

**District Advisory Committee  
Board of Education Annual Mid-Year Written Report  
2017-18**

**Visual & Performing Arts (VAPA) DISTRICT ADVISORY COMMITTEE**

**Administrator Co-chairperson: Dr. Jacqueline Mora, Asst. Supt. for Educational Services**

**Voting Co-chairperson: Janis Gabbert**

**Staff Liaison: Tom Whaley**

**Board Liaison: Maria Leon-Vazquez**

**Charges for 2017-18:**

- Support a comprehensive PreK-12 arts education program as an integral part of the core curriculum offered to **all** SMMUSD students, with the arts taught as discrete disciplines and integrated into other subject areas; as we align with and promote the Excellence through Equity Plan.
- Serve as a conduit for parents, teachers, students and community members to inform and make recommendations to the Board of Education on matters related to equitable access and successful participation in comprehensive, sequential, standards-based PreK-12 arts education as we align with and promote the Excellence through Equity Plan.
- Review and advise regarding the district's Arts for All Strategic Plan to align with and promote the Excellence through Equity Plan.

**Accomplishments to date in meeting the charges:**

**A. Support a comprehensive PreK-12 arts education program as an integral part of the core curriculum offered to all SMMUSD students, with the arts taught as discrete disciplines and integrated into other subject areas; as we align with and promote the Excellence through Equity Plan.**

All TK-12 students should have access to instruction during the school day by highly qualified teachers in all four arts disciplines: Dance, Music, Theatre, and Visual Arts.

The VAPA DAC has reviewed course 2017-18 VAPA class offerings and finds the following deficiencies:

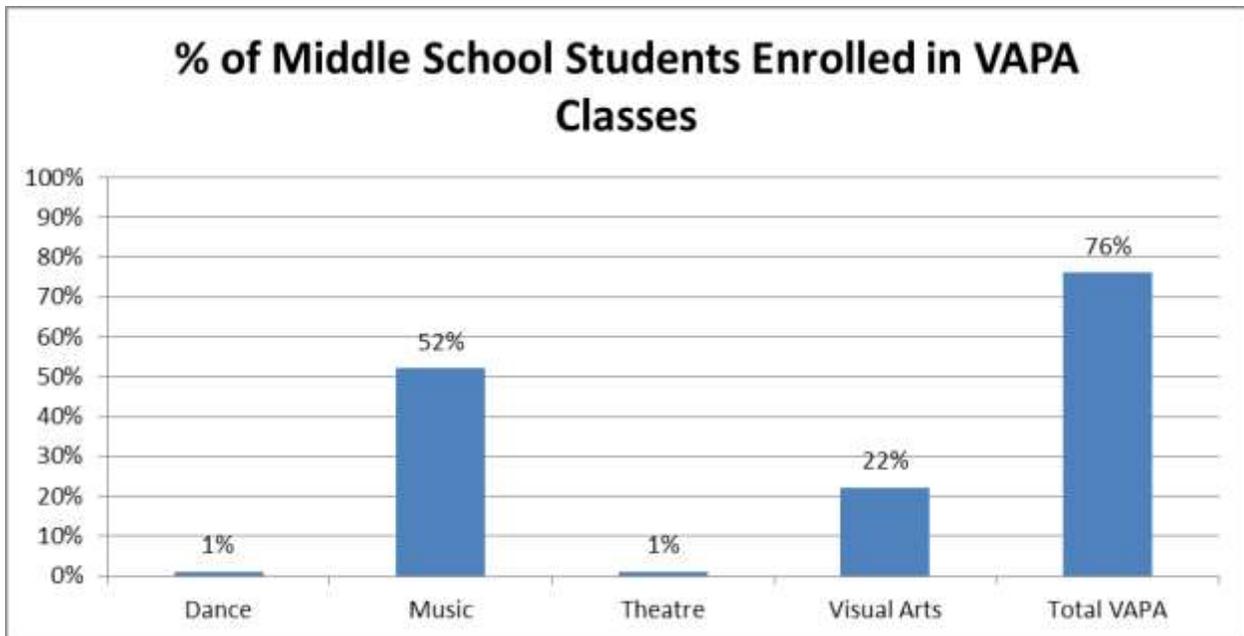
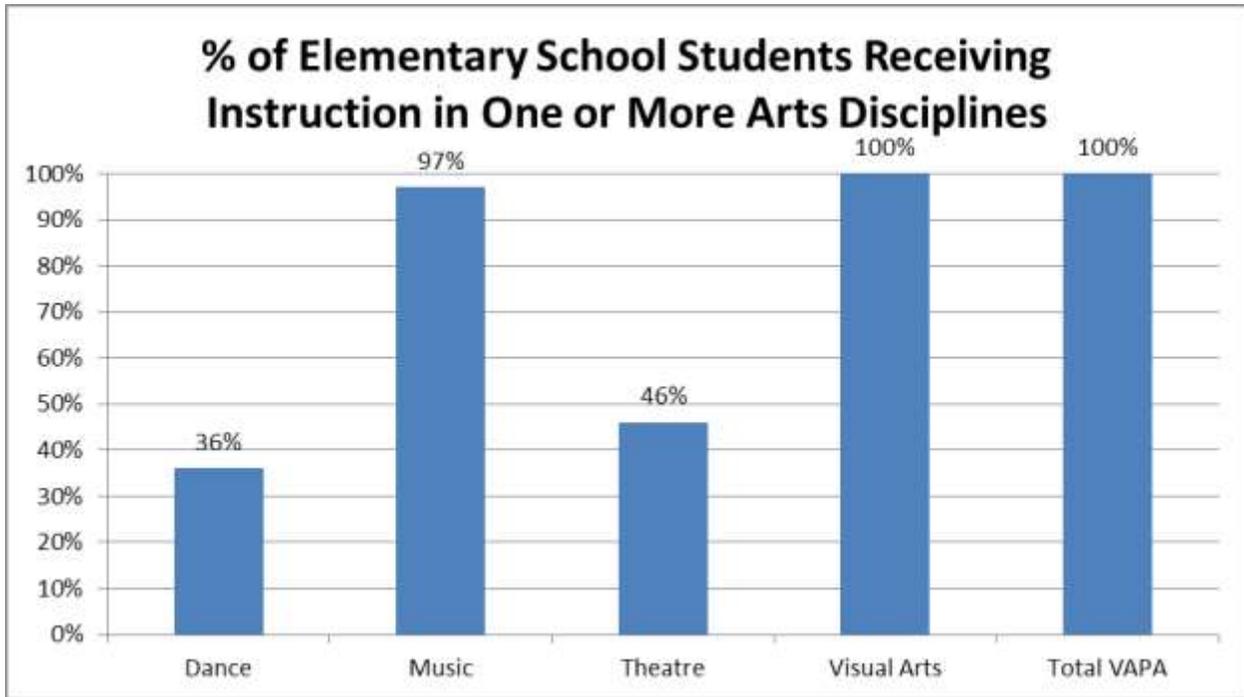
**ELEMENTARY SCHOOL ARTS EDUCATION:** Because individual principals make independent decisions on the P.S. ARTS **Music, Theatre, and Visual Arts** rotations for their schools, **not all TK-5 students are receiving instruction in all 4 arts disciplines,** with the result that not all students are equitably prepared to continue studies in arts disciplines in grades 6 through 12.

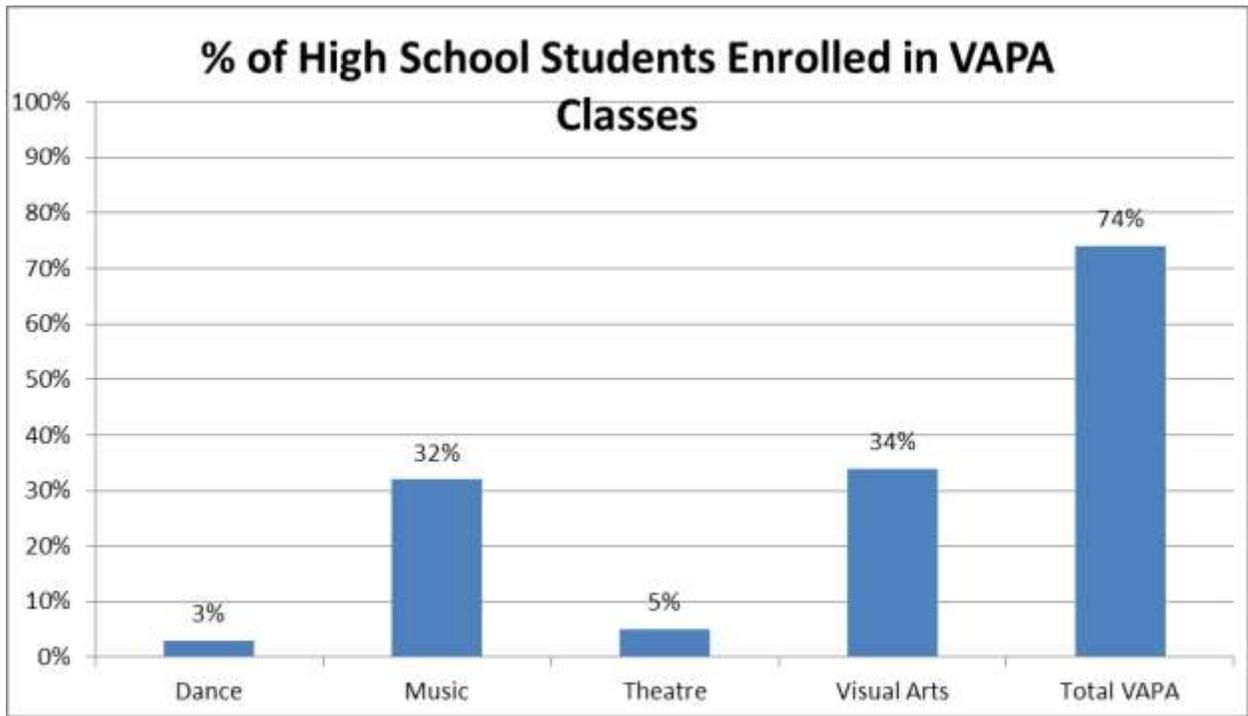
**DANCE:** In the elementary schools, there are **no district-funded Dance classes** in grades TK, K, 1, 2, or 4. In the middle and high schools, there are **no district-funded Dance classes** at Lincoln, Malibu, or SMASH Middle Schools, or at Malibu or Olympic High Schools. (The Ed Foundation funds Robert Gilliam to teach Dance once-a-week during some P.E. classes for part of the year at these middle and high schools.)

**MUSIC:** In the elementary schools, there seems to be **no district-funded TK-2 Music instruction** at Cabrillo or SMASH.

**THEATRE:** In the elementary schools, there is **no district-funded TK-2 Theatre instruction** at Cabrillo, Franklin, Grant, Muir, Pt. Dume, Rogers, Roosevelt, or Webster. There is **no district-funded Theatre instruction in grades 3-5** at Cabrillo, Grant, Muir, or Rogers. There are **no district-funded Theatre classes during the school day** at John Adams, Lincoln, or SMASH Middle Schools.

- All SMMUSD Elementary School students are receiving instruction in one or more of the Visual and Performing Arts (VAPA) disciplines in 2017-18.
- **76%** of SMMUSD Middle School students are enrolled in VAPA classes in 2017-18.
- **74%** of SMMUSD High School students are enrolled in VAPA classes in 2017-18.





**B. Serve as a conduit for parents, teachers, students and community members to inform and make recommendations to the Board of Education on matters related to equitable access and successful participation in comprehensive, sequential, standards-based PreK-12 arts education as we align with and promote the Excellence through Equity Plan.**

The VAPA DAC members include district parents, staff, and community members. This Mid-Year Report includes our recommendations to the Board of Education on matters related to our charge.

**C. Review and advise regarding the district’s Arts for All Strategic Plan to align with and promote the Excellence through Equity Plan:**

A Community Arts Team (CAT) has been formed to review and revise the Arts for All Strategic Plan which was adopted by the Board of Education in 2005. The CAT will update and ultimately develop a new five-year strategic plan, in alignment with the school district’s Excellence through Equity Plan, to expand the Visual and Performing Arts within SMMUSD, so that all students have access to quality, standards-based visual and performing arts education during the school day. This plan will be tailored to the diverse and unique needs of SMMUSD students and presented to the Superintendent and the Board of Education at the end of the 2017-2018 school year. Meetings have been scheduled for 11/9/17, 12/15/17, 1/19/18, 2/16/18, 3/9/18, 4/20/18, and 5/18/18.

The team consists of:

- Tom Whaley, Visual & Performing Arts Coordinator
- Janis Gabbert, VAPA DAC Voting Co-Chairperson
- Zina Josephs, VAPA DAC Secretary
- Lana Negrete, VAPA DAC member and Bergmann program vendor
- Julie Pearl Slater, VAPA DAC member, actress, and arts educator
- Maria Leon-Vazquez, Board of Education Liaison to the VAPA DAC
- Lupe Ibarra-Smith, DELAC President, dancer, and founder of the JOY Foundation, a local nonprofit that provides essential services for children with disabilities
- Linda Greenberg and Rachel Faulkner, SMMEF
- Lara Cawelti and Sylvia Chavez, P.S. ARTS

- Alisa De Los Santos and Ilaan Mazzini, Education & Community Programs, The Broad Stage
- Nathan Birnbaum, Cultural Affairs Administrator, City of Santa Monica

The coach, provided by the LA County Arts Commission, is Kimberleigh Aarn, whose background includes work with the LA County Arts Commission and P.S. ARTS, an MFA from the Yale University School of Drama, and a nomination for Broadway’s 1988 Tony Award as best actress in a featured role in August Wilson’s “Joe Turner’s Come and Gone.”

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**II. Highlights to date of particular note:**

**Recent legislation affecting Arts Education:**

In September 2016, Governor Brown signed into law **SB 916 (Allen)**, the **Theatre and Dance Act**. The law was authored by former SMMUSD Board member and VAPA DAC Board Liaison Ben Allen. *Santa Monica Daily Press*: “Since 1970, when dance and theatre credentials were eliminated by the Ryan Act, teachers could only teach dance after obtaining a credential in physical education. To teach theatre, they needed an English credential. **SB 916 requires the Commission on Teacher Credentialing to issue single-subject credentials in Theatre and Dance.**”

**AB 37 (O’Donnell) Pupil Instruction: visual and performing arts: content standards in media arts.** It would establish Visual and Performing Arts **standards in the subject of Media Arts**, and require those recommendations to go through the same development, public review, and approval process for recommended revisions to other visual and performing arts content standards in the areas of Dance, Music, Theatre, and Visual Arts. Introduced: December 5, 2016. Last amended: March 6, 2017. Status: Chaptered into law.

**The California Board of Education, through AB 2862, authorized revision of the Visual and Performing Arts standards by 2019.**

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201520160AB2862](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201520160AB2862)

Approved by the Governor on September 26, 2016, this bill requires the Superintendent to recommend revisions to the Visual and Performing Arts (VAPA) content standards to the state board, and requires the state board to adopt, reject, or modify the recommendations on or before **January 2019**. The bill requires that the **National Core Arts Standards serve as the basis** for revisions to the VAPA content standards. It requires a minimum of 2 public hearings and requires the state board to consider the adoption of a **curriculum framework** and evaluation criteria for instructional materials that are aligned to the VAPA content standards **no later than July 2020**. It also authorizes the state board to **adopt instructional materials** for K-8 that are aligned to the VAPA content standards **no later than November 2021**.

**The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies** — <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

1. Socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a

variety of areas than their low-arts-engaged peers. • In middle school, high school, and beyond, they tend to do better on a host of academic and civic behavioral measures than do at-risk youth who lack deep arts backgrounds. To varying degrees, those outcomes extend to school grades, test scores, honors society membership, high school graduation, college enrollment and achievement, volunteering, and engagement in school or local politics.

2. At-risk teenagers or young adults with a history of intensive arts experiences show achievement levels closer to, and in some cases exceeding, the levels shown by the general population studied.

### **The Role of the Fine and Performing Arts in High School Dropout Prevention, 2002**

— James Catterall of UCLA analyzed the school records of 25,000 students as they moved from grade 8 to grade 10. He found that students who studied music and the arts had higher grades, scored better on standardized tests, had better attendance records and were more active in community affairs than other students. He also found that students from poorer families who studied the arts improved overall school performance more rapidly than all other students.

### **Creative Capital: Culture, Community, Vision – City of Santa Monica**

Santa Monica has a remarkable, yet in some ways hidden, asset—an extraordinary population of creative professionals. The city has been a destination and a haven for artists for more than a hundred years. It also boasts perhaps the largest concentration of creative employment in the US. Even compared to Los Angeles and other creative centers, Santa Monica has an extraordinary proportion of artists, performers, designers, writers, directors and other professionals who work in the creative sector, more than six times the national average. **43% of Santa Monica’s adults make all or part of their living in arts-related fields.** This employment spans the commercial and nonprofit worlds, as well as individual, small business and corporate endeavors. **...1,634 arts-related businesses in Santa Monica employ 11,464 people.**

### **California’s Creative Economy Is Booming — *California Arts Council Blog***

For the last four years, the California Arts Council has supported the generation of a report, developed by Otis College of Art and Design and its research partner, the Los Angeles County Economic Development Corporation. [The Otis Report on the Creative Economy of California](#) takes a deep dive into California’s creative industries; more specifically, into their impact on our state’s economy. **...California’s creative economy generated 747,600 direct jobs**, nearly 270,000 more than the second ranking U.S. state for creative occupations, New York.

### **Otis College Analysis Finds Continued Local Growth in Technology, Entertainment, Design and the Arts — 5/24/17 – *The Argonaut***

In Greater Los Angeles, **creativity is a \$190 billion business** and growing, according to an economic analysis commissioned by the Otis College of Art and Design in Westchester. The 2017 Otis Report on the Creative Economy examines the direct and induced impact of industries that deal in **innovation, art and ideas** — including fields such as **entertainment, digital media, design, fashion, architecture, and visual or performance art.**

### **The Flight of the Creative Class: The New Global Competition for Talent, 2015 —**

Both the fundamentals and the more creative fields are crucial to our economic success.

The basics are not enough, though. What we really need in order to prepare our children for the creative economy is a comprehensive education, something that takes them from aesthetics to algebra without pretending that the two are mutually exclusive. We need to see to it that, from an early age, our entire population is encouraged to develop its people skills with its multiplication tables, and its creative and entrepreneurial potential with its reading abilities. — *Richard L. Florida, an American urban studies theorist focusing on social and economic theory, is currently head of the Martin Prosperity Institute at the Rotman School of Management at the University of Toronto.*

**Critical Links: Learning in the Arts and Student Academic and Social**

**Development** — Learning in the arts nurtures motivation, including active engagement, disciplined and sustained attention, persistence and risk taking. It also increases attendance and educational aspirations.

**Critical Links: Learning in the Arts and Student Achievement and Social**

**Development** — Students at risk of not successfully completing their high school educations cite their participation in the arts as reasons for staying in school. Factors related to the arts that positively affected the motivation of these students included a supportive environment that promotes constructive acceptance of criticism and one where it is safe to take risks.

**Fine Arts-Related Instruction's Influence on Academic Success, Kelly, S.N. (2012)**

— Researchers have demonstrated a strong relationship between individuals who participated in school arts experiences and higher academic success as demonstrated by grade point averages, scores on the Florida Comprehensive Assessment Test (FCAT), and math and verbal portions of the SAT exam.

**2016 College-Bound Seniors: Total Group Profile Report, The College Board, 2016**

— Arts participation and SAT scores co-vary—that is, they tend to increase linearly: the more arts classes, the higher the scores. This relationship is illustrated in the 2016 results. Students who took four years of arts coursework outperformed their peers who had one half-year or less of arts coursework by 56 points on the critical reading portion, 51 points on the math portion, and 59 points on the writing portion of the SAT.

<https://reports.collegeboard.org/pdf/total-group-2016.pdf>

**Examination of relationships between participation in school music programs of differing quality and standardized test results, Johnson, C. M. & Memmott, J. E.,**

*Journal of Research in Music Education (2007)* — Students in high-quality school music programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of the school or school district.

**Involvement in the Arts and Human Developments, Catterall, James S., Richard Chapleau, and John Iwanaga (2002)** — Students consistently involved in orchestra or band during their middle and high school years performed better in math at grade 12. The results were even more pronounced when comparing students from low-income families. Those who were involved in orchestra or band were more than twice as likely to perform at the highest levels in math as their peers who were not involved in music.

## **Music Training Can Change Children’s Brain Structure and Boost Decision-**

**Making Network:** A new study by the Brain and Creativity Institute at USC is the latest in a series examining how music learning may enhance children’s emotional and intellectual development — 11/13/17 – *USC News*

<https://news.usc.edu/131274/music-training-can-change-childrens-brain-structure-and-boost-decision-making-network/>

If the brain is a muscle, then learning to play an instrument and read music is the ultimate exercise. Two new studies from the Brain and Creativity Institute at USC show that as little as two years of music instruction has multiple benefits. Music training can change both the structure of the brain’s white matter, which carries signals through the brain, and gray matter, which contains most of the brain’s neurons that are active in processing information. Music instruction also boosts engagement of brain networks that are responsible for decision-making and the ability to focus attention and inhibit impulses. The benefits were revealed in studies published recently in scientific journals, including one in the journal *Cerebral Cortex*.

The results are from an ongoing longitudinal study that began in 2012, when the institute, based at the USC Dornsife College of Letters, Arts and Sciences, established a partnership with the Los Angeles Philharmonic Association and Heart of Los Angeles (HOLA) to examine the impact of music instruction on children’s social, emotional and cognitive development.

The neuroscientists have been monitoring the brain development and behavior of children from underserved neighborhoods in Los Angeles, including some learning to play music with the Youth Orchestra Los Angeles at HOLA. To examine the impact of music training on their brains, the scientists have used several scientific techniques, including behavioral testing, structural and functional MRI scans, and EEG to track electrical activity in the brains.

Initial results published last year showed that music training accelerates maturity in areas of the brain responsible for sound processing, language development, speech perception and reading skills. “Together these results demonstrate that community music programs can offset some of the negative consequences that low socioeconomic status can have on child development,” said Assal Habibi, the lead author and an assistant research professor of psychology. A growing body of research has shown that poverty can greatly disrupt or hinder brain development for children, affecting their performance in school.

### **Sounding off**

In the Brain and Creativity Institute study, children receiving music instruction, compared to peers, demonstrated changes in thickness and volume of brain regions that are engaged in processing sound. These regions, called “auditory association areas,” are located just above the ears. Cortical thickness is a reliable measure of brain maturity. Children who have received music training showed differences in the thickness of the auditory areas in the right versus the left hemisphere, a sign that music training impacts brain structure. In addition, children learning to play and read music showed a stronger robustness of the white matter, a sign of stronger connectivity in the corpus callosum, an area that allows communication between the two hemispheres of the brain....In a study published two weeks ago in the journal PLoS One, the neuroscientists at the institute found that when the young musicians were performing an intellectual task, they demonstrated greater engagement of a brain network that is involved in executive

function and decision-making. . . . “We have documented longitudinal changes in the brains of the children receiving music instruction that are distinct from the typical brain changes that children that age would develop,” Habibi said. “Our findings suggest that musical training is a powerful intervention that could help children mature emotionally and intellectually.”

### **III. Suggested direction for 2018-19:**

**1. Maintain the Board and District commitment to the development of the new 6-year SMMUSD Arts Education Strategic Plan**, which the DAC will bring to the Board for adoption by the end of 2017-18, in order to begin implementation in 2018-19.

**2. VAPA Coordinator** – Maintain the VAPA Coordinator position, one of the five critical components of a sustainable arts education program. Our district is eligible for certain grant funding because we have an administrative level coordinator in place.

3. Maintain support for the P.S. ARTS program in the elementary schools.

4. Maintain support for the CTE VAPA classes at the high schools.

5. Continue making progress toward providing all students at all grade levels with access to instruction in all the arts disciplines.

**a. Music** – Maintain the district-wide Elementary Music program, currently serving only grades 3, 4, and 5. It is the foundation of the entire district music program. Explore offering more than one level of band and orchestra instruction at SMASH Middle School.

**b. Theatre** – To provide equitable access to arts instruction across the district, add district-funded Theatre classes to be scheduled during the school day at John Adams, Lincoln, and SMASH Middle Schools. Maintain the current Theatre programs at Malibu Middle and High School, Olympic High School, and Santa Monica High School, as well as the after school spring musical programs at Lincoln and John Adams Middle Schools that are co-funded by the Ed Foundation and the PTSAs. Explore funding to reinstate the Technical Theater class at Santa Monica High School.

**c. Visual Arts** – To provide equitable access to arts instruction across the district, reinstate 6<sup>th</sup> grade Art instruction at Lincoln Middle School and provide district funding for Art instruction at SMASH Middle School. Maintain the current Visual Arts programs at John Adams, Lincoln, and Malibu Middle Schools, as well as Malibu, Olympic, and Santa Monica High Schools. **Identify funding to maintain the CTE Digital Design, Film & Video Production, and Photography classes at Malibu High and Santa Monica High School.**

**d. Dance** –Expand Dance instruction in the elementary schools to additional grade levels. To provide equitable access to arts instruction across the district, add district-funded Dance classes at Lincoln, Malibu, and SMASH Middle Schools, and at Malibu High School. **Identify funding to maintain the CTE Dance classes at Santa Monica High School.**

**e. District-wide events budget** — For district-wide VAPA events, such as the annual District-wide Art Show, which showcases the district’s VAPA programs to the community, but is not a ticketed event, establish a budget for renting exhibit space, purchasing essential presentation

materials for student artwork, and hiring temporary classroom subs for the Art teachers so they can mount the exhibit.

**6. Scheduling** – Explore the impact on Arts electives of any changes taking place with ISPE (Independent Study P.E.). Provide equitable access to AM classes and summer school classes, including summer school classes in the arts. This is important for 9<sup>th</sup> and 10<sup>th</sup> graders at Samohi, for students at Lincoln Middle School, and for students at John Adams Middle School who participate in the Spanish immersion and AVID programs. It serves those students who otherwise might not be able to fit these classes into their schedules, and encourages their successful participation in arts classes, foreign language classes, and sports. There has been a shortage of summer school classes, despite ongoing demand, in past years. Explore the feasibility of PM classes, to expand the opportunity/access for some students whose families' scheduling prevents their attendance at AM classes.

**7. High school graduation requirements – Revise Board Policy 6146.1** (High School Graduation Requirements) to include at least one year of visual and performing arts classes AND one year of a foreign language.

**8. Continue to advocate for state adoption of the new National Core Arts Standards.** <http://www.NationalArtsStandards.org/> – The **National Coalition for Core Arts Standards** led the revision of the 1994 National Standards for Arts Education. **Media Arts** was added to **Dance, Music, Theatre, and Visual Arts**. The California Department of Education lists the skills, knowledge, and abilities in Dance, Music, Theatre, and the Visual Arts that all students should be able to master at <http://www.cde.ca.gov/ci/vp/>. The current SMMUSD VAPA Curriculum is posted at <http://smmusd.org/vapa/curriculum/index.html>

**9. Facilities – The John Adams Middle School Auditorium has been closed since Fall 2014.** Performing arts classes (Dance, Music, and Theatre) require standards-based performance venues. The JAMS Dance class was canceled; the JAMS Music ensembles have had to travel to Barnum Hall to perform, and the JAMS/SMASH after-school Theatre program has had to perform at Lincoln Middle School. Ensure that any VAPA facilities built with school bond funds are constructed according to national *Opportunity-to-Learn Standards for Arts Education* and the district's own VAPA facilities guidelines, adopted in 2000.

**10. Budget Deliberations** – When discussing budget cuts, the VAPA DAC urges the Board of Education to avoid eliminating entire curriculum areas, such as Elementary Arts Education (Dance, Music, Theatre, and Visual Arts).

**11. Continue to advocate for STEAM** (as opposed to STEM) — The California Music Educator Association (CMEA) states that, *“As suggested by the STEAM movement, the addition of the arts is vital to enhancing children’s likelihood of success both during school and adulthood. Currently, STEAM focuses on integrating art projects into STEM classrooms, giving students chances to experience STEM concepts in new ways. STEM and STEAM models can be effective approaches to connecting learning across the curriculum when paired with sequential, standards-based arts education as a foundation. However, as a stand-alone approach to providing arts education, STEAM fails to provide foundational learning necessary in the arts disciplines so that effective arts learning can take place. California students must first be provided access to discrete music and arts classes taught by qualified teachers so that learning in the arts builds over time. **The STEAM Model is an effective tool in education only when paired with sequential, standards-based arts education provided by qualified teachers.”***

In short, while we recommend that our district embrace the STEAM nomenclature (and rightfully reference itself as a STEAM school district rather than merely STEM), we recognize and recommend that foundational learning in the arts through sequential, standards-based arts education is necessary so that effective arts learning in STEM classrooms can take place. Just as children cannot optimally learn STEM without learning how to read or master arithmetic, they cannot develop craftsmanship skills through random arts projects without sequential, standards-based arts education.

#### **IV. Budgetary Implications:**

The VAPA DAC strongly recommends *increasing* current funding for district-funded VAPA programs, which are an integral part of core curriculum.

The VAPA DAC is particularly concerned about:

- 1) Maintaining sustainable funding for CTE VAPA classes at the high schools, and
- 2) Maintaining sustainable funding for TK-5 VAPA programs provided by P.S. ARTS.

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#### **2017-18 VAPA DAC**

Members: Grace Akazawa, Deborah Berek, Scott Ferguson, Janis Gabbert , Zina Josephs, Elizabeth Manco, Lydia Muraro, Lori Nafshun , Lana Negrete, Julie Pearl Slater, Domenic Piturro, John Redfield, Ann Thanawalla, and D'Lynn Waldron

Administrator Co-chairperson: Dr. Jacqueline Mora, Asst. Supt. for Educational Services

Voting Co-chairperson: Janis Gabbert

Staff Liaison: Tom Whaley

Board Liaison: Maria Leon-Vazquez

Administrative Assistant: Brenda Carrillo (now on leave)

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#### **BACKGROUND INFORMATION:**

The DAC has reviewed the district's Fall 2017 VAPA course offerings and compiled a list district art exhibits and dance, music, and theatre performances so far this year.

#### **A. Elementary School district-funded VAPA classes offered in 2017-18:**

##### **1. DANCE**

- a. **All 3<sup>rd</sup> graders** receive 2 weeks of dance instruction during the P.E. schedule from **Music 'n' Motion**.
- b. **All 5<sup>th</sup> graders** receive ballroom dance instruction from **Santa Monica College** instructors (20 lessons over a 10-week period).

##### **2. MUSIC**

- a. **All 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders** receive district-funded Music instruction from credentialed music teachers in 2017-18.

- b. **All elementary schools** will present 4<sup>th</sup> and 5th graders in Music “informances” or concerts during Fall 2017 and concerts in Spring 2018.
- c. The Gail Dorin Music Foundation, the Ella Fitzgerald Charitable Foundation, and the Ed Foundation are funding the **Dream Strings, Dream Winds, and Dream Voice** programs to provide music coaches for music students at the Title I elementary school and the middle schools.

**3. P.S. ARTS** — P.S. ARTS, a non-profit organization, has provided TK-5 arts instruction at all SMMUSD elementary schools since 2014-15 to supplement the district-funded Music program for grades 3 - 5. Pre-K classes at Edison and Grant also began receiving arts instruction in 2016-17. In 2016-17, each school received a Family Art Night as part of their programming. Family art nights were excluded from the district contract in 2017-18 in order to reduce expenses. P.S. ARTS still provides free family art nights to the Title I schools, and other schools sites may elect to pay separately for a family art night. Schools select from various Music, Theater and Visual Arts rotations.

2017-18 Rotations and arts disciplines are as follows:

Cabrillo:	Grades PreK & TK-5 — Visual Art instruction for 30 weeks
Edison:	Grades Pre-K & TK-5 — bilingual Theater instruction, with some integrated visual arts lessons, for 30 weeks
Franklin:	Grades TK-2 — Music for 15 weeks & Visual Art for 15 weeks Grades 3-5 — Theater for 15 weeks & Visual Art for 15 weeks
Grant:	Pre-K & TK-2 — Music for 15 weeks & Visual Art for 15 weeks Grades 3-5 — Visual Art for 30 weeks
McKinley:	Grades TK-5 — Visual Art for 30 weeks
Muir:	Grades TK-5 — Visual Art for 30 weeks
Point Dume:	Grades TK-2 — Music for 15 weeks & Visual Art for 15 weeks Grades 3-5 — Theater for 15 weeks & Visual Art for 15 weeks
Rogers:	Grades TK-5 — Visual Art for 30 weeks
Roosevelt:	Grades TK-2 — Music for 15 weeks & Visual Art for 15 weeks Grades 3-5 — Theater for 15 weeks & Visual Art for 15 weeks
SMASH:	Grades K-5 — Theater for 15 weeks & Visual Art for 15 weeks
Webster:	Grades TK-2 — Music for 15 weeks & Visual Art for 15 weeks Grades 3-5 — Theater for 15 weeks & Visual Art for 15 weeks

**4. Ed Foundation-Funded Stretch Grants** — Edison, McKinley, Rogers are using some of their stretch grants to fund TK-2 Music, and Muir is funding K-2 Music in this way. McKinley is also using some of its stretch grant for P.S. ARTS to provide theater to all grades TK-5 for 11 weeks each.

**5. What's missing?**

- a. **No TK-2 Music** instruction at Cabrillo or SMASH
- b. **No TK-2 Theatre** instruction at Cabrillo, Franklin, Grant, Muir, Pt. Dume, Rogers, Roosevelt, or Webster
- c. **No Grade 3-5 Theatre** instruction at Cabrillo, Grant, Muir, or Rogers

**B. Middle School district-funded VAPA classes offered in 2016-17:**

**John Adams Middle School** -- 1,064 total students in 2015-16  
 1,065 total students in 2016-17  
 1,063 total students in 2017-18

**Dance:** The district-funded dance class was reinstated for 2017-18, after a 2-year absence. The auditorium has been closed since 2014-15. A visiting dance specialist in some PE classes is funded by the Ed Foundation.  
 — 26 students (2017-18)

**Music:** Boys Chorus, Girls Chorus, Girls Chorus II, Honors Choir, Concert Choir; Music Conversion, Band, Band II, Band II (2nd section) Band III, Band IV, Orchestra, Orchestra II, Orchestra II (2nd section), Orchestra III, Orchestra III (2nd section), (Orchestra IV deleted in 2016-17)  
 — 555 students (2015-16)  
 — 567 students (2016-17)  
 — 531 students (2017-18)

**Theatre:** no district-funded Theatre classes – Ed Foundation and PTSA grants from JAMS and SMASH support an after-school spring musical at JAMS (which includes SMASH students). It is now called the JAMS/SMASH Theatre Company.

**Visual Arts:** Exploratory 6 Art (2 sections – year-long), Art Foundation (3 sections), Art (1 section)

- 191 students (2015-16) — 113 students + 78 trimester Exploratory students
- 164 year-long students (2016-17) — 40 7<sup>th</sup>/ 8<sup>th</sup> graders on waiting list
- 167 year-long students (2017-18)

**Total VAPA enrollment: 746 in 2015-16 (70% of total enrollment)**  
**722 in 2016-17 (68% of total enrollment)**  
**726 in 2017-18 (68% of total enrollment)**

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**Lincoln Middle School** — 1,067 total students (2015-16)  
 1,069 total students (2016-17)  
 1,077 total students (2017-18)

**Dance:** no district-funded classes – A visiting dance specialist in some PE classes is funded by the Ed Foundation.

**Music:** Boys Chorus, Girls Chorus, Chorale II, Concert Choir, Chamber Singers;

Band, Band II Brass, Band II Woodwinds, Band III, Band IV; Orchestra, Orchestra II Violin; Orchestra II Viola, Cello, Bass; Orchestra III, Orchestra IV  
— 562 students (2015-16)  
— 552 students (2016-17)  
— 554 students (2017-18)

**Theatre:** no district-funded Theatre classes – SMMEF partners with PTSA to fund an after-school spring musical. (**Apparently such a large number of students signed up in spring 2017 that only the 7<sup>th</sup> and 8<sup>th</sup> graders were able to actually perform in the musical.**)

**Visual Arts:** Art (4 sections – year-long – **one section added in 2017-18**), Exploratory 7 (1 section - trimester), Exploratory 8 (1 section – semester-long). The Exploratory 6 Art class was replaced in 2015-16 by an Exploratory 6 STEM class.  
— 162 students (2015-16) = 108 year-long students + 54 semester-long Exp 7 students  
— 193 students (2016-17) = 82 year-long students + 81 trimester Exploratory 7 and 30 semester-long Exploratory 8 students  
— 250 students (2017-18) = 112 year-long students + 90 trimester Exploratory 7 and 48 semester-long Exploratory 8 students

**Total VAPA enrollment: 723 students in 2015-16 (68% of total enrollment)  
761 students in 2016-17 (71% of total enrollment)  
804 students in 2017-18 (75% of total enrollment)**

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**Malibu Middle School** — 432 total students (2015-16)  
377 total students (2016-17)  
336 total students (2017-18)

**Dance:** no district-funded Dance classes — A visiting dance specialist in some PE classes is funded by the Ed Foundation.

**Music:** Exploratory 6 Music (trimester changed to semester in 2017-18); Concert Choir, Honors Choir; Intro to Winds; Intro to Strings, Orchestra, Symphony Orchestra  
— 243 students (2015-16) = 183 year-long students + 60 trimester Exploratory 6 students  
— 194 students (2016-17) = 149 year-long students + 45 trimester Exploratory 6 students  
— 185 students (2017-18) = 145 year-long students + 40 semester Exploratory 6 students

**Theatre:** Theater Arts (one section)  
— 21 students (2015-16)  
— 22 students (2016-17)  
— 24 students (2017-18)

**Visual Arts:** Exploratory Art 6 (semester), Art (4 sections)  
— 165 students (2015-16) = 105 year-long students + 60 trimester Exploratory 6 students  
— 151 students (2016-17) = 106 year-long students + 45 trimester Exploratory 6 students  
— 133 students (2017-18) = 93 year-long students + 40 semester Exploratory 6 students

**Total VAPA enrollment: 441 students in 2015-16 (102% of total enrollment)**  
(some duplicates due to Art/Music Exploratory)  
**371 students in 2016-17 (98% of total enrollment)**  
(some duplicates due to Art/Music Exploratory)  
**342 students in 2017-18 (102% of total enrollment)**  
(some duplicates due to Art/Music Exploratory)

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**SMASH Middle School** – 75 total students (2015-16)  
83 total students (2016-17)  
87 total students (2017-18)

**Dance:** no district-funded Dance classes — A visiting dance specialist during PE classes is funded by SMMEF.

**Music:** Band, Choir, Orchestra – The district funds the Band and Choir teachers. SMASH uses its Ed Foundation stretch grant to fund the Orchestra teacher.

- 67 students (2015-16) – 2 days per week
- 60 students (2016-17) – 2 days per week
- 67 students (2017-18) – 2 days per week

**Theatre:** no district-funded Theatre classes — Ed Foundation and PTSA grants from JAMS and SMASH support an after-school spring musical at JAMS (which includes SMASH students). It is now called the “JAMS/SMASH Theatre Company.”

**Visual Arts:** no district-funded Visual Arts classes  
— 20 students (2017-18) — While the Music students attend their classes 2 days per week, the remaining 20 students attend a “stand alone” Visual Arts class funded by SMASH’s Ed Foundation stretch grant.

**From the principal:** SMASH uses part of its Ed Foundation stretch grant to provide 15 weeks of Visual Arts and 15 weeks of Theater for all 6-7-8 graders. These are arts integration experiences are co-taught between the P.S. ARTS specialists and the classroom teachers. The P.S. ARTS Visual Arts or Theater teacher is only there one hour per week for 15 weeks, but the classroom teacher extends the unit throughout the week. For example, the 7/8 graders are studying the history related to *Romeo and Juliet*, and the Theater teacher is helping them act out scenes from the play.

**Total VAPA enrollment: 67 students in 2015-16 (89% of total enrollment)**  
**60 students in 2016-17 (72% of total enrollment)**  
**87 students in 2017-18 (100 % of total enrollment)**

### C. High School “for credit” VAPA classes offered in 2016-17

**Malibu High School** — 673 total students (2015-16)  
627 total students (2016-17)  
615 total students (2017-18)

**Dance:** no district-funded Dance classes – A visiting dance specialist in some PE classes is funded by the Ed Foundation.

**Media Arts:** SMC dual enrollment Film/Video Production and Advanced Film Studies began in Spring 2016.

- 75 students (Spring 2016)
- 61 students (2016-17)
- 39 students (2017-18)

**Music:** High School Chorale, Symphony Orchestra, Wind Ensemble

- 109 students (2015-16)
- 109 students (2016-17)
- 106 students (2017-18)

**Theatre:** Professional Actor; Stagecraft Technology

- 30 students (2015-16)
- 41 students (2016-17)
- 38 students (2017-18)

**Visual Arts:** Visual Arts (2 sections – *one more than in 2016-17*), Ceramics/Sculpture (1 section – *one less than in 2016-17*), Ceramics II, Studio Art 3D AP, Drawing/Painting, Studio Art Drawing AP, Photo (2 sections), Photo II, Studio Art 2D AP, Digital Design

- 228 students (2015-16)
- 273 students (2016-17)
- 234 students (2017-18)

**Total VAPA enrollment: 442 students in 2015-16 (66% of total enrollment)**  
**484 students in 2016-17 (77% of total enrollment)**  
**417 students in 2017-18 (68% of total enrollment)**

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**Olympic High School:** 90 total students (2015-16)  
78 total students (2016-17)  
50 total students (2017-18)

**Dance:** no district-funded Dance class

**Music:** Music/Guitar (funded by the Ed Foundation)

- 15 students (2015-16)
- 10 students (2016-17)
- 14 students (2016-17)

**Theatre:** Theatre/Drama

- 7 students (2015-16)
- 10 students (2016-17)
- 10 students (2017-18)

**Visual Arts:** Art (3 sections)

- 48 students (2015-16)
- 32 students (2016-17)
- 34 students (2017-18)

**Total VAPA enrollment: 70 students in 2015-16 (78% of total enrollment)**  
**52 students in 2016-17 (67% of total enrollment)**  
**58 students in 2017-18 (116 % of total enrollment)**  
(some students take more than one arts class)

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**Santa Monica High School** – 2,950 total students (2015-16)  
2,824 total students (2016-17)  
2,829 total students (2017-18)

**Dance:** Dance (3 sections), Professional Dance, Professional Dance II,  
Professional Dance III  
— 164 students (2015-16)  
— 149 students (2016-17)  
— 104 students (2017-18)

**Media Arts:** Film/Video Production 1 and 2 (2 sections)  
— 48 students (2015-16)  
— 47 students (2016-17)  
— 52 students (2017-18)

**Music:** Men’s Chorus, Women’s Chorus, High School Chorale, Chamber Singers,  
Madrigal Ensemble; String Orchestra, Concert Orchestra, Intermezzo Orchestra,  
Sinfonia Orchestra, Philharmonic Orchestra, Symphony Orchestra, Chamber  
Orchestra; Concert Band, Concert Band II, Concert Band III, Band IV, Wind  
Ensemble, Marching Band, Jazz Band I and II (SMC), Piano, (*Guitar eliminated  
in 2017-18*)  
— 948 students (2015-16)  
— 939 students (2016-17)  
— 990 students (2017-18)

**Theatre:** Acting (2 sections), Acting II, Theater Production, (*Stagecraft Technology  
eliminated in 2017-18*)  
— 101 students (2015-16)  
— 138 students (2016-17)  
— 135 students (2017-18)

**Visual Arts:** Ceramics (9 sections – *one more than Fall 2016*), Ceramics II,  
Drawing (5 sections), Drawing II, Drawing III (not offered in 2015-16,  
back again in Fall 2016, not offered in 2017), Painting (2 sections), Painting II,  
Studio Art 2D AP (2 sections); Photo (4 sections), Photo II; Digital Design  
(4 sections – *one less than 2016-17*), Digital Design II  
— 722 students (2015-16)  
— 839 students (2016-17)  
— 822 students (2017-18)

**Total VAPA enrollment: 1,882 in 2015-16 (64% of total enrollment)**  
**2,112 in 2016-17 (75% of total enrollment)**  
**2,103 in 2017-18 (74% of total enrollment)**

## **D. Art Exhibits and Dance, Music, and Theatre Performances in 2017-18**

*(This list does not include the elementary schools)*

- October 18 – Samohi Dance Field Trip to SMC
- October 21 – Samohi Marching Band – West Ranch Field Tournament
- October 24 – Samohi Bands Winter Concert
- October 26 – “El Dia de los Muertos” Art Show Opening – Roberts Gallery
- October 27-29, November 3-5 – Samohi — *Zoot Suit*
- October 28 – Samohi Marching Band – Simi Valley 49th Annual Band Spectacular
- November 4 – Samohi Marching Band – Los Altos 49th Annual Field Tournament
- November 8 – Samohi Marching Band – Valencia Field Show
- November 11 – Samohi marching Band – Savanna Field Show
- November 14 – JAMS Orchestra Concert at Samohi
- November 15 – JAMS Band Concert at Samohi
- November 16-19 – Malibu HS — *James and the Giant Peach, the Musical*
- November 18 – SCSBOA field championship
- November 30 – Lincoln MS Orchestra Concert
- November 30 – Malibu HS Band Concert
- December 1-2 – CODA hosted at Samohi
- December 7 – Lincoln MS Choir Concert
- December 7 – Malibu HS Orchestra Concert
- December 7-8 – Samohi Winter Dance Showcase
- December 8 – “Arts Now: Los Angeles County Arts Education Summit” – Presented by  
LA County Arts Education Collective, the California Alliance for Arts  
Education, Arts for LA, and the LA County Arts Commission.
- December 11 – Samohi Orchestra Concert
- December 14 – Malibu HS Choir Concert
- December 14 – Malibu HS Art Exhibit at Malibu City Hall
- December 15 – Samohi Choir Concert
- December 19 – Lincoln MS Band Concert
- December 21 – JAMS Choir Concert at Samohi
- December 21 – SMASH MS Concert
- January 21 – Samohi Jazz Bands Concert, with guest artist Bernie Dresel
- January 23 – Samohi Bands Concert, including the Barnum Hall theatre organ
- January 26-28 – Lincoln MS spring musical – *Once on This Island*
- February 2, 3 – Samohi Choirs “Café Samo” – Annual cabaret-style performance  
featuring student-produced songs, skits, original compositions, and bands.
- February 6 – “Bands at The Broad” – The Samohi Wind Ensemble and Wind Symphony  
perform at The Broad Stage
- February 8, 9, 10 – Malibu Middle School spring musical – *Oklahoma*
- February 9 – Samohi Orchestras “Spaghetti & Strings” – Le Meridien Delfina
- February 10 – Malibu HS Art Exhibit at Malibu City Hall
- February 15-18 – CASMEC (2018 California All-State Music Education Conference in  
San Jose – SMMUSD students will perform at the conference in various  
statewide honor music ensembles)
- March 12 – “Stairway of the Stars” Choir Concert
- March 14 – “Stairway of the Stars” Band Concert
- March 16 – “Stairway of the Stars” Orchestra Concert

## **II. Of note in the four arts disciplines**

### **A. Dance**

1. **All 5<sup>th</sup> graders** — For the fifth year, approximately 1,000 5<sup>th</sup> graders attended Westside Ballet performances of *The Nutcracker* at The Broad Stage in December 2017.
2. A Dance class was reinstated at **John Adams Middle School** in 2017-18, after a 2-year absence.
3. Samohi Dance students had a field trip to visit the SMC Dance Department in October 2018.
4. **College and other professional schooling:** In 2017, a graduating SMMUSD student was invited to join Boston Ballet. Founded in 1963, Boston Ballet is among the top ballet companies in the world.

## **B. Music**

1. SMMUSD was honored in 2017 with the “**Best Communities for Music Education**” designation from the National Association of Music Merchants (NAMM) Foundation for its outstanding commitment to music education. SMMUSD was one of only two districts in Los Angeles County to be recognized in 2017 for **demonstrating outstanding achievement in efforts to provide music access and education to all students.**
2. The 69<sup>th</sup> annual “**Stairway of the Stars**” Concerts will take place in March 2018.
3. All **elementary schools** had fall concerts or “informances” in which all 4<sup>th</sup> and 5<sup>th</sup> graders performed. 5<sup>th</sup> grade music students use Chromebook to take music tests aligned with the California VAPA Standards.
4. The Gail Dorin Music Foundation, the Ella Fitzgerald Charitable Foundation, and the Ed Foundation fund the **Dream Strings, Dream Winds, and Dream Voice** programs to provide music coaches for music students at the Title I elementary schools and the middle schools.
5. The **Peggy Bergmann Arts Endowment Fund** provides instruments and semi-private music lessons for qualifying students throughout the District.
6. A new Performing Arts Center (new auditorium and possibly updated classrooms) is planned for **John Adams Middle School**, in conjunction with Santa Monica College.
7. The Samohi Viking Marching Band 2017 tournament results were as follows:
  - Savanna – 1st Place, 3rd Place Color Guard, 4th Place Overall Percussion
  - Valencia – 1st Place Band
  - Los Altos – 3rd Place Band
  - Simi Valley – 1st Place Band, Music Effect Sweepstakes
  - West Ranch – 2nd Place Band
8. **Music honor ensembles** – SMMUSD student musicians have auditioned and been selected for the following groups so far in 2017-18:

NAfME National High School Honor Orchestra (National Association for Music Education) – Orlando, Florida

Macy’s Great American Marching Band — Thanksgiving Day Parade, New York City  
 ACDA Western Division Mixed High School Honor Choir (American Choral Directors Association)

ACDA Western Division Junior High Honor Choir (American Choral Directors Assoc.)  
 ACDA Western Division Treble Honor Choir (American Choral Directors Association)  
 California All-State Honor Choirs (California All-State Music Education Conference)  
 CASMEC Honors String Orchestra (California All-State Music Education Conference)  
 CASMEC Honors Symphony (California All-State Music Education Conference)  
 CBDA All-State Jr. High Concert Band (California Band Directors Association)  
 CBDA All-State Jr. High Symphonic Band (California Band Directors Association)  
 CODA Honor String Orchestra (California Orchestra Directors Association)  
 CODA Honor Symphony Orchestra (California Orchestra Directors Association)

SCSBOA All-Southern Middle School Honor Band & Orchestras (Southern California School Band and Orchestra Association)  
SCSBOA All-Southern Elementary School Honor Band (Southern California School Band and Orchestra Association)  
SCVA Regional High School Honor Choir (Southern California Vocal Association)  
Pasadena City College “Tournament of Roses” Honor Band

9. **College acceptances:** Over the past few years, SMMUSD students have been accepted as Music majors at Azusa Pacific University, Berklee College of Music, Bowdoin College, Brigham Young University, Cal State Long Beach Bob Cole Conservatory, Cal State Northridge, Chapman University, Columbia University, Indiana University Jacobs School of Music, McGill University (Montreal), New England Conservatory, The New School, New York University Tisch School of the Arts, Oberlin Conservatory of Music, Ohio State University, Sarah Lawrence College, Tulane University, UCLA Herb Alpert School of Music, UC Berkeley, UC Irvine, UC Santa Barbara, University of Miami, University of North Texas College of Music, and USC Thornton School of Music.

### C. Theatre:

1. The **Morgan-Wixson Theatre “Y.E.S. School Shows”** are again available for district elementary schools in 2017-18. Teachers who subscribe receive the first opportunity to reserve seats for their class.

2. The Malibu High fall play was *James and the Giant Peach, the Musical*. The Samohi fall play was *Zoot Suit* by Luis Valdez. Samohi students also participated in the **DTASC Fall Festival** (Drama Teachers of Southern California) and one student placed 3rd in monologues. Acting II students devised an anti-bullying performance which was performed at both McKinley and Roosevelt Elementary Schools. Samohi will participate in the DTASC Shakespeare Festival in April 2018. They’re currently working on the musical *How to Succeed in Business without Really Trying*, which opens on February 23, 2018 at in Barnum Hall. Malibu Middle School students are rehearsing Rodgers & Hammerstein’s *Oklahoma*.

3. **YoungArts** – Samohi student Zoe D’Andrea is a 2018 Theatre finalist in this nationwide program. 20 of the 60 finalists will be selected to become **U.S. Presidential Scholars in the Arts**, a high honor for graduating high school seniors.

4. **College acceptances:** Over the past few years, SMMUSD students have been accepted as Theatre/Performance majors at Pepperdine University, Southern Oregon University, UC Santa Barbara, UC Santa Cruz, and Yale University.

### D. Visual Arts

1. The sixth annual **SMMUSD District-wide Visual Arts Show** is scheduled for May 2018.

2. Student artwork from John Adams Middle School and Santa Monica High School was featured in the “Dia de los muertos” exhibit in October 2017 at the **Roberts Art Gallery** at Samohi. Malibu Middle and High School student artwork was exhibited in December 2017 at **Malibu City Hall**.

3. **AP scores – 100%** of Malibu High School AP photography students passed the AP Studio Art 2-D Design Exam in spring 2017. Artwork by Malibu Middle School and High School students is posted at [www.MalibuHigh.org/arts\\_gallery](http://www.MalibuHigh.org/arts_gallery).

4. **College acceptances:** Over the past few years, SMMUSD students have been accepted as Art or Design majors at the Art Center College of Design, Brown University, Cal Poly San Luis Obispo College of Art & Design, California College of Art, Cornish College of the Arts, Kansas City Art Institute, Maryland Institute College of Art, Rhode

Island School of Design (RISD), San Francisco Art Institute (SFAI), San Francisco State University, the School of the Art Institute of Chicago, UCLA, and USC Cinematic Arts.

## **E. Non-District Funding at the High School Level:**

### **Dual enrollment classes funded by Santa Monica College in 2017-18**

- Chamber Singers (Malibu High School)
- Jazz Band (Santa Monica High School)

## **F. Partnerships with Non-District Benefactors**

**1. P.S. ARTS** provided Music, Theatre, and Visual Arts instruction in the elementary schools and contributed 19% of the **2017-18** program costs. SMMUSD, with Ed Foundation funding, provided 81% of the 2017-18 program costs.

**2. Santa Monica-Malibu Education Foundation** — Total Ed Foundation funding for SMMUSD VAPA programs in 2017-18: **\$970,238**

a. **Funds raised annually** funded the following for a total of **\$675,938:**

- i. \$625,938 to the **P.S. ARTS** program — all elementary schools could select various music, theatre, and visual arts rotations (P.S. ARTS contributed the balance)
- ii. \$50,000 to the **5th grade ballroom dance program** taught by SMC instructors

b. The **For the Arts Endowment** funded the following for a total of **\$154,300:**

- i. Robert Gilliam – 120 hours of dance classes at John Adams, Lincoln, SMASH, and Malibu High;
- ii. Visual Arts grants for all secondary arts teachers;
- iii. Music Performance and Guitar classes at Olympic High;
- iv. Grants to after-school Theatre programs at John Adams and Lincoln Middle Schools (SMASH students participate in JAMS program);
- v. Grants to Theatre programs at Malibu High, Olympic High, and Samohi
- vi. Recorders for all 3<sup>rd</sup> graders;
- vii. Dream Strings, Dream Winds and Dream Voice programs at the four Title I elementary schools and two Title I feeder middle schools (JAMS and Lincoln).

c. The **Peggy Bergmann Arts Endowment Fund** in memory of John and Lenore Bergmann funded the following for a total of **\$140,000:**

- i. Instruments for qualifying students throughout the District
- ii. Semi-private lessons for qualifying students throughout the District

**3.** The following is a partial list of **other organizational partners** that supplemented or enhanced the VAPA programs at one or more schools:

Arturo Sandoval Institute  
ASCIP — \$3,000 prize for the Samohi Jazz Band  
City of Santa Monica Cultural Affairs Division  
Ella Fitzgerald Charitable Foundation  
Gail Dorin Music Foundation  
Howard Stone, founder of Vail Jazz  
Los Angeles County Arts Commission  
Los Angeles Philharmonic  
Malibu Arts Angels  
Morgan-Wixson Theatre Y.E.S. program

Orchestra Santa Monica Woodwind Quintet  
SAMO4ART  
Santa Monica-Malibu PTAs  
Santa Monica Arts Parents Association  
Santa Monica City Council  
Santa Monica College: The Broad Stage  
Santa Monica College Dual Enrollment Program  
Santa Monica Kiwanis  
Santa Monica Rotary Club  
Santa Monica-Palisades Masonic Lodge #307

**G. Communication**

1. **DAC VAPA calendar** – Monthly calendars with upcoming district VAPA events are posted at <http://www.smmusd.org/vapa/calendar.pdf> and at <http://smmarts.net/>
2. **SMMUSD Visual & Performing Arts Facebook page** – <https://www.facebook.com/Santa-Monica-Malibu-USD-Visual-Performing-Arts-499014126917622/>
3. **Media Coverage** – VAPA events and accomplishments since June 2016 have been reported in the *Malibu Surfside News*, *Malibu Times*, *Santa Monica Daily Press*, *Santa Monica Mirror*, and *The Palette* (the City of Santa Monica Cultural Affairs Division’s weekly e-blast)