy protocols

STRATEGIC DIRECTION 2: Increase TK-12 Articulation and Capacity Building

- Goal D: Commit to increasing the arts at the elementary
- Goal E: Implement district-wide Professional Development
- Goal F: Grow and sequence arts instruction, and staffing at secondary
- Goal G: Develop College and Career Pathways

STRATEGIC DIRECTION 3: Expand Community Outreach and Engagement

- Goal H: Cultivate Community Partnerships



Five Year Strategic Plan 2024-2029

Phase 1: 2024-2026

Strategic Direction 1: Strengthen the Infrastructure for Delivering the Arts		
Goal A: Ensure sustainable systems		
Action(s)	Tasks	Measurable Outcome
Develop a District Arts Council (Ongoing)	☐ Define the goals, role and responsibilities of the Council. ☐ Identify who should participate.	-Documented Arts Council agendas and meeting outcomes.
Establish equitably aligned arts coordination 2024-2025 (Ongoing)	☐ Expand the Arts TOSA positions. ☐ Create a job description for each of the TOSA positions. ☐ Dedicate 2-3 periods of coordination for visual arts and 3 periods for performing arts. ☐ Ensure visual arts and performing arts instructional sections are maintained.	-Arts coordination in the district has increased. -Hours of coordination expanded.
Establish arts site liaisons at elementary	☐ Outline the roles and responsibilities of the site leads. ☐ Identify individuals at each site and establish stipends.	-Role and responsibilities of a site liaison is outlined. -Meeting agendas, tasks, accomplishments and outcomes are documented.
Collect data to assess gaps in arts instruction TK-12	☐ Asset map what already exists within current arts programming. ☐ Update the Arts Ed Collective Data Profile.	-An asset map is established that supports addressing access to the various art forms. -An updated Arts Ed Data Profile is established at the County level and disseminated as needed.
Goal B: Secure and sustain funding streams		
Action(s)	Tasks	Measurable Outcome
Align the arts plan with the LCAP (Ongoing)	☐ Identify the core arts plan priorities that need to be incorporated into the LCAP.	-Arts education goals and priorities are incorporated into the LCAP.

Establish sustainable funding sources (Ongoing)	☐ Allocate Prop 28 funding in alignment with site and arts plan priorities. ☐ Continue to apply for the Advancement Grant. ☐ Seek and apply for local and national grants (NEA, Canyon City, and other grant opportunities). ☐ Utilize and tap into the expertise of the district grant writer.	-Documentation of funding streams for the arts. -Completed grant applications and awarded funding. -Equitable distribution of Prop 28 allocations and spending, including transparent communication and protocols for spending, shared with school sites, Arts Council and teachers.
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Goal C: Create communication and advocacy protocols

Action(s)	Tasks	Measurable Outcome
Create a webpage dedicated to arts education (Ongoing)	☐ Dedicate time to co-collaborate with TOSA's, site liaisons to discuss content and design parameters. ☐ Connect with the Director of Communications to coordinate and set protocols for designing the page.	-Updated, maintained and active webpage.
Align with the districts communication systems for disseminating information about the arts (Ongoing)	☐ Investigate what the guidelines are for sharing and advocating information out to school sites and the community. ☐ Utilize 'Parent Square' as a tool for communicating (Coordinate with Principals to increase the broadcast/outreach of information).	-Additional communication pathways for communicating about the arts are established and accessed.

Strategic Direction 2: Increase TK-12 Articulation and Capacity Building

Goal D: Commit to increasing the arts at elementary

Action(s)	Tasks	Measurable Outcome
Hire two or more music teachers to support implementing instruction to TK-3	☐ Draft job description flier and post the position for hire (highlight Kodaly and/or Orff training as a preference). ☐ Identify how to allocate the time teachers will spend	-Additional teachers are hired and are providing music instruction to TK-3 students across elementary school sites.

	delivering music across seven elementary schools. ☐ Figure out scheduling and assign music teachers to identified school sites and grade levels. ☐ PLC leads work collaboratively to create a Job Fair to actively seek applicants for HR	-An increase in the number of TK-3 students receiving music instruction.
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Goal E: Implement district-wide professional development

Action(s)	Tasks	Measurable Outcome
Targeted PD for sites, district administrators, counselors, CTE staff, and Expanded Learning Staff, etc. (Ongoing)	☐ Arts Leads identify an audience to work with first to build capacity and awareness of the power of arts education (Awareness Sessions). ☐ Design focused learning experiences (i.e. introduction the CA Arts Standard, and the priorities outlined in the district arts plan, wellness/SEL, etc. ☐ Calendar dates for delivering up to two (2) learning experiences.	-Surveys from attending identified professional development. -Agendas, attendance rosters, and learning outcomes documented.

Goal F: Grow and sequence arts instruction and staffing at secondary

Action(s)	Tasks	Measurable Outcome
Consider hiring a CTE theatre teacher	☐ Add two (2) sections at MS and 2 at HS. ☐ Work to identify candidates who understand delivering arts curriculum to 6-12 students. ☐ Partner with Citrus College in developing the learning tracks at MS and HS. ☐ Build in collaboration opportunities between CTE teachers and arts specialists.	-CTE theatre teacher hired and is implementing a curriculum for MS and HS students. -An increase in the number of students exposed to theatre pathways.
Identify arts organizations, providers, or arts coaches/consultants to support instruction	☐ Identify the skills that outside providers can co-collaborate with arts specialists in delivering (residencies, workshops, field trips, etc.).	-Additional arts partners, teaching artists and/or organizations supporting the implementation of arts education.
Seek PT visual arts and music instruction	☐ Identify the classes that would need PT support and assess how to implement the need (partnership, consultants, increased overload time, etc.).	-An increase in the number of students receiving visual arts and music instruction.

	☐ Consider offering overload to other visual arts and music teachers.	-Music and visual arts instruction is maintained by adding additional sections across each discipline. -PT visual arts and music instructors hired and/or newly established partners supporting implementing visual arts and music.
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Goal G: Develop college and career pathways

Action(s)	Tasks	Measurable Outcome
Start with a Capstone Course in visual arts, music and theatre to support HS students with getting their portfolios together (Ongoing)	☐ Cross collaborate to map out tracks for each discipline (visual arts, music, and theatre). ☐ Continue to access the expertise of outside professionals to build student learning in careers.	-HS students have expanded support with creating portfolios. -An increase in the number of HS portfolios.

Strategic Direction 3: Expand Community Outreach and Engagement

Goal H: Cultivate community partnerships

Action(s)	Tasks	Measurable Outcome
Maintain existing partnerships with the local colleges (Ongoing)	☐ Make visible the ways partners work with the district and share with school sites. ☐ Through existing PLC's collect data on the support that the local colleges provide.	-The work with local colleges is integrated into arts activities, events, instruction, and made visible throughout the district and community.
Create an outreach strategy to build new partners (Ongoing)	☐ Identify areas of need based on arts plan priorities (professional development, workforce development, CTE, Careers, residencies, etc.). ☐ Utilize PLC's and other arts cross collaboration time to develop outreach strategy.	-Outreach strategy is established and new partnerships are supporting the arts across the district.

Deepen the collaboration with the existing Golden Days Festival	☐ Prior to the annual October event, plan how the arts will engage with the festival. ☐ Reach out to the City to find out what the procedures for participation involve.	-Student work and district arts experiences are incorporated into the Golden Days Festival.
Incorporate the arts in the Expanded Learning Program TK-12	☐ Utilize this program to increase access to dance, media arts, and other genres of visual arts, music and theatre.	-Expanded Learning Program students have access to additional arts instruction and experiences.

PHASE 2: 2026-2029

Strategic Direction 1: Strengthen the Infrastructure for Delivering the Arts		
Goal A: Ensure sustainable systems		
Action(s)	Tasks	Measurable Outcome
Create a mentorship system for new arts staff (2028-2029)	☐ Continue to meet with Claremont Graduate School to strategize. ☐ Maintain and grow the PLC's (Lead teacher team who can serve as mentors). ☐ Ed Services builds more communication with the human resources department to support the needs of hiring teachers for the arts. ☐ Reach out and develop relationships with other local colleges (Cal State LA, CAL POLY Pomona, Long Beach, Fullerton, etc.).	-The process for mentoring new arts staff is developed and sustained. -Teacher mentors are established and assigned to new staff.
Goal B: Secure and sustain funding streams		
Action(s)	Tasks	Measurable Outcome
Evaluate the need for growing spaces and facilities for the arts (Ongoing)	☐ Gather data on what spaces exist across sites and map the needs for growth. ☐ Investigate community based resources (i.e. Citrus College, etc.) and secure spaces for performances.	-Evaluation report that outlines space and facility needs for the arts. -Additional performance spaces within the community are planned and accessible.

**Strategic Direction 2:
Increase TK-12 Articulation and Capacity Building**

Goal D: Commit to increasing the arts at elementary

Action(s)	Tasks	Measurable Outcome
Arts PLC staff to provide standards-based arts integration support and training to elementary teachers (Ongoing)	☐ Revisit the learning from the Sobrato Early Academic Language model. ☐ Consider accessing the TEAL modules as a resource.	-Agendas, PD content design and learning outcomes documented. -Student work that demonstrates standards-based arts integration learning and strategies.

Goal E: Implement district-wide professional development

Action(s)	Tasks	Measurable Outcome
Build upon Phase I PD and target teacher capacity building needs (Ongoing)	☐ Calendar time and incorporate arts integration. ☐ Consider outside providers (arts organizations, TCAP, etc.) ☐ Provide opportunities for teachers to self select outside professional learning. ☐ Create a list of free County and Office of Education PD offerings.	-Agendas, PD content design and learning outcomes documented. -A list of PD resources and opportunities is established and shared with teachers.

Goal F: Grow and sequence arts instruction and staffing at secondary

Action(s)	Tasks	Measurable Outcome
Hire and implement an additional FTE visual arts and music teacher	☐ Evaluate and track how to grow forward in this area based on Phase 1 data.	-FTE visual arts and music teachers are hired providing TK-12 students more access to visual arts and music.
Investigate ways to incorporate exposure to dance	☐ Deepen exploration of dance at elementary via arts integration. ☐ Incorporate dance instruction via residencies and partnerships at secondary.	-All students have increased access to dance and movement.

Goal G: Develop college and career pathways

Action(s)mentoring	Tasks	Measurable Outcome
Building upon Phase I Capstone Courses, provide elementary school students exposure to careers in the arts	☐ Identify key field trips in the different arts disciplines. ☐ Provide opportunities for students to witness their peers applying arts skills and capacities. ☐ Provide opportunities for Capstone students to model, demonstrate their expertise in the arts.	-Elementary students engaged in field trips, learning from Capstone students and secondary students. -Collaborations between elementary and secondary arts experiences.

**Strategic Direction 3:
Expand Community Outreach and Engagement**

Goal H: Cultivate community partnerships

Action(s)	Tasks	Measurable Outcome
Continue to deepen relationships with colleges, the City, families and the broader community	☐ Curate records of partnering and building relationships community-wide and identify where the records are filed and/or stored. ☐ Create a strategy for engaging parents and families.	-An expanded data-base of arts and community partners.

Appendix

Process Components

November 2, 2023

The committee then identified the strengths the district could build on (district assets) and the challenges it would face as it moved toward enacting the newly developed a vision for arts education.

Strengths <i>Momentum toward our vision</i>	Challenges <i>Forces resisting our new direction</i>
• A strong and committed faculty • Supportive community • Student performance and talent in the arts • Strong administrative support • *Ed Services is open and supportive of the arts - There is a willingness to explore and investigate the power of the arts at the district level • Partnerships, facilities, colleges within the community • Secondary schools are finding ways to connect across school sites • *Visual arts exists at the elementary school level • *4th and 5th graders have music at elementary, with the next step being to provide TK-3 access to music • The district has committed funding for instruments • Arts shows, all district concerts, choral and band festivals • *A strong PLC for teachers in visual arts and an emerging music PLC • Faculty arts shows model professionalism in the arts (music and visual arts) • A music coordinator for the district who gets to liaison with colleges and the city • A visual arts coordinator who serves as the coordinator with the Arts Ed Collective and grant opportunities • Prop 28	• *Unfocused directionality in how to grow the arts within the district – value placed on breadth as opposed to depth • Competing priorities • Mis-interpretation of workload as rigor • *Theatre program disrupted • *A need to build systems for sustaining programs and instructional tracks • Insufficient and fragmented understanding of the power of arts integration at elementary • Students are fit into boxes when offering learning pathways • Differentiated Instruction needed for SPED students receiving music and other arts offerings • Disjointed and unfocused arts coordination (workload is greater than time allotted) • *Outdated understanding of roles and responsibilities • *Dance, movement, theatre are absent from elementary

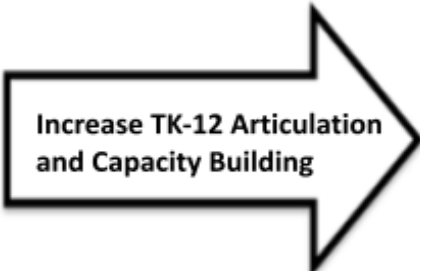
Review of the 2019-2024 Strategic Plan

What's still relevant?	Opportunities - What's not addressed?
• Training for all elementary certificated staff in arts integration • Expanded training for district administration to include site admin and counselors ➤ PD for MS + HS counselors and principals (identify a date at the end of the year to present to counselors; craft the agenda and scope of learning) • Add to existing VAPA College/Career Fair – intentionally include admission/speaks • Added piano and guitar at HS; beginning band(?) • Consider ways to expand orchestra • Wellness and cultural relevance is key • Educating staff on college requirements and that all the different arts disciplines are included • PLC's – establish or solidify performing arts PLC ➤ Deepen partnerships with arts organizations and colleges ➤ Build in time for co-collaboration between the visual and performing arts PLCs with the intention of building pathways to college and careers	• Performing arts staff not yet hired at elementary • Workshops targeting how to apply for arts education (videos, portfolios...) • Concrete evidence of direct instruction to students and articulation of the arts TK-12 • Potentially continuing with and expanding TEAL • Expanding VAPA coordination – establish clear roles/responsibilities of a VAPA TOSA/Coordinator • VAPA oversight (committee or team) • Other PD opportunities for teachers to strengthen understanding of arts integration • Outlined plan for PLC's

Current values and other priorities to keep in mind:

- How will we address equity in the new plan?
- VAPA Pathways
- Hamilton HS – Should it be addressed in the new plan and how?
- Update the Azusa Arts Ed Collective Data Profile
- Should we consider site lead teachers (point person for the arts)?
- What will the mentoring of new teachers look like? Will this be a task/responsibility of the Arts TOSA's or arts coordinator?

Asusa 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.

Ensure sustainable systems - Establish equitably aligned arts coordination - Develop linkages and protocols to increase alignment between strategic plan goals and staffing for the arts - Develop a district Arts Council - Create more communication with human resources department - Ensure staffing is aligned with arts plan by including district arts education experts in the hiring process of new staff - Select an arts lead at each site - Mentorship for new arts staff - Present arts plan to all stakeholders / increase awareness		Secure and sustain funding streams - Align our strategic goals with the LCAP - Establish sustainable funding sources	Create communication and advocacy protocols - Create a webpage dedicated to arts education (Coordinators) - Align with the districts communication systems	
Commit to increasing the arts at elementary - Arts exposure / experiences for elementary - Integrated element(s) of the arts into existing units of study - Combined PE and music classes K-3 / a co-collaboration - Dance/movement, theatre, choir in elementary - Hire itinerant elementary theatre teacher	Implement district-wide Professional Development - Targeted PD for sites, and district admin, and counselors - PD for elementary - integrate across curriculum - Arts Integration PD for elementary teachers	Grow and sequence arts instruction, and staffing at secondary - Grow music and visual arts in HS - Dance/movement, theatre and choir for MS and HS - AP music theory and composition - Music production, composition/tech class	Develop college and career pathways - Secondary - CTE credential teacher - Multi-“pathways” Academy of Arts - Evaluate secondary programs - Develop course sequencing - Track job market and establish ways of connecting students to potential opportunities	
Cultivate Community Partnerships - Collaboration with local colleges and universities - Increase relationships with arts organizations and seek new partnerships				