

**District Advisory Committee
Board of Education End-of-Year Report
2017-18**

VISUAL AND PERFORMING ARTS DISTRICT ADVISORY COMMITTEE

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

Voting Co-Chair: 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.

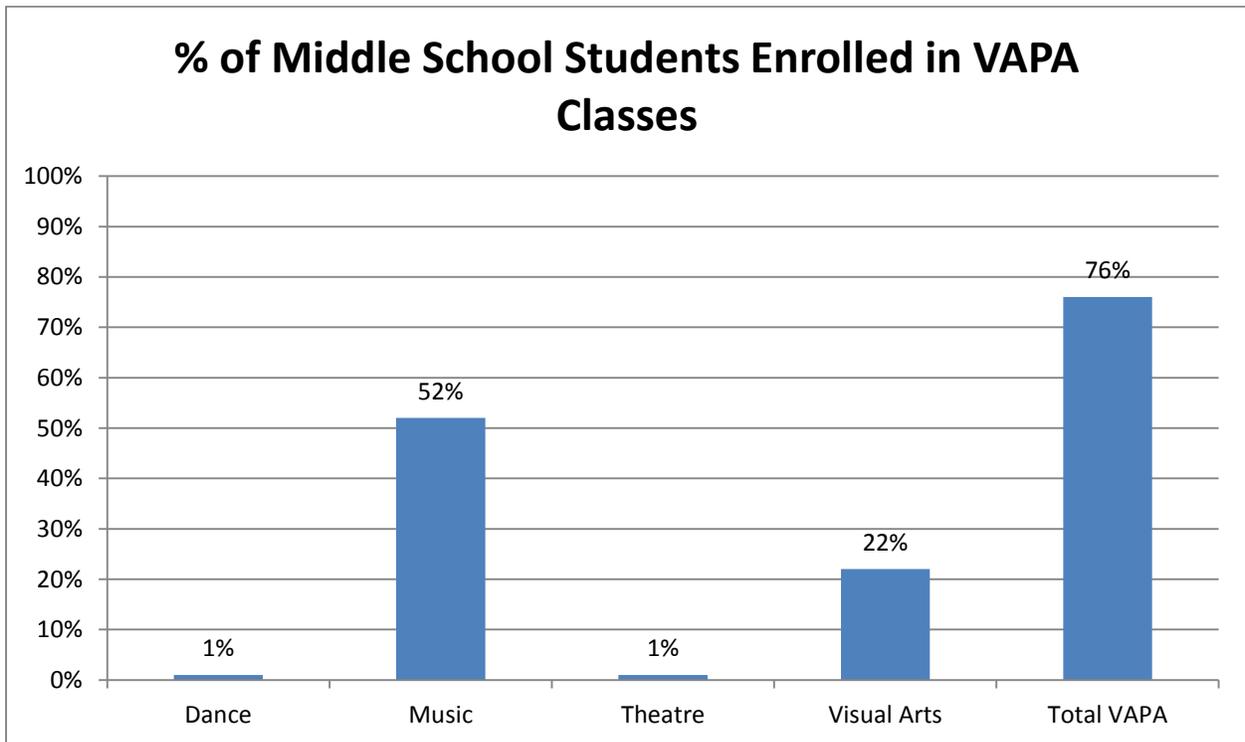
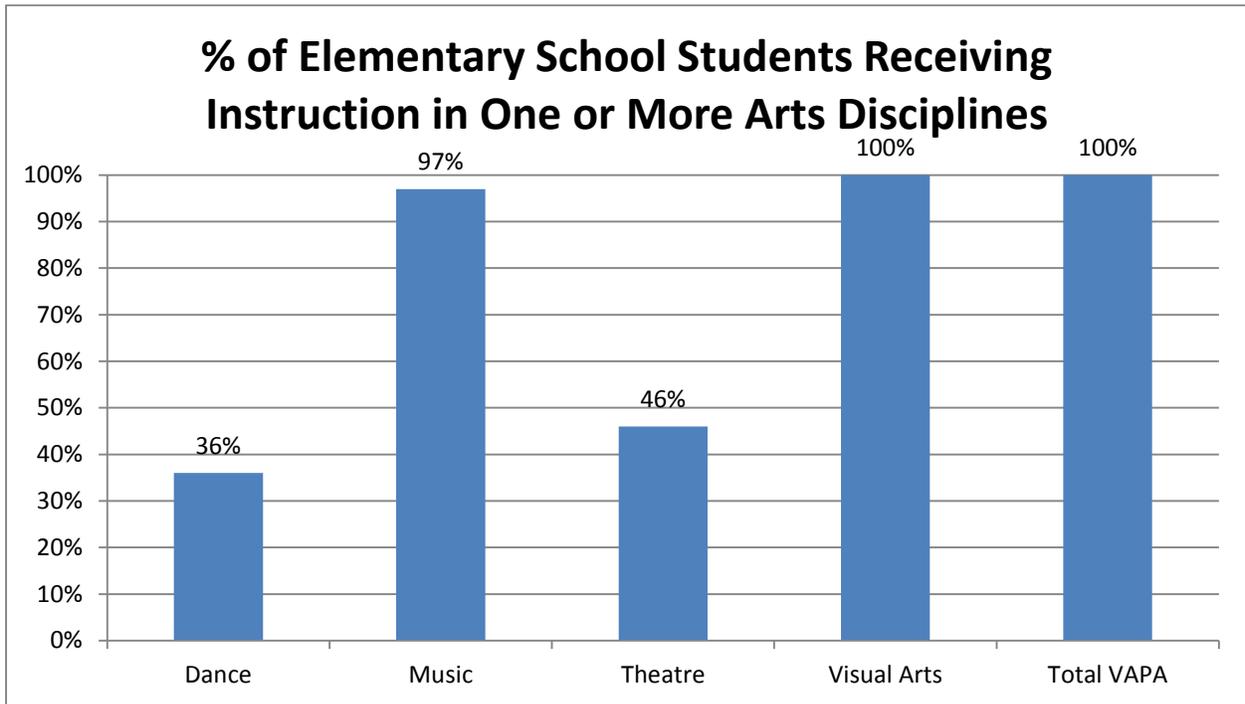
I. Accomplishments to date in meeting the charges:

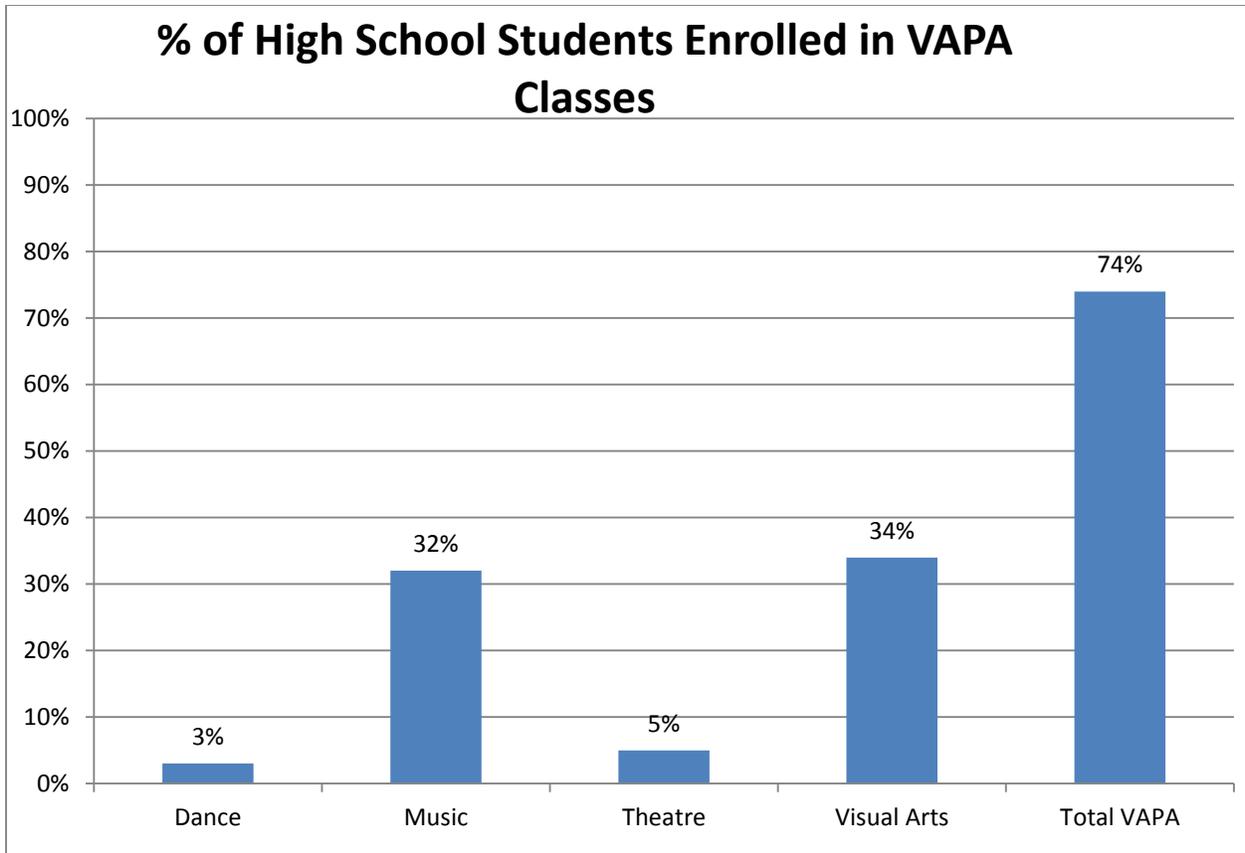
- A. SUPPORT A COMPREHENSIVE PREK-12 ARTS EDUCATION PROGRAM AS AN INTEGRAL PART OF THE CORE CURRICULUM OFFERED TO ALL SMMUSD STUDENTS, WITH THE ARTS TAUGHT AS DISCRETE DISCIPLINES AND INTEGRATED INTO OTHER SUBJECT AREAS; AS WE ALIGN WITH AND PROMOTE THE EXCELLENCE THROUGH EQUITY PLAN**

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 program and finds the following:

- **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.





What's Missing:

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 four arts disciplines. The result is that not all students are equitably prepared to continue studies in arts disciplines in grades 6 through 12.

Elementary Schools:

	Dance	Music	Theatre	Visual Arts
Cabrillo grades Pre-K - 2	Grades 3 + 5 only			30 weeks
Cabrillo grades 3 – 5		District		30 weeks
Edison grades Pre-K - 2	Grades 3 + 5 only	Stretch grant	20-22 weeks bilingual instruction	8-10 weeks
Edison grades 3 – 5		District		
Franklin grades TK – 2	Grades 3 + 5 only	15 weeks		15 weeks
Franklin grades 3 – 5		District	15 weeks	15 weeks

Grant grades Pre-K – 2	Grades 3 + 5 only	15 weeks		15 weeks
Grant grades 3 – 5		District		30 weeks
McKinley grades TK – 2	Grades 3 + 5 only	Stretch grant	Stretch grant: 11 weeks of theatre for TK - 5	30 weeks
McKinley grades 3 – 5		District		30 weeks
Muir grades TK – 2	Grades 3 + 5 only	Stretch grant		30 weeks
Muir grade 3 – 5		District		30 weeks
Pt. Dume grades TK – 2	Grades 3 + 5 only	15 weeks	15 weeks	15 weeks
Pt. Dume grades 3 – 5		District		15 weeks
Rogers grades TK – 2	Grades 3 + 5 only	Stretch grant		30 weeks
Rogers grades 3 – 5		District		30 weeks
Roosevelt grades TK – 2	Grades 3 + 5 only	15 weeks	15 weeks	15 weeks
Roosevelt grades 3 – 5		District		15 weeks
SMASH grades K – 2	Grades 3 + 5 only		15 weeks	15 weeks
SMASH grades 3 – 5		District		15 weeks
Webster grades TK – 2	Grades 3 + 5 only	15 weeks	15 weeks	15 weeks
Webster grades 3 – 5		District		15 weeks

Middle Schools:

	Dance	Music	Theatre	Visual Arts
John Adams – 1,063 students	1 dance class	16 band, choir, and orchestra classes	No theatre class. After school spring musical with SMASH	6 classes for grades 6 - 8
Lincoln – 1,077 students	SMMEF-funded visiting dance specialist one day a week in some P.E. classes	15 band, choir, and orchestra classes	No theatre class. After school spring musical. 6th graders don't perform.	6 classes for grades 7 and 8

Malibu – 336 students	SMMEF-funded visiting dance specialist one day a week in some P.E. classes	6 band, choir, and orchestra classes	1 theatre class	5 classes for grades 6 - 8
-----------------------	--	--------------------------------------	-----------------	----------------------------

SMASH – 87 students	SMMEF-funded visiting dance specialist one day a week during P.E.	Band, choir, and orchestra classes 2 days a week	After school spring musical with JAMS. Integrated theatre and visual arts funded by stretch grant	1 class, 2 days a week
---------------------	---	--	---	------------------------

High Schools:

	Dance	Music	Theatre	Visual Arts
Malibu – 615 students	SMMEF-funded visiting dance specialist one day a week in some P.E. classes	3 band, choir, and orchestra classes	2 classes	12 classes
Olympic – 58 students		1 class funded by SMMEF	1 class	3 classes
Samohi – 2,829 students	6 classes	21 band, choir, and orchestra classes	4 classes	33 classes

- 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 Year-End Report includes our recommendations to the Board of Education on matters related to our charge. DAC members have also maintained the VAPA Department Calendar and Facebook page; welcomed attendees and collected donations at the Districtwide Art Show; helped run

auditions for the Districtwide Elementary Band, Choir, and Orchestra; organized ticket sales, contacted VIPs, organized ushers, coordinated the reception, and laid out the program for the Districtwide Stairway of the Stars concerts; engaged in conversations, based on analysis, with one of the middle school principals, resulting in an additional section of Art; and participated in the Community Art Team, which is developing the new SMMUSD Six Year Arts Education Plan.

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) was formed this year and met monthly to revise the Arts for All Strategic Plan, which was adopted by the Board of Education in 2005. The CAT is developing a new “SMMUSD Six Year Arts Education 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 in Fall 2018.

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 services for children with disabilities
- Linda Greenberg and Rachel Faulkner, SMMEF
- Lora Cawelti, 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.”

II. Highlights to date of particular note

A. Summary of recent legislation affecting Arts Education:

1. In September 2016, Governor Brown signed into law SB 916 (Allen), the Theatre and Dance Act (TADA), requires the Commission on Teacher Credentialing to issue once again **single-subject credentials in theatre and dance**.

2. AB 37 (O'Donnell) Pupil Instruction: visual and performing arts: content standards in media arts (2017) established Visual and Performing Arts standards in the subject of **Media Arts**, in addition to Dance, Music, Theatre, and Visual Arts.

3. The California Board of Education, through AB 2862, authorized revision of the Visual and Performing Arts standards by 2019. This bill requires the state Superintendent of Public Instruction to recommend revisions to the VAPA content standards to the state board, to be adopted, rejected, or modified **by January 2019**. It also requires that the **National Core Arts Standards** serve as the basis for the revisions. Furthermore, it requires the state board to consider the adoption of a curriculum framework and evaluation criteria for instructional materials aligned to the new VAPA content standards by July 2020. And it authorizes the state board to adopt K-8 instructional materials aligned to the new VAPA content standards by November 2021.

B. Recent research

1. 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.

2. The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies (2012)

<https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

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. **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.**

C. Excellence through Equity

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. The **Peggy Bergmann Arts Endowment Fund** provides instruments and semi-private music lessons for qualifying Students throughout the District.

D. 2016 College-Bound Seniors: Total Group Profile Report, The College Board, 2016 —

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

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.

E. 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.

F. 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.**

G. “California Leads as Economic Capital of Creativity” – 5/24/18

<https://medium.com/calartscouncil/california-leads-as-economic-capital-of-creativity-25cf02a18c4>

Findings from the 2018 Otis Report on the Creative Economy of California were revealed earlier this week, and the trend of the Golden State as the creative capital of the nation holds strong for another year. For more than a decade, the Otis College of Art and Design has generated the Otis Report on the Creative Economy of the Los Angeles Region, in partnership with the Los Angeles County Economic Development Corporation.... The 2018 edition combines both the regional and statewide data into a single report. The report is a tremendous resource for substantiating the significant value of arts and culture from an economic perspective — a contribution of our state’s creative community that often goes overlooked and underestimated.

Key findings include:

- The creative economy output totaled **\$407.1 billion** (direct, indirect, and induced).
- The creative economy generated **1.6 million jobs** (direct, indirect, and induced), and those wage and salary workers earned \$141.5 billion in total labor income.
- With **789,900 direct jobs** in the creative economy — an increase of more than 42,000 from last year’s report — California surpasses New York State, which has 477,300 jobs, followed by Texas at 230,500.
- Attendance in arts courses continues to rise through the K-12 students, underlining the importance of arts education to facilitate creativity and move students towards high-earning creative industries.

H. Creative Capital: Culture, Community, Vision – City of Santa Monica

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.

I. “The Surprising Thing Google Learned about Its Employees and What it Means for Today’s Students” -- 12/20/17 – *Washington Post* --

“...Sergey Brin and Larry Page, both brilliant computer scientists, founded their company on the conviction that only technologists can understand technology. Google originally set its hiring algorithms to sort for computer science students with top grades from elite science universities. In 2013, Google decided to test its hiring hypothesis by crunching every bit and byte of hiring, firing, and promotion data accumulated since the company’s incorporation in 1998. Project Oxygen shocked everyone by concluding that, **among the eight most important qualities of Google’s top employees, STEM expertise comes in dead last.** The seven top characteristics of success at Google are all soft skills:

- **being a good coach;**
- **communicating and listening well;**

- **possessing insights into others (including others different values and points of view);**
- **having empathy toward and being supportive of one’s colleagues;**
- **being a good critical thinker and problem solver; and**
- **being able to make connections across complex ideas.**

Project Aristotle shows that the best teams at Google exhibit a range of soft skills: equality, generosity, and curiosity toward the ideas of your teammates, empathy, and emotional intelligence. And topping the list: emotional safety. No bullying. To succeed, each and every team member must feel confident speaking up and making mistakes. They must know they are being heard.

Google’s studies concur with others trying to understand the secret of a great future employee. A recent survey of 260 employers by the nonprofit National Association of Colleges and Employers, which includes both small firms and behemoths like Chevron and IBM, also rank communication skills in the top three most-sought after qualities by job recruiters....

STEM skills are vital to the world we live in today, but **technology alone**, as Steve Jobs famously insisted, **is not enough**. We desperately need the expertise of those who are educated to the human, cultural, and social as well as the computational.

No student should be prevented from majoring in an area they love based on a false idea of what they need to succeed. Broad learning skills are the key to long-term, satisfying, productive careers. What helps you thrive in a changing world isn’t rocket science. It may just well be social science, and, yes, even the humanities and the arts that contribute to making you not just workforce ready but *world ready.*”

III. Suggested direction for 2018-19

A. 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 in Fall 2018.

B. 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.

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

D. CTE VAPA classes -- Maintain support for the CTE VAPA classes at the high schools.

E. Arts for All -- Continue making progress toward providing all students at all grade levels with access to instruction in all the arts disciplines.

1. **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. To provide equitable access, explore offering more than one level of band and orchestra instruction at SMASH Middle School.
2. **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.
3. **Visual Arts** – To provide equitable access to arts instruction across the district, reinstate 6th 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.
4. **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.

F. 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.

G. 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 9th and 10th 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.

H. High school graduation requirements – Change 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.

I. Monitor progress in 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 current SMMUSD VAPA Curriculum is posted at <http://smmusd.org/vapa/curriculum/index.html>

J. Monitor progress in the design and construction of the new John Adams Middle School Auditorium, which has been closed since Fall 2014. 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.

K. 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).

L. Continue to advocate for STEAM (as opposed to STEM) — The California Music Educators 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:

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

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, Alex Romain, and Ann Thanawalla

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

Voting Co-chairperson: Janis Gabbert

Staff Liaison: Tom Whaley, VAPA Coordinator

Board Liaison: Maria Leon-Vazquez

Administrative Assistant: Brenda Carrillo (now on leave)

BACKGROUND INFORMATION:

I. Summary of VAPA programs in 2017-18

A. Elementary Schools – All 3rd graders received 2 weeks of Dance instruction during P.E. from Music ‘n’ Motion. All 5th graders received ballroom dance instruction from Santa Monica College instructors (20 lessons over a 10-week period). All students in grades 3 to 5 received district-funded Music instruction from credentialed music teachers P.S. ARTS provides instruction in Music (PreK-2), Theatre (PreK-5) and Visual Arts (PreK-5) to supplement the district Music program. Principals chose either 15-week or 30-week rotations. Ed Foundation-funded Stretch Grants were also used for elementary arts instruction.

B. Middle Schools - district-funded VAPA classes in 2017-18:

1. John Adams Middle School — 68% of 1,063 total students enrolled in VAPA classes.
2. Lincoln Middle School — 75% of 1,077 total students enrolled in VAPA classes.
3. Malibu Middle School — 102% of 336 total students enrolled in VAPA classes (some duplicates due to Art/Music Exploratory)
4. SMASH Middle School – 100% of 87 total students enrolled in VAPA classes (some classes meet only 2 days per week, some are “integrated” arts experiences)

C. High Schools - district-funded VAPA classes in 2017-18:

1. Malibu High School – 68% of 615 total students enrolled in VAPA classes.
2. Olympic High School – 116% of 50 total students enrolled in VAPA classes.
3. Santa Monica High School – 74% of 2,829 total students enrolled in VAPA classes.

II. Districtwide VAPA Events

- A. Stairway of the Stars Concerts
- B. Districtwide Art Show

III. Other Art Exhibits and Dance, Music, and Theatre Performances in 2017-18:

<http://www.smmusd.org/vapa/calendar.pdf>

IV. Honors

Music -- 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.

SMMUSD student musicians auditioned and were selected for the following music honor ensembles in 2017-18:

- NAFME National High School Honor Orchestra (National Association for Music Education)
- Macy’s Great American Marching Band — Thanksgiving Day Parade, New York City
- ACDA Western Division Mixed High School Honor Choir (American Choral Directors Assoc.)
- 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

Theatre -- Samohi students 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 also participated in the **DTASC Shakespeare Festival** in April 2018, **winning both 1st and 2nd place in the Varsity Monologue division.**

2018 Jerry Herman Awards – Samohi was nominated in the categories of Best Orchestra and Best Supporting Actor for the spring musical “How to Succeed in Business without Really Trying.”

Samohi student Zoe D’Andrea is a 2018 Theatre finalist in the nationwide YoungArts program. 20 of the 60 finalists will be selected to become **U.S. Presidential Scholars in the Arts.**

Visual Arts -- The sixth annual SMMUSD District-wide Visual Arts Show took place in May 2018. 350 pieces of student artwork from all middle and high schools in the district were exhibited and judged by members of the Santa Monica Arts Commission. The Kiwanis awarded \$2,500 in scholarships to 11th and 12th graders. Student artwork from John Adams Middle School and Santa Monica High School was also 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. 100% of Malibu High School AP photography students passed the AP Studio Art 2-D Design Exam in spring 2017.

V. 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)

VI. Partnerships with Non-District Benefactors

A. 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.

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

1. **Funds raised annually** funded the following for a total of **\$675,938**:
 - a. \$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)
 - b. \$50,000 to the **5th grade ballroom dance program** taught by SMC instructors
2. The **For the Arts Endowment** funded the following for a total of **\$154,300**:
 - a. Robert Gilliam – 120 hours of dance classes at John Adams, Lincoln, SMASH, and Malibu High;
 - b. Visual Arts grants for all secondary arts teachers;

- c. Music Performance and Guitar classes at Olympic High;
 - d. Grants to after-school Theatre programs at John Adams and Lincoln Middle Schools (SMASH students participate in JAMS program)
 - e. Grants to Theatre programs at Malibu High, Olympic High, and Samohi
 - e. Recorders for all 3rd graders;
 - f. 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).
3. The **Peggy Bergmann Arts Endowment Fund** in memory of John and Lenore Bergmann funded the following for a total of **\$140,000**:
- a. Instruments for qualifying students throughout the District
 - b. Semi-private lessons for qualifying students throughout the District
- C. 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

VII. College acceptances

A. Music – 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.

B. Theatre – 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.

C. Visual Arts --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.

VIII. Communication

A. 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/>

B. SMMUSD Visual & Performing Arts Facebook page:

<https://www.facebook.com/Santa-Monica-Malibu-USD-Visual-Performing-Arts-499014126917622/>

C. Media Coverage – VAPA events and accomplishments since June 2017 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)