



The SMMUSD VAPA DAC feels specific issues should be highlighted for consideration by the School Board based on commentary from students, parents and teachers that illustrate the problems and paradoxes they face in successful participation in VAPA classes within the context of a student's full academic schedule and individual ambitions.

Below are three areas of concern where we feel special attention is in order.

#### MIDDLE SCHOOL ELECTIVES:

Only one elective will fit into the conventional day schedule in middle school. It appears that AVID students (and students in other special programs) are prohibited from participating in other elective classes in seventh grade.

This results in many VAPA students either losing continuity and educational progress or dropping out of VAPA classes altogether.

#### ALTERNATIVE CLASS SCHEDULES:

Equitable access problems have arisen for students requiring Summer School or other alternative class times to fulfill VAPA and non-VAPA course requirements.

These conflicts have increased over the years as fewer classes are being offered in Summer School and AM or after school periods during the regular academic year, creating competition between students for limited spaces in the alternative schedules.

In some cases, the requirements for alternative scheduling arrangements have been exclusionary, discriminating against the students who require flexibility in their conventional class schedule to facilitate equitable opportunities for achieving excellence in the arts, sports and languages classes.

Consistent, sequential classes in VAPA subjects are crucial to maximize opportunities for college acceptance and other post-High School and career opportunities.

#### BLOCK SCHEDULES:

Concerns have been raised in public commentary that lengthening periods in music classes can pose problems with concentration and muscle fatigue.

The successful development of music technique and talent requires daily practice to achieve the physical strength and muscle memory essential for excellence in instrumental or vocal performance.

Overuse of fingers, arms, mouth/lips and vocal cords can result in injury, fatigue and ineffective development of proper music skills.

We recommend that the Board consider investigating these issues, with research into the impact of block schedules; the number of underserved students who need access to classes outside of the regular school day; and eliminating hurdles to equitable access to electives (such as theatre) at the middle school level.



## **Board of Education Mid-Year Report 2018-19**

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#### **2018-2019 VAPA DAC MEMBERSHIP**

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

# **Visual & Performing Arts District Advisory Committee**

## **Board of Education Mid-Year Report 2018-19**

### **Visual and Performing Arts DAC**

Administrator Co-chairperson: Dr. Jacqueline Mora

Voting Co-chairperson: Janis Gabbert

Staff Liaison: Tom Whaley

Board Liaison: Maria Leon-Vazquez

### **Charges for 2018-19 -- Approved 10/4/18:**

- Support a comprehensive preK-12 arts education program as an integral part of the core curriculum offered at all SMMUSD students, with dance, media arts, music, theater, and visual arts taught as discrete disciplines and integrated into other subject areas; as we align with and promote the Excellence through Equity Plan, which includes teaching cross-cultural and socio-emotional skills.
- Serve as a conduit for parents, teachers, students and community members to inform and make recommendations to the Board of Education on matter 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.

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### **1. 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 2018-19 VAPA class offerings and finds the following deficiencies:

**Elementary School Deficiencies:**

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 their studies in arts disciplines in grades 6 through 12.

**DANCE:** In the elementary schools, there seems to be **no district wide Dance instruction in grades TK, K, 1, 2, or 3.**

**MUSIC:** There seems to be **no Music instruction in K-2** at Cabrillo or SMASH.

**THEATRE:** There seems to be **no Theatre instruction in TK-2** at Cabrillo, Franklin, Grant, McKinley, Muir, Pt. Dume, Rogers, Roosevelt, or Webster.

There seems to be **no Theatre instruction in Grades 3-5** at Cabrillo, Grant, McKinley, Muir, or Rogers.

**VISUAL ARTS:** All TK-5 students seem to be receiving either 15 or 30 weeks of Art instruction from P.S. ARTS.

**Middle School Deficiencies:**

There are **no district-funded Dance classes** at Lincoln, Malibu, or SMASH Middle Schools. (The Ed Foundation and the district fund Robert Gilliam to teach Dance once-a-week during 6<sup>th</sup> grade P.E. classes for part of the year at the middle schools.)

There are **no district-funded Theatre classes during the school day** at John Adams, Lincoln, or SMASH Middle Schools.

**High School Deficiencies:**

There are **no “for credit” Dance classes** at Malibu or Olympic High Schools.

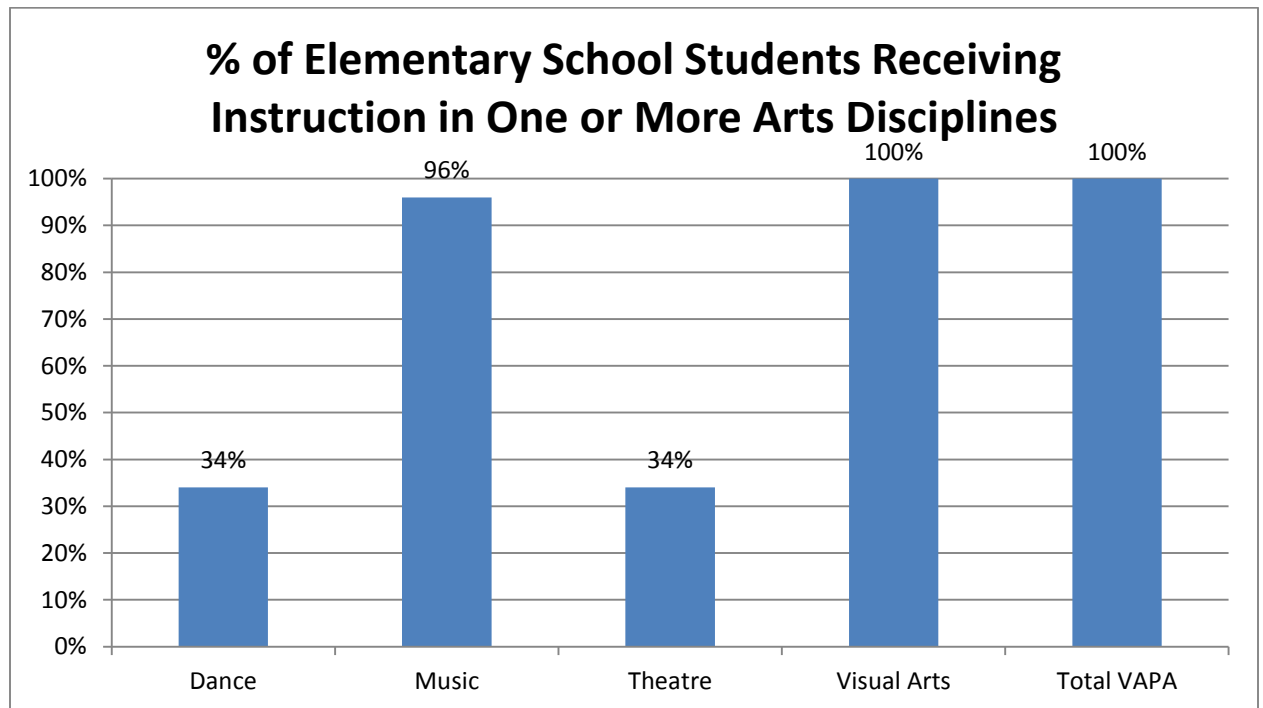
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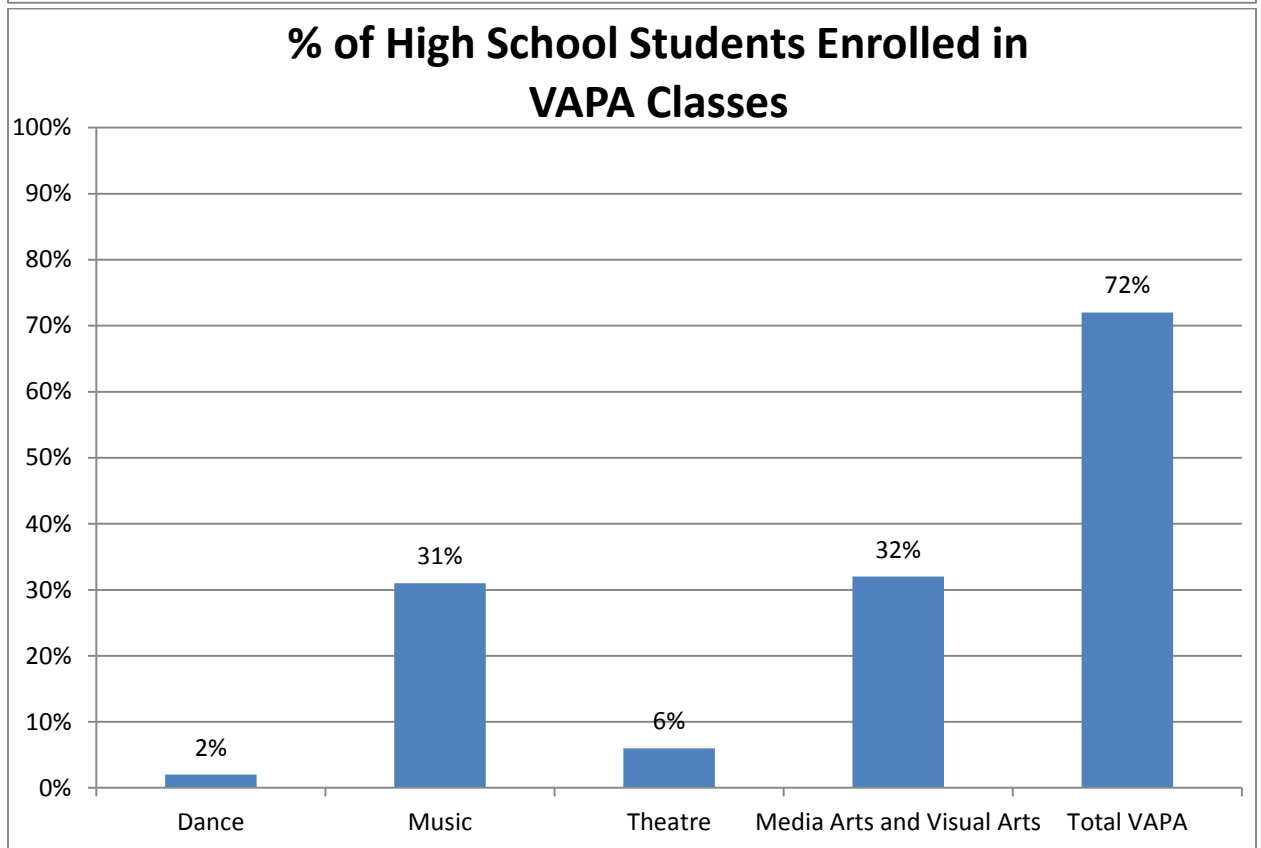
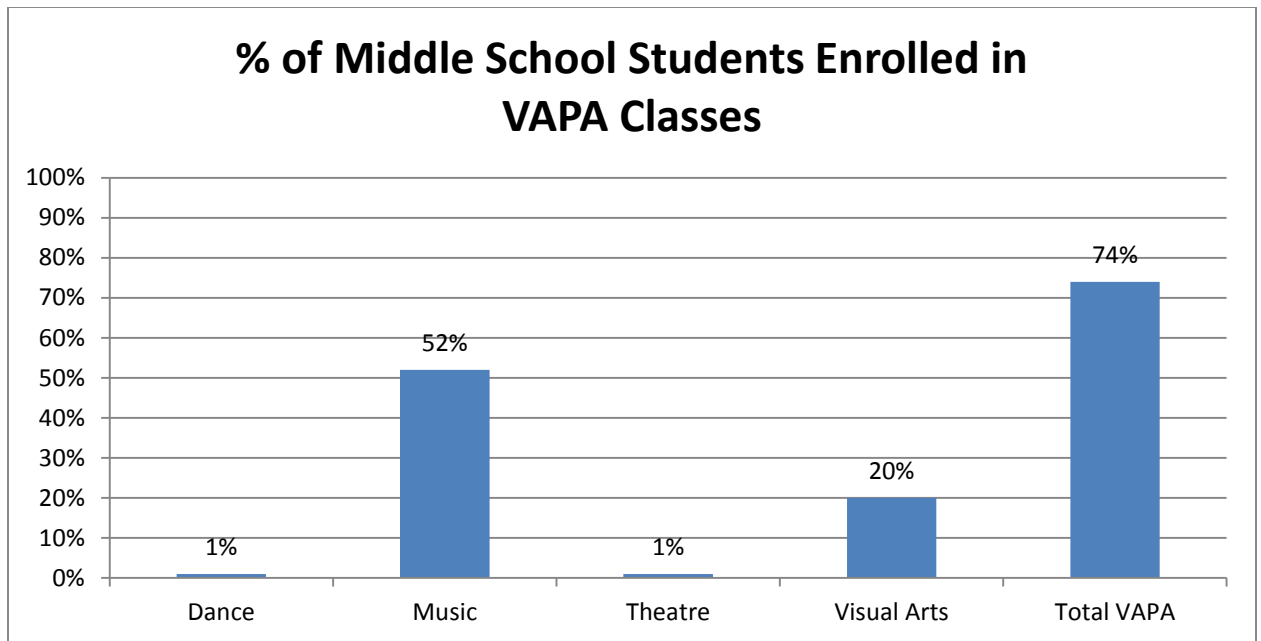
## Enrollment in VAPA Classes in 2018-19:

**100%** of SMMUSD Elementary School students are receiving instruction in one or more of the Visual and Performing Arts (VAPA) disciplines in 2018-19.

**74%** of SMMUSD Middle School students are enrolled in VAPA classes in 2018-19.

**72%** of SMMUSD High School students are enrolled in VAPA classes in 2018-19.





- 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.**

The Community Arts Team (CAT) developed a new draft five-year strategic plan during the 2017-18 school year, in alignment with the school district’s Excellence through Equity Plan. The goal was 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. The draft plan was tailored to the diverse and unique needs of SMMUSD students. It is currently being reviewed by the VAPA teachers and will be presented to the Board of Education by the end of the 2018-19 school year.

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

**Studies and Reports:**

**2018 Otis Report on the Creative Economy – Los Angeles Region and the State of California** -- <https://www.otis.edu/creative-economy> -- Key findings: \$407 billion in total creative economic output; 1.6 million jobs generated; \$141 billion in wages earned. Industries: architecture/interior design, art galleries, communication arts, digital media, entertainment, fashion, furniture/decorative arts, industrial design services, publishing and printing, toys, and visual and performing arts providers.

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

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.... 1,634 arts-related businesses in Santa Monica employ 11,464 people.**

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

Arts participation and SAT scores 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>

**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. 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.** “Our findings suggest that **musical training is a powerful intervention that could help children mature emotionally and intellectually.**”

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**Of note in the four arts disciplines:**

**A. Dance** (See “Background information” for a complete description of Dance instruction in the SMMUSD.)

1. **All 5<sup>th</sup> graders** -- For the sixth year, approximately 1,000 5<sup>th</sup> graders attended Westside Ballet performances of ***The Nutcracker*** at The Broad Stage in December 2018.
2. **4<sup>th</sup> grade “World Dance”** -- A new district wide instructional program began in 2018-19, using SMC dance teachers and funded by the Education Foundation.
3. **Dance Showcases** -- Samohi presented two performance of the Winter Dance Showcase in December 2018 at Barnum Hall. The Spring Dance Showcase is scheduled for May 2019.
4. **College and other professional schooling:** In recent years, a graduating SMMUSD student was invited to join Boston Ballet, the largest ballet school in North America and among the top ballet companies in the world.



## B. Music

1. The 70<sup>th</sup> annual “**Stairway of the Stars**” **Concerts** will take place in March 2019.
2. **Mariachi** – A pilot program at Edison Language Academy began on January 8, 2019 with 40 participants
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 Chrome book to take music test aligned with the California VAPA Standards. The middle and high schools presented a variety of concerts during the fall semester. (See **Art Exhibits and Dance, Music, and Theatre Performances in 2018-19** in “Background information.”)
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. **John Adams Middle School** -- A new Performing Arts Center (new auditorium, rehearsal space, and updated Music classrooms) is planned in conjunction with Santa Monica College
7. The **Samohi Viking Marching Band** won a bronze medal at the 2018 SCSBOA Field Championships in November 2018. The band scored a 90.25 to receive their first ever medal in the 4A division out of the 12 qualifying bands from all of Southern California.
8. **Music honor ensembles** – SMMUSD student musicians have auditioned and been accepted for the following groups so far in 2018-19:

CASMEC Honors String Orchestra (California All-State Music Education Conference) –

**3 Samohi students out of 80 total students in the orchestra**

CASMEC Honors Symphony – **6 Samohi students out of 115 total students in the orchestra**

CBDA All-State High School Honor Bands and Orchestra (California Band Directors Association) – **10 Samohi students**

CBDA All-State Jr. High Honor Bands and Orchestra (California Band Directors Association) – **10 JAMS and 5 Lincoln students out of 2,600+ who auditioned**

CCDA and SCVA All-State Honor Choirs (California Choir Directors Association) – **10 Samohi students out of 343 total -- second highest number of any high school**

CODA 2019 High School All-State String Orchestra (California Orchestra Directors Association) – **22 Samohi students out of 96 total students in the orchestra**

CODA 2019 High School All-State Symphony Orchestra -- **29 Samohi students out of**

### 93 total students in the orchestra

CODA 2019 Junior High All-State Orchestra – **1 Lincoln student**

SCSBOA All-Southern High School Honor Bands, Jazz Band, & Orchestra (Southern California School Band and Orchestra Association) – **8 Samohi students** –

Video: <https://www.scsboa.org/welcome-scsboa-honor-groups/>

SCSBOA All-Southern Jr. High School Honor Bands & Orchestras – **11 JAMS and 11 Lincoln students accepted out of 1,000+ who auditioned.**

SCSBOA All-Southern Elementary School Honor Band & Orchestra – **3 SMMUSD students**

SCVA Regional High School Honor Choir (Southern California Vocal Association) –

**19 Samohi students -- No other high school had as many students in the choir.**

SCVA Regional Junior High School Honor Choir – Auditions take place in January.

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 2018-19.

### 2. Performances

- a. Malibu Middle School will present ***Zombie Prom*** in March 2019.
- b. Malibu High School will present ***Spring Awakening*** in February 2019 (delayed from November due to the fire) and a spring show in April 2019.
- c. Samohi presented ***One Flew over the Cuckoo’s Nest*** in November 2018 and will present the musical ***Side Show*** in March 2019 and ***Public Domain*** in May 2019.
- d. Lincoln Middle School’s after school program will present the musical ***Mamma Mia!*** in January 2019.
- e. The JAMS/SMASH after school program will present its **spring musical** in May 2019 in Lincoln Middle School Auditorium.

3. **DTASC Festivals** (Drama Teachers of Southern California) – Samohi drama students participated in the October 2018 DTASC Fall Festival and will participate in the DTASC Shakespeare Festival in April 2019.
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 and Media Arts**

### **1. Exhibits**

- a. District-wide Visual Arts Show – the 7<sup>th</sup> annual art show is scheduled for May 2019.
  - b. Malibu Middle School and High School online gallery -- student artwork is posted at [www.MalibuHigh.org/arts\\_gallery](http://www.MalibuHigh.org/arts_gallery)
  - c. “El dia de los muertos – Honoring Our Ancestors – Healing Our Community” – Art work by Samohi and JAMS students, altars by PYFC, Ms. Bautista, and PEMA -- October 2018 -- Roberts Art Gallery, Samohi
  - d. “In the Family” – solo student photography show by Samohi senior Mimi Gaudet – November 2018 -- Roberts Art Gallery
  - e. “DIS...MISS” -- Samohi art students exhibited at this show at Crossroads School in November–December 2018.
  - f. “Three” – Samohi seniors Deen Babakhyi, Henry Hume, and Jacob Wilkes will have a student exhibition in February 2019 at the Roberts Gallery.
  - g. Bodhisattva exhibit – Work by Samohi art teacher Amy Bouse – February-March 2019 – Roberts Art Gallery
  - h. Self-published book photo essays – Samohi Photo 2 students – April-May 2019 – Roberts Art Gallery
2. **Samohi Film Festival** – The 18<sup>th</sup> annual festival is scheduled for May 2019 in Barnum Hall. Over the past decade, it has gained recognition as one of the most prestigious high school film festivals in Southern California, and it has grown to include submissions from high school filmmakers all over the greater Los Angeles area.
  3. **Field Trips** -- JAMS field trip to the Autry Museum of the American West; Samohi field trips to the 18<sup>th</sup> Street Arts Center, LACMA, and the Institute of Contemporary Art, Los Angeles.
  4. **AP scores** – In spring 2018, 93% of Malibu High School AP photography students passed the AP Studio Art 2-D Design Exam, and 86% of Samohi AP art students passed the AP Studio Art 2D exam.
  5. **National YoungArts Foundation** – At age 16, Samohi student **Hazelle June Withers** was a 2018 YoungArts photography Honorable Mention, which included a week at

UCLA during spring break. She was also one of 20 winners whose work was included in the U.S. Department of Education's Student Art Exhibit in Washington, D.C, in May-June 2018. The theme of the exhibition was **tolerance of all people regardless of religion, culture, race or gender.**

6. **New York Times "My Generation" Photo Contest** – October 2018 – Out of **2,200 participants**, 36 finalists were selected and their work published by the *Times* on November 4, 2018, including the following:

One of 9 winners: Deen Babakyi, 17, Samohi

One of 13 runners-up: Krshna Airaudi, 17, Samohi

One of 14 honorable mentions: Natalia Jovovich, 16, Samohi

7. **Summer programs** – Samohi art students participated in 2018 summer programs at the California School for the Arts (at CalArts), MICA Pre-College, the School of the Art Institute of Chicago, and CIAO! Center for Introduction to Architecture Overseas.
8. **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, Laguna College of Art and Design, Maryland Institute College of Art, Otis College of Art and Design, Parsons School of Design, Rhode Island School of Design (RISD), San Francisco Art Institute (SFAI), San Francisco State University, the School of the Art Institute of Chicago, UCLA, UC Santa Barbara, and USC.

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### **Communication within the district and with the community:**

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 VAPA web page** -- <http://www.smmusd.org/vapa/>
3. **SMMUSD VAPA Facebook page** – “Santa Monica-Malibu USD Visual & Performing Arts” -- <https://tinyurl.com/y9m7hr8d>
4. **SMMUSD VAPA on Instagram** -- <https://www.instagram.com/smmusd.vapa/>
5. **SMMUSD VAPA on Twitter** -- [@vapa\\_smmusd](#) aka VAPA SMMUSD

6. **SMMUSD News Releases** -- <http://www.smmusd.org/news/index.html>
7. **Media Coverage** – SMMUSD VAPA events and accomplishments since June 2018 have been reported in the *Malibu Surfside News*, *Malibu Times*, *Santa Monica Daily Press*, *Santa Monica Mirror*, *Santa Monica Star*, and *The Palette* (the City of Santa Monica Cultural Affairs Division’s weekly e-blast)

### **III. Suggested direction for 2019-20:**

**1. Maintain the Board and District commitment to the development and adoption of a new 5-year SMMUSD Arts Education Strategic Plan**, which the DAC will bring to the Board for adoption by the end of 2018-19, in order to begin implementation in 2019-20.

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

**a. 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, as well as Malibu High School. Identify funding to maintain the CTE Dance classes at Santa Monica High School.

**b. 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. Continue to support the pilot Mariachi program. Provide district funding for all three music classes at SMASH Middle School, and explore options for offering more than one level of band and orchestra instruction.

**c. 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.

**d. Visual Arts** – To provide equitable access to arts instruction across the district, 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.

**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 to enable them to mount the exhibit.

**6. Scheduling – Explore the impact on access to Arts electives of the current ISPE (Independent Study P.E.) policy and Summer Get Ahead enrollment priorities.** 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. This would improve access for those students who otherwise might not be able to fit a variety of classes into their schedules, and encourages their successful participation in arts classes, foreign language classes, and sports. There has been an ongoing shortage of summer school classes, despite strong, sustained demand. Explore the feasibility of PM classes, to expand the opportunity/access for some students whose families' schedules prevent their attendance at AM classes.

**7. 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.

**8. Monitor the implementation of the California adoption of the new National Core Arts Standards** -- <http://www.NationalArtsStandards.org/>

**9. Facilities** – The John Adams Middle School Auditorium has been closed since Fall 2014.

Ensure that any VAPA facilities built with school bond funds are constructed according to national 2014 *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. Implement STEAM** (as opposed to STEM) -- The California Music Education 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.**"*

Just as children cannot optimally learn STEM without learning how to read or master arithmetic, they cannot develop VAPA 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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## **2018-19 VAPA DAC**

**Members:** Grace Akazawa, Deborah Berek, Scott Ferguson, Janis Gabbert, Zina Josephs, Elizabeth Manco, Lydia Muraro, Lori Nafshun, Lana Negrete, Domenic Piturro, John Redfield, Alex G. Romain, and Ann Thanawalla

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

**Voting Co-chairperson:** Janis Gabbert

**Vice-chairperson:** Lydia Muraro

**Staff Liaison:** Tom Whaley

**Board Liaison:** Maria Leon-Vazquez

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### **Background information:**

1. Elementary School VAPA programs
2. Ed Foundation-funded Stretch Grants that supplement the P.S. ARTS program
3. Middle School district-funded VAPA classes offered in 2018-19
4. High School “for credit” VAPA classes offered in 2018-19
5. Dance instruction in 2018-19 (detailed description)
6. Non-District Funding at the High School Level – SMC dual enrollment
7. Partnerships with Non-District Benefactors – P.S. ARTS, Ed Foundation, other organizations
8. Legislation affecting Arts Education
9. Additional VAPA research
10. Art Exhibits and Dance, Music, and Theatre Performances in 2018-19  
(*This list does not include the elementary schools.*)

### **1. Elementary School VAPA programs:**

#### **District Music program for Grades 3 -5:**

- The elementary Music teachers are credentialed and are funded by the district.
- All 3rd grade students are taught General Music once a week for 40 minutes.



-- All 4th and 5th graders choose either choir, string instruments, or wind instruments. They are taught in 40-minute classes twice a week, during school hours.

**Mariachi:** Funding has been identified to begin a “pilot” after school Mariachi program at Edison Language Academy in January 2019. 40 students have signed up.

### **Music -- Dream Programs:**

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.

### **Music -- Bergmann Program:**

The **Peggy Bergmann Arts Endowment Fund** in memory of John and Lenore Bergmann funds instruments and semi-private lessons for qualifying students throughout the District. **200 SED students in grades 4-12 will receive 22 lessons in 2018-19.**

### **P.S. ARTS 2018-19 rotations and arts disciplines:**

- Each class meets once a week during regular school hours.
- **TK/PreK/K:** 30 minutes minimum of instructional time, with the option to schedule up to 50 minutes
- **Grades 1-5:** 50 minutes of instructional time

<u>Cabrillo:</u>	Grades PreK & TK-5 -- Visual Art instruction for 30 weeks
<u>Edison:</u>	Grades Pre-K & TK-5 -- Bilingual Theater instruction for 20 weeks, with some integrated Visual Arts lessons, for 10 weeks
<u>Franklin:</u>	Grades TK-2 -- Music for 15 weeks & Visual Art for 15 weeks Grades 3-5 -- Theater for 15 weeks & Visual Art for 15 weeks
<u>Grant:</u>	Pre-K & TK-2 -- Music for 15 weeks & Visual Art for 15 weeks Grades 3-5 -- Visual Art for 30 weeks
<u>McKinley:</u>	Grades TK-5 -- Visual Art for 30 weeks
<u>Muir:</u>	Grades K-5 -- Visual Art for 30 weeks
<u>Point Dume:</u>	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

## 2. Ed Foundation-funded Stretch Grants that supplement the P.S. ARTS program: <https://www.smedfoundation.org/programs/program-schools>

Edison -- TK-2 Spanish Music program  
 Muir -- TK-2 Music program with Miss Betsy  
 McKinley -- TK-2 Music program  
 Rogers -- TK-2 Music Rhapsody program  
 SMASH -- Middle School Band, Orchestra, and Visual Arts instruction

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## 3. Middle School district-funded VAPA classes offered in 2018-19:

**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  
 1,032 total students in 2018-19

**Dance:** The district-funded dance class was reinstated for 2017-18, after a 2-year absence. The auditorium has been closed since 2014. A visiting dance specialist in some 6<sup>th</sup> grade PE classes is funded by the Ed Foundation.  
**-- 27 students (2018-19)**

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

- 531 students (2017-18)
- **532 students (2018-19)**

**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 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)
- **168 year-long students (2018-19)**

**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)  
**727 in 2018-19 (70% 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)  
 1,138 total students (2018-19)

**Dance:** no district-funded classes – A visiting dance specialist in some 6<sup>th</sup> grade 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)
- **563 students (2018-19)**

**Theatre:** no district-funded Theatre classes – Ed Foundation and PTSA grants

support an after-school spring musical at Lincoln.

**Visual Arts:** Art (4 sections), Exploratory Art (4 quarters)

-- 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

-- **237 students (2018-19) = 109 year-long students + 128 quarter-long Exp 6 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)

**800 students in 2018-19 (70% 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)

348 total students (2018-19)

**Dance:** no district-funded Dance classes -- A visiting dance specialist in some  
6<sup>th</sup> grade PE classes is funded by the school district.

**Music:** Exp 6 Music/Art (semester-long), Concert Choir, Honors Choir, HS Choir; Intro  
Winds, Band; Intro Strings, Orchestra, Symphony Orchestra

-- 243 students (2015-16) = 183 year-long students + 60 trimester-long Exp 6 students

-- 194 students (2016-17) = 149 year-long students + 45 trimester-long Exp 6 students

-- 185 students (2017-18) = 145 year-long students + 40 semester-long Exp 6 students

-- **185 students (2018-19) = 142 year-long students + 43 semester-long Exp 6 students**

**Theatre:** Theater Arts (one section)

-- 21 students (2015-16)

-- 22 students (2016-17)

-- 24 students (2017-18)

-- 21 students (2018-19)

**Visual Arts:** Exp 6 Art/Music 6 (semester-long), Art (4 sections)

-- 165 students (2015-16) = 105 year-long students + 60 trimester-long Exp 6 students

-- 151 students (2016-17) = 106 year-long students + 45 trimester-long Exp 6 students

-- 133 students (2017-18) = 93 year-long students + 40 semester-long Exp 6 students

-- **116 students (2017-18) = 72 year-long students + 43 semester-long Exp 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)

**322 students in 2018-19 (93% of total enrollment)**

**(without duplicates = 279 or 80%)**

\*\*\*\*\*

**SMASH Middle School** – 75 total students (2015-16)

83 total students (2016-17)

87 total students (2017-18)

82 total students (2018-19)

**Dance:** no district-funded Dance classes -- A visiting dance specialist, Robert Gilliam, teaches during some PE classes for Grades 6 and 7 is funded by the Ed Foundation.

**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

-- **68 students (2018-19) -- 2 days per week**

For 2018-19, SMASH is not scheduling a Visual Arts class opposite Music. Of the 14 students not in music, 8 are doing community service and 6 are doing an SAI study skills class.

**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 called the "JAMS/SMASH Theatre Company."

***From the principal:*** In 2018-19, SMAS 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 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, in 18-19 the 7/8 graders are studying US History and the Theater teacher is helping them learn about and perform scenes from "Hamilton" the musical.

**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)  
**68 students in 2018-19 (82% of total enrollment)**

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#### **4. High School "for credit" VAPA classes offered in 2018-19**

**Malibu High School** -- 673 total students (2015-16)  
627 total students (2016-17)  
615 total students (2017-18)  
**629 total students (2018-19)**

**Dance:** no district-funded Dance classes

**Media Arts:** SMC dual enrollment Film/Video Production 1 and Advanced Film Studies  
-- 75 students (Spring 2016)  
-- 61 students (2016-17)  
-- 39 students (2017-18)  
**-- 47 students (2018-19)**

**Music:** High School Chorale, Symphony Orchestra, Wind Ensemble  
-- 109 students (2015-16)  
-- 109 students (2016-17)

- 106 students (2017-18)
- **111 students (2018-19)**

**Theatre:** Professional Actor; Stagecraft Technology

- 30 students (2015-16)
- 41 students (2016-17)
- 38 students (2017-18)
- **54 students (2018-19)**

**Visual Arts:** Visual Arts (2 sections), Ceramics/Sculpture (2 sections), 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)
- **253 students (2018-19)**

**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)  
**465 students in 2018-19 (74% 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)  
 46 total students (2018-19)

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

**Music:** funded by the Ed Foundation

- 15 students (2015-16)
- 10 students (2016-17)
- 14 students (2017-18)
- **10 students (2018-19) – Guitar I and Guitar II**

**Theatre:**

- 7 students (2015-16)
- 10 students (2016-17)
- 10 students (2017-18)
- **7 students (2018-19) – Intro to Theatre Arts/Drama**

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

- 48 students (2015-16)
- 32 students (2016-17)
- 34 students (2017-18)
- **24 students (2018-19) – Foundation; Advanced Art I, II, and III**

**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)  
**41 students in 2018-19 (89% of total enrollment)**

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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)  
 2,926 total students (2018-19)

**Dance:** Dance, Professional Dance (3 sections), Professional Dance II,  
 Professional Dance III

- 164 students (2015-16)
- 149 students (2016-17)
- 104 students (2017-18)
- **85 students (2018-19)**

**Media Arts:** Film/Video Production 1 & 2; Economics, Film/Video Production 1 & 2

- 48 students (2015-16)
- 47 students (2016-17)
- 52 students (2017-18)
- **56 students (2018-19)**

**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

-- 948 students (2015-16)

-- 939 students (2016-17)

-- 990 students (2017-18)

-- **1,013 students (2018-19)**

**Theatre:** Acting/Acting II (2 sections, Acting II, Theater Production; (Theater Tech?))

-- 101 students (2015-16)

-- 138 students (2016-17)

-- 135 students (2017-18)

-- **138 students (2018-19)**

**Visual Arts:** Ceramics (7 sections), Ceramics/Ceramics II, Ceramics II, Drawing (4 sections – one less than 2017-18), Drawing II, (no Drawing III), Painting (3 sections – one more than in 2017-18), (no Painting II in 2018-19), Studio Art 2D AP (2 sections); Photo (4 sections), Photo II; Digital Design (4 sections), Digital Design II

-- 722 students (2015-16)

-- 839 students (2016-17)

-- 822 students (2017-18)

-- **778 students (2018-19)**

**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)

**2,014 in 2018-19 (69% of total enrollment)**

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## **5. Dance instruction in 2018-19**

### **Dance program for Grade 4:**

Beginning in 2018-19, SMC instructors are providing 4<sup>th</sup> grade dance instruction, funded by the district.

Each school site will have a choice of one of the following three "World Dances" –  
**African Dance, Mexican Dance, or Hawaiian Dance**

- 3.3 hours or 200 minutes of instruction per classroom: 4 lessons of 50 minutes each – taught as part of the PE schedule and curriculum
- Total number of students: Approx. **820 students**
- Coordinator: Caron Eule, SMC Dance Academy Liaison, [caron@ceuledance.org](mailto:caron@ceuledance.org)
- Scheduling: Carmen Doane-Barkan

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### **Dance program for Grade 5:**

SMC will provide instructors for the 5<sup>th</sup> grade Ballroom Dance classes again in 2018-19, funded by the Education Foundation, focusing on 5 dances: **Merengue, Fox Trot, Tango, Swing, and Waltz.**

- 16.6 hours or 1,000 minutes of instruction per classroom: 20 lessons of 50 minutes each
- Total number of students: Approx. **850 students**
- Coordinator: Caron Eule, SMC Dance Academy Liaison, [caron@ceuledance.org](mailto:caron@ceuledance.org)
- Scheduling: Carmen Doane-Barkan

**SMC Dance Academy:** With the district mission of a three-pronged approach to Excellence through Equity, the SMC dance classes directly address the 2nd approach:

***Approach 2:** The ways in which students learn and think are deeply influenced by their cultural identity and heritage, and that to teach a diverse student population effectively requires educational approaches that value and recognize their cultural backgrounds.*

***Teach Cross-cultural and Socio-emotional Skills***

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### **Middle School Dance programs:**

**John Adams Middle School** – JAMS offers a curricular dance class to students who are interested in learning **a variety of multicultural dances**. This program began in 2006. Students follow the California Visual and Performing Arts Dance Standards by learning movement skills, principles, and the Elements of Dance. Students are introduced to technical vocabulary as it pertains to dance and learn an array of **traditional, current, and cultural dances**. Finally,

students collaborate with their peers in preparing a dance presentation.

<http://www.adams.smmusd.org/vapa/index.html>

Schedule: year-long instruction, three days per week (AB block schedule)

Number of classes this year: 1

Total number of students in 2018-19: **29 students**

Teacher: Jeanette Asher, [jasher@smmusd.org](mailto:jasher@smmusd.org)

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### **Dance instruction with Robert Gilliam for 6<sup>th</sup> graders at JAMS, Lincoln, Malibu, and SMASH**

*From Rachel Faulkner:* The last school to finalize scheduling is Malibu High and that is, understandably, on hold. The information I have is for JAMS, Lincoln, and SMASH.

We have 120 hours of teaching time for Robert Gilliam for all four schools (the Ed Foundation funds the Santa Monica schools, and the District funds Malibu High). We base Robert's hours on the number of students at each school.

**892 students will receive instruction in 2018-19.** Each student gets about 4 hours total with Robert. SMASH combines grades 6 and 7. Here is the breakdown:

	Grade 6	Percent	# Hours
<b>SMASH (6 and 7)</b>	51	6%	7
<b>JAMS</b>	352	39%	48
<b>LINCOLN</b>	376	42%	49
<b>MALIBU</b>	113	13%	16
<b>Total</b>	892	100%	120

### **"DO U DANCE" PROGRAM -- Robert Gilliam's Urban Contemporary Workshops**

Each student will learn:

- Call and response technique
- Body isolations
- Traditional South African Gumboot dance
- Origins of Hip Hop Dance: Locking, Waving, Ticking, Pop'n, Hitting, Glide'n and Tut'n
- Breakin' 101: Top Rock, Freezes, C-C's, and Stylin'

- Commercial hip hop: examples include Whip, Nae Nae, the Drop, Harlem Shake, Hit Da Folks and Fort Nite dances
- Yoga Postures and full body dance stretch
- Across the floor drills (jazz walks, basic salsa step, jazz and contemporary drags)
- Learn and perform a 6-minute dance that includes partner work, freestyle, solo work, ensemble sections, line dances, ground work, entrances and exits, different choreographic tools (facing, canons, levels, layering, multiple phrases being perform at the same time and a mixture of styles
- Diverse dance-making concepts
- Formations for dance
- Stage directions to use a variety of choreographic tools to create a dance
- Give and receive helpful feedback
- Work with others to create an original piece of their collective choice with a small group
- Difference of performing for the camera and performing on stage

From Robert:

*It is my intention to create a safe environment for every student that comes before me. I start with basic movement drills to counts, groove patterns, and feeling the weight of the body (finding the bottom of the pulse). When students understand these concepts and feel comfortable with what's going to happen, I then introduce the music. I will do a complete dance warm up with cardio, body isolations, and passive and active stretching.*

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## **High School Dance Program**

### **Santa Monica High School – Samohi CTE Dance Program**

**Dance Level 1** is intended for novice-level and/or 1<sup>st</sup> year Santa Monica High School Dance Program students. This course is designed for students to develop knowledge and an understanding of dance history, terminology, *basic to intermediate* dance skills, ways to prepare for practical application, proper dance etiquette and performance skills. This is a year-long course; no audition required. UC/CSU approved.

**Dance Level 2** is intended for intermediate-level and/or 2nd year Santa Monica High School Dance Program students who previously *auditioned* for placement. Dancers at this level will reflect and review techniques and skills learned in Dance 1 and may be asked to perform in addition to the dance showcases. This is a year-long course. UC/CSU approved.

**Dance Level 3** is meant for the experienced dancer and/or 3rd year Santa Monica High School Dance Program and those who previously *auditioned* for placement. This level is designed for

dancers with a heart to perform and pursue dance as a professional career and/or college concentration; performing is required. This is a year-long course. UC/CSU approved. The dance program presents two Dance Showcases each year (winter and spring) at Barnum Hall, and students also participate in entertainment-related field trips and performance events.

- Schedule: year-long instruction, 5 days per week, with occasional evening rehearsal
- Number of classes this year: 5 (10<sup>th</sup>-12<sup>th</sup> graders)
- Total number of students in 2018-19: **85 students**
- Auditions for Level Placement are announced during the spring semester.
- Teacher: Nicole Green, Samohi Dance Department, [ngreen@smmusd.org](mailto:ngreen@smmusd.org)

**CTE Class Descriptions:** <http://www.smmusd.org/CTE/classDescriptions.html> -- Dance modules include **Jazz, Contemporary, Ballet, and Hip Hop.**

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

### Dual enrollment classes funded by Santa Monica College

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

## 7. Partnerships with Non-District Benefactors

1. **P.S. ARTS** provides Music, Theatre, and Visual Arts instruction in the elementary schools in 2018-19, sharing the cost with the Ed Foundation for the Santa Monica schools, and sharing the cost with the district for the Malibu schools.
2. **Santa Monica Education Foundation** -- Total Ed Foundation projected funding for Santa Monica VAPA programs in **2018-19: \$886,189**
  - a. Funds raised annually are projected to pay for the following for a total of \$606,289:
    - i. \$559,907 to the **P.S. ARTS** program -- all eight Santa Monica elementary schools could select various music, theatre, and visual arts rotations (P.S. ARTS contributed the balance)
    - ii. \$46,382 to the **5th grade ballroom dance program** in SM schools taught by SMC instructors
  - b. The **For the Arts Endowment** will fund the following for a total of **\$136,900**:
    - i. Robert Gilliam – 106 hours of dance classes at John Adams, Lincoln and SMASH
    - ii. Visual Arts grants for all secondary arts teachers;

- iii. Music class 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 Olympic High and Samohi
- vi. Plastic soprano recorders and recorder books for all 3rd 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 **\$143,000**:
  - 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:

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  
 Malibu Arts Angels  
 Morgan-Wixson Theatre Y.E.S. program  
 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

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## 8. 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 and required the Commission on Teacher Credentialing to issue single-subject credentials in **Theatre and Dance** for the first time since 1970.

**AB 37 (O'Donnell) Pupil Instruction: visual and performing arts: content standards in media arts.** It will 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.

**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)

This 2016 bill requires the state Superintendent to recommend revisions to the Visual and Performing Arts (VAPA) content standards, based on the **National Core Arts Standards**; requires the state board to adopt, reject, or modify the recommendations by **January 2019**; requires the state board to consider the adoption of a **curriculum framework** and **evaluation criteria for instructional materials** that are aligned to the new VAPA content standards by **July 2020**; and authorizes the state board to **adopt instructional materials** for K-8, aligned to the new standards, by **November 2021**.

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## 9. Additional VAPA research:

### **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 neuroscientists have been monitoring the brain development and behavior of children from underserved neighborhoods in Los Angeles, using 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.** “Our findings suggest that **musical training is a powerful intervention that could help children mature emotionally and intellectually.**”

**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.

**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.

**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.

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## **10. Art Exhibits and Dance, Music, and Theatre Performances in 2018-19**

(This list does not include the elementary schools)

Revisions as the year progresses may occur

October 11 – Malibu HS Choir Concert – 7 PM

October 12 – Samohi Orchestra “Animation Adventure” concert – 6:30 PM

October 13 – Samohi Choir “Sweet Serenade” – 6:30 PM – Centennial Quad –  
Dinner, Auction, & Concert

October 19 – Malibu HS Choir Cabaret

October 20 – DTASC Fall Festival (Drama Teachers of Southern California)

October 20 – Samohi Marching Band in Baldwin Park

October 25 – JAMS Art field trip to the Autry Museum

October 25 – El dia de los muertos celebration – “Honoring Our Ancestors –  
Healing Our Community” – 5 to 7 PM reception -- Art work by  
Samohi and JAMS students, alters by PYFC, Ms. Bautista, and

PEMA -- Roberts Art Gallery, Samohi History Building

October 26 – Viking Marching Band field show “Wonderland” during halftime at the Samohi vs. El Segundo HS game at SMC’s Corsair Field

October 27 – Samohi Marching Band -- Simi Valley

October 30 – Samohi Bands -- Fall Concert

November 2, 3, 4, 8, 9, 10 – “One Flew over the Cuckoo’s Nest” – Samohi’s Humanities Center Theatre -- <http://www.samohitheatre.org/>

November 3 – Samohi Marching Band -- Riverside

November 8 – Samohi Marching Band -- Santa Clarita

November 10 – Samohi Marching Band – Anaheim

November 15 – JAMS Orchestra Concert at Samohi

November 16 – JAMS Band Concert at Samohi

November 20 – Franklin 5<sup>th</sup> grade Ballroom Dance culmination

November 29 – Lincoln MS Orchestra Concert

November 29 – Rogers Tu/Th 5<sup>th</sup> grade Ballroom Dance – 6:30 PM

November 30 – Rogers M/W 5<sup>th</sup> grade Ballroom Dance – 10 AM

December 6 – Lincoln MS Choir Concert

December 6 – Samohi Dance Showcase – 5 PM – Barnum Hall

December 7 – Samohi Dance Showcase – 7 PM – Barnum Hall

December 13 – Lincoln MS Band Concert

December 13 – Malibu Middle & HS Choir Concert -- Pepperdine

December 14 – Malibu Middle & HS Orchestra Concert -- Pepperdine

December 14 – Samohi Choir Concert “Motus Perpetuus”

December 19 – Malibu HS Band Concert

December 20 – Muir/SMASH 5<sup>th</sup> grade Ballroom Dance – 1:45 and 2:10 PM

December 20 – SMASH MS Concert – 6 PM

December 20 – JAMS Choir Concert at Samohi

January 15 – Samohi Band Concert

January 25, 26, 27 – Lincoln MS after school musical “Mamma Mia!”

January 27 – Samohi Jazz Bands – 6 PM – Morgan-Wixson Theatre, 2627 Pico

February 1 and 2 – Café Samo

February 1, 2, 3 – Malibu High -- “Spring Awakening”

February 5 – Samohi “Bands at The Broad”

February 14-17 – CASMEC (California All-State Music Education Conference)  
Fresno -- SMMUSD students will be performing with honor groups.

March 1, 2, 3, 8, 9 – Samohi spring musical – “Side Show”

March 7, 8, 9, 10 – Malibu Middle School – “Zombie Prom”

March 12 – Samohi Orchestra Concert

March 13 – Orchestra Festival -- Samohi

March 18 – “Stairway of the Stars” Choir Concert

March 22 – “Stairway of the Stars” Orchestra Concert

March 25 – Malibu High School Orchestra – Carnegie Hall, New York City

March 27 – “Stairway of the Stars” Band Concert

March 27 – Shakespeare Showcase – 5 PM – Samohi Humanities Center

March 27 – “Stairway of the Stars” Band Concert  
 March 28 – Lincoln Middle School Orchestra Concert  
 March 29 – Band Festival – Samohi  
 March 29 -- Malibu Middle School band, orchestras, and Concert Choir --  
     “Music in the Parks” Festival at Disneyland  
 April 2 – Samohi Band Concert  
 April 3 – Lincoln Middle School Band Concert  
 April 13 – Malibu High School Chorale and Middle School Honors Choir --  
     Carnegie Hall, New York City  
 April 6–13 – Samohi Wind Ensemble – Rome, Italy  
 April 25, 26, 27 – Malibu High spring play  
 April 25 and 26 – Samohi Choir “Cathedral Classics” – Barnum Foyer  
 April 27 – DTASC Shakespeare Festival  
 April 30 – Malibu High Choir Concert  
 April 30 – Samohi Orchestras “Pops” Concert  
 May 3, 4, 5 – JAMS/SMASH after school musical at Lincoln MS  
 May 8 – JAMS Orchestra Concert at Samohi  
 May 10 – 18<sup>th</sup> Annual Samohi Film Festival  
 May 15 – District wide Art Show -- Santa Monica Art Studio  
 May 16 – Lincoln Middle School Choir Concert  
 May 16 and 17 – Samohi Spring Dance Showcase  
 May 17 – Malibu High Band Concert  
 May 21 – Samohi Bands “Pops” Concert  
 May 22 – JAMS Band Concert at Samohi  
 May 23 – Malibu High Choir Concert  
 May 23, 24, 25 – Samohi Theatre – Public Domain  
 May 25 – Samohi Orchestra “Senior Gala”  
 May 29 – JAMS Choral Concert at Samohi  
 May 30 – Lincoln Middle School “Pops” Concert  
 May 30 – Malibu High Orchestra Concert  
 May 30 – SMASH Middle School Concert  
 May 31 – Samohi Choral Concert

