



Obstacles to Equitable Access and Participation in Arts Education

The VAPA DAC understands that the pursuit of education in preparation for high school graduation, college entrance and careers has long been the goal of the SMMUSD.

We know that colleges look for anything special that makes a student stand out from the rest of the applicants - passionate involvement in a few activities, demonstrating leadership and initiative. Depth, not breadth, of experience is most important. Depth requires consistent, sequential development and participation over a number of years.

In addition to difficulty with equitable access to summer school, there are a number of questions about why participation in VAPA classes drops at each transition to the next academic level – from elementary to middle school and again from middle school to high school.

Efforts to understand this counter intuitive occurrence have raised concerns and indicated some questions related to successful participation and equitable access.

Elementary to Middle School Transition - Music Recruitment/Exposure to Arts Electives

1. Is the method of conveying information adequate and consistent among all schools?
 - a. Teachers – Do elementary music teachers explain how to participate in music education in middle school? Is their knowledge of choices complete enough?
 - b. Counselors – are they steering kids away from music and arts?
 - c. Students – does peer-to-peer discussion help or confuse?
 - d. Parents – are all the options and consequences of choices fully explained?
2. Is only six weeks of art at Lincoln equivalent to JAMS art class?
3. Why is elective choice only available in 6th grade thereby limiting access?
4. Why do 8th graders have the option of AM PE but not 6th or 7th graders?
5. AVID - Is it a benefit to identify students as college readiness strugglers?
6. Starts in 7th grade and limits elective choice in 7th and 8th grades
 - a. Why not accommodate AVID music students as JAMS does for immersion kids with an AM Period PE for 7th and 8th graders?
 - b. What is the data showing AVID increases college enrollment?
 - c. Does AVID increase college enrollment/acceptance more so than a consistent 4 - year arts commitment?
 - d. Could the AVID curriculum be a part of another class such as English?

Middle School to High School Transition – Music Recruitment/Exposure to Arts Electives

1. Is the method of conveying Information adequate and consistent among all schools?

- a. Teachers - Do middle school music teachers explain how to participate in music education in high school?
- b. Counselors
 - Is there equivalence between various middle schools in the presentation of high school arts education?
 - Is there adequate comprehension of the music education curriculum and how it impacts the rest of the schedule?
 - Do they advocate for music, arts or for other electives? Do they discuss the benefits of skill building relative to college acceptance or job placement?
- c. Students – does peer-to-peer discussion help or confuse?
- e. Parents – are all the options and consequences of choices fully explained?

The Impact of Scheduling on Access to Arts Electives

High school graduation requirements state that all students must take a minimum of 10 credits in a visual or performing art **OR** foreign language. If 10 credits equal two semesters, then room for these electives must be preserved within the traditional academic school year schedule. Summer school or an AM class is an essential tool for many of these high school students to complete these requirements as many music classes are only offered at specific times as the classes accommodates large ensembles

If students are fulfilling the requirements for acceptance into the University of California or California State Universities, they are required to take four semesters of a language (although six semesters in the same language is recommended) AND take two semesters of visual or performing art in the same subject area. These students are challenged even more to fit these electives within the traditional academic school year schedule. **Summer school and AM classes are not options, they are essential.**

<http://www.samohi.smmusd.org/advisors/4yearplan/GradCollegeRequirements.pdf>

Summer School at Samohi has limited space, further hampering the opportunity for equitable access and participation in the arts for **all** high school students who must take these required language and arts classes during their high school years, whether their goal is graduation with minimal requirements covered or participating in a 4-year commitment, developing a set of arts skills which will enhance their chances of admission to the college of their choice. The alternatives to Samohi summer school classes are problematical, and inequitable for many of the most underserved as well as the most gifted students due to costs and logistics.

<http://www.samohi.smmusd.org/summer/SAMO-Summer.ConcurrentEnrollmentForm.pdf>

6/13/2019



Board of Education End-of-Year Report 2018-19

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2018-2019 VAPA DAC MEMBERSHIP

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.)

Visual & Performing Arts District Advisory Committee

Board of Education End-of-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 Liaisons: Dr. Maria Leon-Vazquez and Dr. Richard Tahvildaran-Jesswein

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.

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 6th 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.

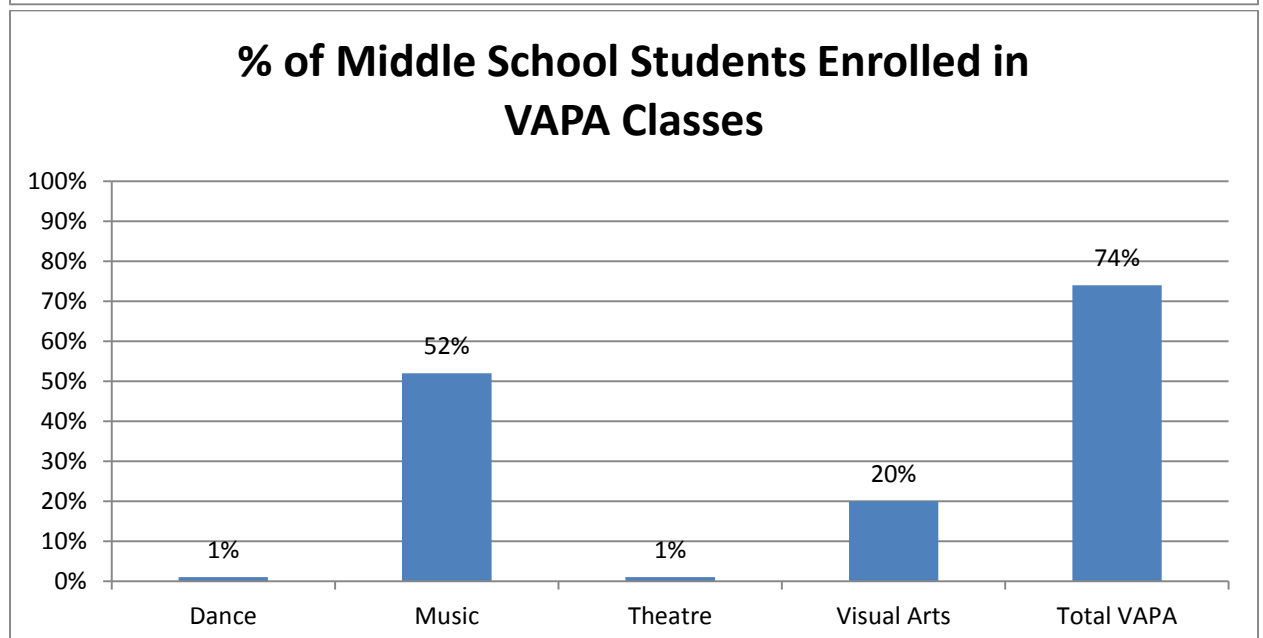
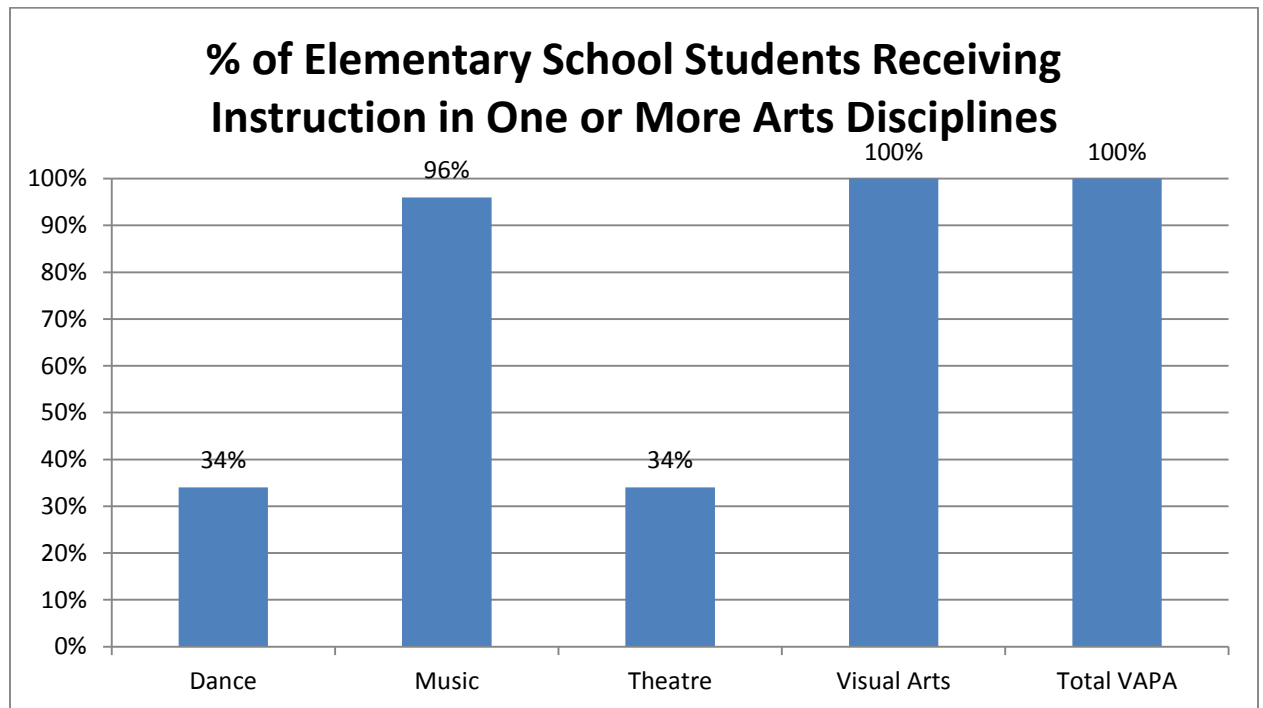
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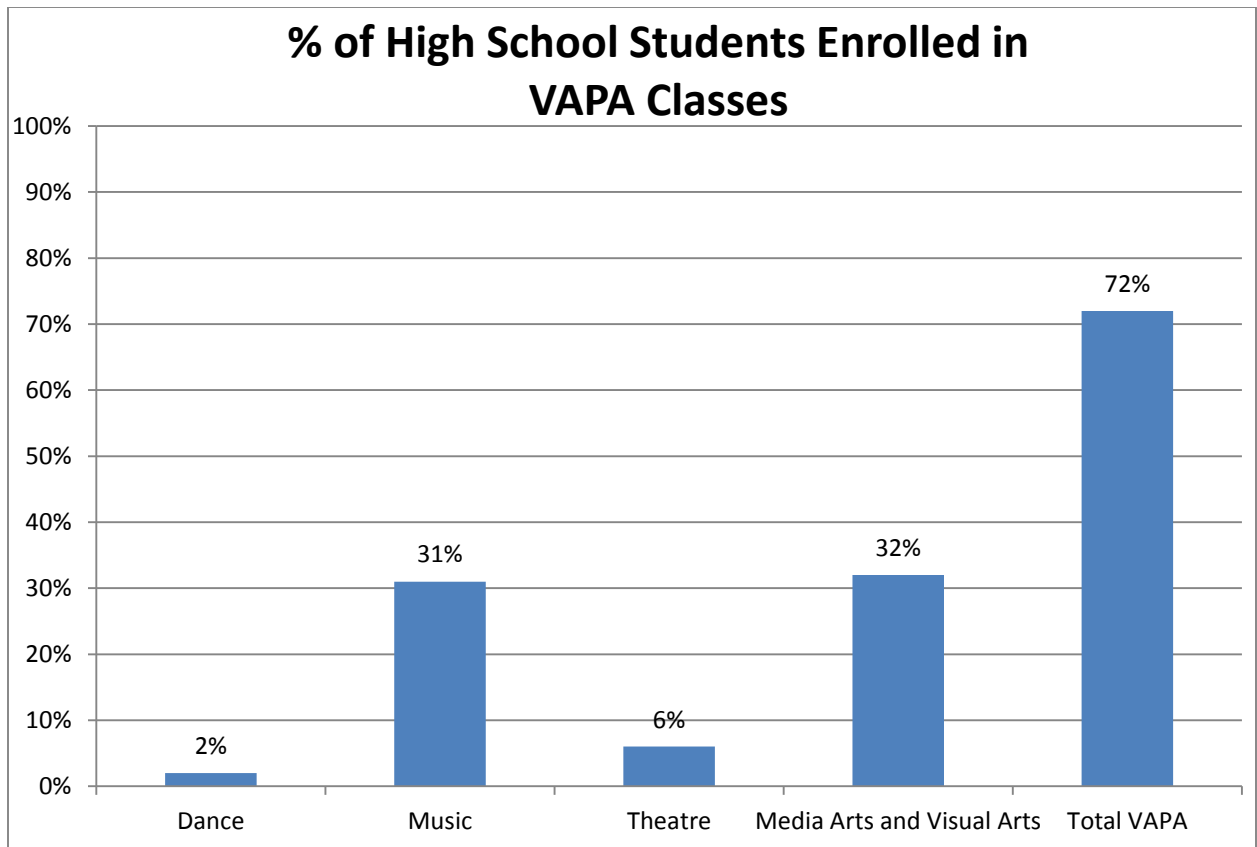
Enrollment in VAPA Classes in 2018-19:

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 Year-End 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 **six-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 in **Fall of the 2019-20 school year.**

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.**”

Arts education -- In December 2018, California State Senator Ben Allen was presented with the **Public Leadership in the Arts Award for State Arts Leadership** from the National Conference of State Legislatures (NCSL) and Americans for the Arts. Allen, who graduated from Santa Monica High School and currently represents Santa Monica in the California State Senate, was given this award that honors state lawmakers who effectively lead the arts advancement movement in their region. Since being elected in 2014, Sen. Allen has introduced four extensive bills that would increase access to the arts in schools and help keep entertainment industry jobs in California—most notably the landmark **Theatre and Dance Act (SB 916).**

He also held an oversight hearing to examine why the visual and performing arts are not widely incorporated into the curriculum as required by state law. The lack of visual and performing arts education is particularly acute in disadvantaged communities. He is leading a robust effort to ensure that all students are exposed to the arts in their school curriculum. While he was on the SMMUSD Board of Education, Ben served as Board Liaison to the VAPA DAC.

Professional development was provided for all district VAPA instructors during the 2018-19 school year.

P.S. ARTS programs in the elementary schools in 2018-19 included Family Arts Nights as well as student Informances.

Facilities -- In February 2019, Carey Upton, Chief Operations Officer, presented a VAPA facilities update to the VAPA DAC.

- a. **Elementary school auditoriums** -- The update project has been completed.
- b. **Olympic High School** -- The cafetorium has been updated, and the music space replaced.
- c. **Samohi** – Phase 3 will include a new art gallery. New art classrooms will be built during Phases 3 and 4. AC will be added to Barnum Hall, the music building, and the art building. The English building (Humanities Center) will become the Administration building.

- d. **JAMS Performing Arts Complex** -- The old auditorium has been demolished, with ground breaking in June. The facility is scheduled to open in January 2021. After the new auditorium, rehearsal room, and patio are completed, the music building will be renovated. Rough timeline:
 - Theater Construction 7/1/19 – 11/30/20
 - Music Building Renovation 1/1/21 – 5/30/21
- e. **The Joint Use Agreement with SMC** raises some concerns. SMC wants a certain number of days. The district will supposedly get 1st choice, SMC will get 2nd choice, then the facility will open for rental by outside groups. The rental fees will go into running the auditorium. If the school has a “vital need,” they can cancel a permit (but apparently not an SMC permit).
- f. **Rental fees** -- Nonprofits pay 20% of the fee for-profit organizations pay. Board Policy 1330 includes the criteria for charging fees and is reviewed annually at the Board of Ed. The Facilities Department has to break even. There is a difference in the fees charged for regular school concerts as opposed to fundraisers.

Of note in the four arts disciplines:

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

1. **All 5th graders** -- For the sixth year, approximately 1,000 5th graders attended Westside Ballet performances of *The Nutcracker* at The Broad Stage in December 2018.
2. **5th grade Ballroom Dance** programs in 2018-19 culminated with performances for fellow students and parents.
3. **4th grade “World Dance”** -- A new district wide instructional program began in 2018-19, using SMC dance teachers and funded by the Education Foundation.
4. **High School Dance Showcases** – The Samohi Dance Department presented two performances of its Winter Dance Concert in December 2018 and two performances of its Spring Dance Concert "Magical May" in May 2019 in Barnum Hall.
5. **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 school district will once again fund the purchase of music curriculum materials.
2. In March 2019, the NAMM Foundation named SMMUSD, for the 18th year in a row, as one of the “2019 Best Communities for Music Education” in the nation.

3. The **70th annual “Stairway of the Stars” Concerts** took place in March 2019. The honoree was Class of ’94 Samohi graduate and world-renowned jazz musician Ben Wendel.
4. **Mariachi** – The SMMUSD Mariachi program, open to all district 5th graders, began at Edison Language Academy in January 2019 with 43 students. The students’ first performance was on April 26, 2019. The Mariachi Program Timeline:
 - Intro to Mariachi– Edison January 8, 2019 3:30- 4:30 p.m.*
 - Beginning Mariachi– JAMS Fall 2019*
 - Armonia– JAMS September 2019*
 - Melodia– JAMS September 2019*
 - Mariachi Ensemble– JAMS September, 2020*
 - Mariachi Ensemble II– JAMS, September, 2021*
 - Mariachi Ensemble III– JAMS, September 2022*
 - SAMOH! Mariachi Ensemble– 2023, 2024, 2025*
5. All **elementary schools** had Fall concerts or “informances” in which all 4th and 5th graders performed. 5th 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.”)
6. 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.
7. The **Peggy Bergmann Arts Endowment Fund** provides instruments and semi-private music lessons for qualifying students throughout the District.
8. **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
9. 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.
10. During spring 2019, the Malibu High School Orchestra and Choral ensembles performed in Carnegie Hall in New York City, the Samohi Chamber Orchestra participated in an adjudicated festival in Washington, DC, the Samohi Wind Ensemble performed in Rome, and Samohi Choral ensembles performed in the Notre Dame Cathedral in Paris three days before the fire.

11. All elementary, middle, and high schools presented Spring concerts in 2019, as well as other performances listed below.
12. **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 (grades 6-9) – **Competing against students from all across Southern California, SMMUSD middle school students successfully auditioned, and the honor choir performed in concert at Portola High School in Irvine in April 2019.**
13. **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”** were again available for district elementary schools in 2018-19.
2. **Performances**
 - a. Malibu Middle School presented ***Zombie Prom*** in March 2019.
 - b. Malibu High School presented ***Spring Awakening*** in February 2019 (delayed from November due to the Woolsey fire) and ***CLUE Murder Mystery Dinner Theatre at the Point Dume Club of Malibu*** in May 2019.
 - c. Samohi presented ***One Flew over the Cuckoo’s Nest*** in November 2018, the musical ***Side Show*** in March 2019, and ***Public Domain*** in May 2019.
 - d. Lincoln Middle School’s after school program presented the musical ***Mamma Mia!*** in January 2019.
 - e. The JAMS/SMASH after school program presented ***Singin’ in the Rain*** in May 2019 in the Lincoln Middle School Auditorium.
3. **DTASC Festivals** (Drama Teachers of Southern California) – Samohi Theatre students participated in the October 2018 DTASC Fall Festival. In April 2019, Samohi Theatre students participated in the DTASC Shakespeare Festival. All 27 students made it to the semi-finals, and several students made it to the finals, earning four Honorable Mentions, one 5th place, one 4th Place, one 3rd Place, and one 1st place!
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 7th annual art show in May 2019 included Honorable Mentions awarded by adjudicators to students in grades 6-8, 9-10, and 11-12. The Kiwanis funded \$2,500 in scholarships to students in grades 11-12.

- b. Malibu Middle School and High School online gallery -- student artwork is posted at 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
 - i. In May 2019, the Getty Center “Unshuttered” program included two Samohi photography students among the ten Southern California high school students selected to participate. Their work will be exhibited in June.
 - j. In May 2019, the Samohi Senior Art Show opened at the Roberts Art Gallery.
2. **Samohi Film Festival** – The 18th annual festival took place in 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 18th 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 Babakhyi, 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.

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 6-year SMMUSD Arts Education Strategic Plan**, which the DAC will bring to the Board for adoption by the fall of 2019, 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 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. 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 summer school at Samohi** and 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.

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 and Dr. Richard Tahvildaran-Jesswein

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
<u>Rogers:</u>	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

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 6th 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 (2nd 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 7th/ 8th 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)

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 6th 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)

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
6th 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)

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)

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)

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)

5. Dance instruction in 2018-19

Dance program for Grade 4:

Beginning in 2018-19, SMC instructors are providing 4th 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
- Scheduling: Carmen Doane-Barkan

Dance program for Grade 5:

SMC will provide instructors for the 5th 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
- 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

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

Dance instruction with Robert Gilliam for 6th 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
SMASH (6 and 7)	51	6%	7
JAMS	352	39%	48
LINCOLN	376	42%	49
MALIBU	113	13%	16
Total	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.

High School Dance Program

Santa Monica High School – Samohi CTE Dance Program

Dance Level 1 is intended for novice-level and/or 1st 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 (10th-12th 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

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

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

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

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**.

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.

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

(This list does not include the elementary schools)

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 5th grade Ballroom Dance culmination

November 29 – Lincoln MS Orchestra Concert

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

November 30 – Rogers M/W 5th 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 5th 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 Middle School 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 School play -- “Spring Awakening”

February 5 – Samohi “Bands at The Broad” – Broad Stage

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 play – “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 – 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 orchestras, band, and concert choir --
 “Music in the Parks” Festival at Disneyland
 April 2 – Samohi Band Concert
 April 3 – Lincoln Middle School Band Concert
 April 9, 10, 11 – Samohi Wind Ensemble concerts in Rome
 April -- Samohi Chamber Orchestra -- adjudicated festival in Washington, DC
 April 12 – Samohi choral concert in the Cathedral de Notre-Dame de Paris
 April 13 – Malibu High School Chorale and Middle School Honors Choir --
 Carnegie Hall, New York City
 April 25 and 26 – Samohi Choir Cathedral Classics – Barnum Foyer
 April 27 – DTASC Shakespeare Festival
 April 30 – Samohi Orchestras “Pops” Concert
 May 3, 4, 5 – JAMS/SMASH Theatre presents “Singin’ in the Rain” at the
 Lincoln Middle School Auditorium
 May 7 – JAMS Orchestra Concert at Samohi
 May 10 – 18th Annual Samohi Film Festival
 May 15 -- Districtwide Art Show -- Santa Monica Art Studios
 May 16 – Lincoln Middle School Choir Concert
 May 16 & 17 – Samohi Spring Dance Concert
 May 16 – Malibu High Band Concert
 May 17 & 18 – Malibu High – “CLUE Murder Mystery Dinner Theatre” at the
 Point Dume Club of Malibu
 May 19 – Samohi Jazz Band – Catalina Jazz Club
 May 21 – Malibu High Solo and Ensemble Concert
 May 21 – Samohi Bands “Pops” Concert
 May 22 – JAMS Band Concert at Samohi
 May 23 – Malibu High Choir Concert
 May 23 – Samohi Senior Art Show opening – 4-6 PM – Roberts Gallery
 May 23, 24, 25 – Samohi Theatre – “Public Domain” – Humanities Center
 May 27 -- Samohi Orchestra Senior Gala – 4 PM
 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

