

Azusa
Unified School District

Strategic Arts Plan
2024 - 2025

Five-Year Strategic Arts Plan



2024-2029

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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

Students and staff will successfully reach their full potential and positively contribute to their community through advocacy, thinking critically, communicating effectively, and showing compassion.

AUSD Mission

To create a safe, caring environment where we educate, empower, and advocate for all students, nurture all learning styles, and provide diverse college and career opportunities.

AUSD Core Values

- Student-Focused
- Collaboration
- Diversity, Equity, and Inclusion
- Integrity and transparency
- Accountability and Respect
- Continuous Improvement
- Lifelong learning
- Open Communication

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. 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 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)	<ul style="list-style-type: none"> <input type="checkbox"/> Define the goals, role, and responsibilities of the Council <input type="checkbox"/> Identify who should participate 	<ul style="list-style-type: none"> <input type="checkbox"/> Documented Arts Council agendas and meeting outcomes
Establish equitably aligned arts coordination 2024-2025 (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Expand the Arts TOSA positions <input type="checkbox"/> Create a job description for each of the TOSA positions <input type="checkbox"/> Dedicate 2-3 periods of coordination for visual arts and 3 periods for performing arts <input type="checkbox"/> Ensure visual arts and performing arts instructional sections are maintained 	<ul style="list-style-type: none"> <input type="checkbox"/> Arts coordination in the District has increased <input type="checkbox"/> Hours of coordination expanded
Establish arts site liaisons at elementary	<ul style="list-style-type: none"> <input type="checkbox"/> Outline the roles and responsibilities of the site leads <input type="checkbox"/> Identify individuals at each site and establish stipends <input type="checkbox"/> Develop to support building the capacity of the site liaisons 	<ul style="list-style-type: none"> <input type="checkbox"/> Roles and responsibilities of a site liaison are outlined <input type="checkbox"/> Meeting agendas, tasks, accomplishments and outcomes are documented
Collect data to assess gaps in arts instruction TK-12	<ul style="list-style-type: none"> <input type="checkbox"/> Asset map what already exists within current arts programming <input type="checkbox"/> Update the Arts Ed Collective Data Profile 	<ul style="list-style-type: none"> <input type="checkbox"/> An asset map is established that supports addressing access to the various art forms <input type="checkbox"/> 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)	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the core arts plan priorities that need to be incorporated into the LCAP 	<ul style="list-style-type: none"> <input type="checkbox"/> Arts education goals and priorities are incorporated into the LCAP
Establish sustainable funding sources	<ul style="list-style-type: none"> <input type="checkbox"/> Allocate Prop 28 funding in alignment with site and arts 	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of funding streams for the

(Ongoing)	<p>plan priorities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue to apply for the Advancement Grant <input type="checkbox"/> Seek and apply for local and national grants (NEA, Canyon City, and other grant opportunities) <input type="checkbox"/> Utilize and tap into the expertise of the District grant writer 	<p>arts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed grant applications and awarded funding <input type="checkbox"/> 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)	<ul style="list-style-type: none"> <input type="checkbox"/> Dedicate time to co-collaborate with TOSAs, site liaisons to discuss content and design parameters <input type="checkbox"/> Connect with the Director of Communications to coordinate and set protocols for designing the page 	<input type="checkbox"/> Updated, maintained and active webpage
Align with the District’s communication systems for disseminating information about the arts (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate what the guidelines are for sharing and advertising information out to school sites and the community <input type="checkbox"/> Utilize <i>Parent Square</i> as a tool for communicating (Coordinate with Principals to increase the broadcast/outreach of information) 	<input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Draft job description flier and post the position for hire (highlight Kodaly and/or Orff training as a preference) <input type="checkbox"/> Identify how to allocate the time teachers will spend delivering music across seven elementary schools <input type="checkbox"/> Figure out scheduling and assign music teachers to identified school sites and grade levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Additional teachers are hired and are providing music instruction to TK-3 students across elementary school sites <input type="checkbox"/> An increase in the number of TK-3 students receiving music instruction

	<ul style="list-style-type: none"> <input type="checkbox"/> PLC leads work collaboratively to create a Job Fair to actively seek applicants for HR 	
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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)	<ul style="list-style-type: none"> <input type="checkbox"/> Arts Leads identify an audience to work with first to build capacity and awareness of the power of arts education (Awareness Sessions) <input type="checkbox"/> Design-focused learning experiences (i.e. introduction of the CA Arts Standards and the priorities outlined in the District Arts Plan, wellness/SEL, etc.) <input type="checkbox"/> Calendar dates for delivering up to two (2) learning experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> Surveys from attending identified professional development <input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Add two sections at middle school and at high school <input type="checkbox"/> Work to identify candidates who understand delivering arts curriculum to grade 6-12 students <input type="checkbox"/> Partner with Citrus College in developing the learning tracks at middle school and high school <input type="checkbox"/> Build in collaboration opportunities between CTE teachers and arts specialists 	<ul style="list-style-type: none"> <input type="checkbox"/> CTE theatre teacher hired and is implementing a curriculum for middle school and high school students <input type="checkbox"/> An increase in the number of students exposed to theatre pathway
Identify arts organizations, providers, or arts coaches/consultants to support instruction	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the skills that outside providers can co-collaborate with arts specialists in delivering (residencies, workshops, field trips, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Additional arts partners, teaching artists and/or organizations supporting the implementation of arts education
Seek part-time visual arts and music instruction	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the classes that would need part time support and assess how to implement the need (partnership, consultants, increased overload time, etc.) <input type="checkbox"/> Consider offering overload to other visual arts and music teachers 	<ul style="list-style-type: none"> <input type="checkbox"/> An increase in the number of students receiving visual arts and music instruction <input type="checkbox"/> Music and visual arts instruction is maintained by adding additional sections across each discipline <input type="checkbox"/> Part-time 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 high school students with getting their portfolios together (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Cross-collaborate to map out tracks for each discipline (visual arts, music, and theatre) <input type="checkbox"/> Continue to access the expertise of outside professionals to build student learning in careers 	<ul style="list-style-type: none"> <input type="checkbox"/> High school students have expanded support with creating portfolios <input type="checkbox"/> An increase in the number of high school 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)	<ul style="list-style-type: none"> <input type="checkbox"/> Make visible the ways partners work with the District and share with school sites <input type="checkbox"/> Through existing PLCs collect data on the support that the local colleges provide 	<ul style="list-style-type: none"> <input type="checkbox"/> 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)	<ul style="list-style-type: none"> <input type="checkbox"/> Identify areas of need based on arts plan priorities (professional development, workforce development, CTE, careers, residencies, etc.) <input type="checkbox"/> Utilize PLCs and other arts cross-collaboration time to develop an outreach strategy 	<ul style="list-style-type: none"> <input type="checkbox"/> An outreach strategy is established and new partnerships are supporting the arts across the District
Deepen the collaboration with the existing Golden Days Festival	<ul style="list-style-type: none"> <input type="checkbox"/> Prior to the annual October event, plan how the arts will engage with the festival <input type="checkbox"/> Reach out to the City to find out what the procedures for participation involve 	<ul style="list-style-type: none"> <input type="checkbox"/> Student work and District arts experiences are incorporated into the Golden Days Festival

<p>Incorporate the arts in the Expanded Learning Program TK-12</p>	<p><input type="checkbox"/> Utilize this program to increase access to dance, media arts, and other genres of visual arts, music, and theatre.</p>	<p><input type="checkbox"/> Expanded Learning Program students have access to additional arts instruction and experiences.</p>
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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)	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to meet with Claremont Graduate School to strategize <input type="checkbox"/> Maintain and grow the PLCs (Lead teacher team who can serve as mentors) <input type="checkbox"/> Ed Services builds more communication with the human resources department to support the needs of hiring teachers for the arts <input type="checkbox"/> Reach out and develop relationships with other local colleges (Cal State LA, CAL POLY Pomona, Long Beach, Fullerton, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> The process for mentoring new arts staff is developed and sustained <input type="checkbox"/> 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)	<ul style="list-style-type: none"> <input type="checkbox"/> Gather data on what spaces exist across sites and map the needs for growth <input type="checkbox"/> Investigate community-based resources (i.e., Citrus College, etc.) and secure spaces for performances 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation report that outlines space and facility needs for the arts <input type="checkbox"/> 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)	<ul style="list-style-type: none"> <input type="checkbox"/> Revisit the learning from the Sobrato Early Academic Language model <input type="checkbox"/> Consider accessing the TEAL modules as a resource 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, PD content design and learning outcomes documented <input type="checkbox"/> 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)	<ul style="list-style-type: none"> <input type="checkbox"/> Calendar time and incorporate arts integration <input type="checkbox"/> Consider outside providers (arts organizations, TCAP, etc.) <input type="checkbox"/> Provide opportunities for teachers to self select outside professional learning <input type="checkbox"/> Create a list of free County and Office of Education PD offerings 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, PD content design and learning outcomes documented <input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate and track how to grow forward in this area based on Phase 1 data 	<ul style="list-style-type: none"> <input type="checkbox"/> FTE visual arts and music teachers are hired, providing TK-12th grade students more access to visual arts and music
Investigate ways to incorporate exposure to dance	<ul style="list-style-type: none"> <input type="checkbox"/> Deepen exploration of dance at elementary via arts integration <input type="checkbox"/> Incorporate dance instruction via residencies and partnerships at secondary 	<ul style="list-style-type: none"> <input type="checkbox"/> All students have increased access to dance and movement

Goal G: Develop college and career pathways

Action(s)	Tasks	Measurable Outcome
Building upon Phase I Capstone Courses, provide elementary school students exposure to careers in the arts	<ul style="list-style-type: none"> <input type="checkbox"/> Identify key field trips in the different arts disciplines <input type="checkbox"/> Provide opportunities for students to witness their peers applying arts skills and capacities <input type="checkbox"/> Provide opportunities for Capstone students to model and demonstrate their expertise in the arts 	<ul style="list-style-type: none"> <input type="checkbox"/> Elementary students engaged in field trips, learning from Capstone students and secondary students <input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Curate records of partnering and building relationships community-wide and identify where the records are filed and/or stored <input type="checkbox"/> Create a strategy for engaging parents and families 	<ul style="list-style-type: none"> <input type="checkbox"/> An expanded database 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.

<p style="text-align: center;">Strengths <i>Momentum toward our vision</i></p>	<p style="text-align: center;">Challenges <i>Forces resisting our new direction</i></p>
<ul style="list-style-type: none"> • 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, and colleges within the community • Secondary schools are finding ways to connect across school sites • Visual arts exist at the elementary school level • 4th and 5th-grade students 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 	<ul style="list-style-type: none"> • 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

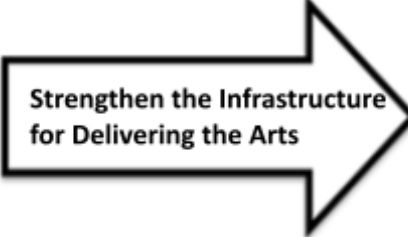
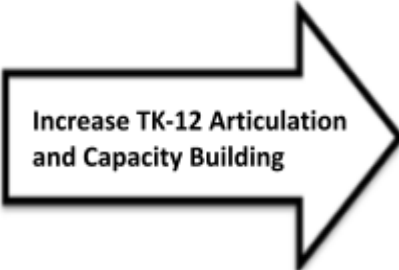
Review of the 2019-2024 Strategic Plan

What's still relevant?	Opportunities - What's not addressed?
<ul style="list-style-type: none"> ● Training for all elementary certificated staff in arts integration ● Expanded training for District administration to include site admin and counselors <ul style="list-style-type: none"> ➢ PD for middle school and high school 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 high school; beginning band(?) ● Consider ways to expand the orchestra ● Wellness and cultural relevance are key ● Educating staff on college requirements and that all the different arts disciplines are included ● PLC's – establish or solidify performing arts PLC <ul style="list-style-type: none"> ➢ 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 	<ul style="list-style-type: none"> ● Performing arts staff not yet hired at elementary school ● 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 High School – 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?

Azusa 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.

<p>Ensure sustainable systems</p> <ul style="list-style-type: none"> 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 	<p>Secure and sustain funding streams</p> <ul style="list-style-type: none"> Align our strategic goals with the LCAP Establish sustainable funding sources 	<p>Create communication and advocacy protocols</p> <ul style="list-style-type: none"> Create a webpage dedicated to arts education (Coordinators) Align with the Districts communication systems 		
<p>Commit to increasing the arts at elementary</p> <ul style="list-style-type: none"> 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 	<p>Implement District-wide Professional Development</p> <ul style="list-style-type: none"> Targeted PD for sites, and District admin, and counselors PD for elementary - integrate across curriculum Arts Integration PD for elementary teachers 	<p>Grow and sequence arts instruction, and staffing at secondary</p> <ul style="list-style-type: none"> Grow music and visual arts in high school Dance/movement, theatre and choir for middle school and high school AP music theory and composition Music production, composition/tech class 	<p>Develop college and career pathways</p> <ul style="list-style-type: none"> 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 	
<p>Cultivate Community Partnerships</p> <ul style="list-style-type: none"> Collaboration with local colleges and universities Increase relationships with arts organizations and seek new partnerships 	