

EVIDENCE OF REVIEW CRITERIA

Background and Content:

1. Names of board members and years served (4-year terms):

- a. Richard Barrera – 3 years
- b. John Lee Evans – 3 years
- c. John De Beck – 20 years
- d. Shelia Jackson – 6 years
- e. Katherine Nakamura – 8 years

2. Community description: The San Diego Unified School District (SDUSD) serves nearly 132,000 students in pre-school through grade 12, is the second largest urban district in California, and the nineteenth largest district in the nation. The student population is extremely diverse, representing more than 15 ethnic groups and more than 60 languages and dialects. Since its founding on July 1, 1854, the district has grown from a small, rented school building with one teacher to its current state of more than 225 educational facilities with 15,924 full-time equivalent employees. More than 6,600 teachers are in classrooms at the district's various educational facilities. Key to the district's success is its work with businesses, community leaders and volunteers, as well as its relationships with local colleges and universities. About 1,500 businesses and community organizations are Partners in Education. The district has also benefited from time contributed by more than 28,000 individual volunteers. Approximately 70% of volunteers provide services directly in the classroom.

Total pop.: 131,541 (pre-K-12)	Caucasian: 23.9%	African American: 11.8%
Hispanic/Latino: 45.7%	Asian: 3.3%	Native: .4%
Pacific Islander: .8%	Median Income: 59.1% Title 1	SDUSD is an urban district

Mission statement: All SD students will graduate with the skills, motivation, curiosity, and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

Challenges:

- a) Over the last 3, California has seen historic reductions in school funding. For SDUSD, this means a reduction of nearly 20 % in school funding (a drop of one-quarter in four years) while the enrollment has increased by nearly 2 %, a reduction of over \$400 million from the instructional budget.
- b) During the last 5 years, student achievement as measured by California STAR testing, has shown modest gains. From 2005 to 2009, English language arts increased from 42% to 52% proficient; mathematics from 37% to 46%. These results are consistent with other urban school districts and better than most other California districts. Underlying these results is a persistent achievement gap between ethnic and socioeconomic groups, especially African American and Latino, and special education students.
- c) There are no dedicated credentials for either Theatre or Dance in the State of California. Teachers holding English credentials are considered "highly qualified" to teach theatre even though they may not have had any theatre background. Likewise teachers holding PE credentials are considered "highly qualified" to teach dance. The VAPA Office offers training, workshops, coaching, and support materials to these "accidental" arts teachers in order to provide rigorous, standards-based curriculum.

3. District Data:

131,541 Students total	# of Students	# of Schools
Elementary	62,180	107
Middle and K-8	21,248	24
High	34,445	28
Atypical/Alternative	2,272	13
Charter	14,252	45
Title 1 students	59.1%	145

4. Teacher Data Full time (FT) and Part time (PT) teachers:

The # of FT teachers = 5,792	Dance = 9 FT and 5 PT teachers
The % of FT VAPA teachers = 3.33%	Music = 97 FT and 10 PT teachers
The # of PT teachers = 624	Theatre = 17 FT and 29 PT teachers
The % of PT VAPA teachers = 9.78%	Visual Art = 70 FT and 17 PT teachers
Total = 193 full time and 61 part time VAPA teachers	

Theatre 5/8 Beg./Int./Adv.	/	/	/	/	/	/	/
Theatre Explor. 5/6	/	/	/	/	/	/	/
Theatre Design 1,2	/	/	/	/	/	/	/
Voice and Diction 1,2	/	/	/	/	/	/	/
BALLET 1-2, 3-4, 5-6, 7-8	/	/	/	/	/	/	/
DANCE 5 th -8 th Beg./Int./Adv.	/	/	/	/	/	/	/
DANCE/F.A. 3,4	/	/	/	/	/	/	/
Dance Forms 6 th -8 th	/	/	/	/	/	/	/
Dance Production. 1-2	/	/	/	/	/	/	/
Modern Dance 1-2, 3-4, 5-6	/	/	/	/	/	/	/
Theatre Dance 3-4, 5-6, 7-8	/	/	/	/	/	/	/
Woodwinds and Brass Beg.	/	/	/	/	/	/	/
Chamber Strings Beg./Int. Adv.	/	/	/	/	/	/	/
MUSICIANSHIP 1,2	/	/	/	/	/	/	/
Music Comp. 6/8 Beg./Int.	/	/	/	/	/	/	/
Music Fundamentals 1,2	/	/	/	/	/	/	/
Music Performance. IB 1,2	/	/	/	/	/	/	/
ORCHESTRA 3,4	/	/	/	/	/	/	/
Piano 6 th -8 th 1-2, 3-4, 5-6	/	/	/	/	/	/	/
WIND ENSEMBLE 1,2	/	/	/	/	/	/	/

Elementary Student Arts Enrollment							
Gen. Music & Recorder	Band	Strings	Exploratory	Guitar	Visual Art	Theatre	Dance
13,885	3,124	2,504	4,160	130	4,041	1,004	1,004
Middle School Student Arts Enrollment							
Mus. Theory Appreciation	Choral	Band	Strings	Other	Visual Art	Theatre	Dance
475	242	2,126	1,304	193	2,178	1,168	0
High School Student Arts Enrollment							
590	572	1,600	266	321	8,231	2,294	106
Secondary Arts Magnet School Student Enrollment							
243	444	595	267	176	993	982	961
Atypical/Alternative School Student Arts Enrollment							
38	1	6	3	23	355	2	0

Enrollment data is for 2009-2010. The courses listed above do not include arts instruction provided by trained elementary general classroom teachers, ROP arts teachers, PE teachers providing PE/dance instruction to receive PE credit, teaching artists, community-funded artists, or parent volunteers.

- **Elementary:** VAPA instruction is provided by credentialed VAPA teachers and includes: **dance at 2 sites, band at 120 sites, strings at 120 sites, choir at 24 sites, theatre at 2 sites, visual art at 7 sites**
- **Prep Time** positions are available to give classroom teachers 1-hour of preparation time per week. School sites may select their Prep Time focus depending on their curricular needs. SDUSD employs Visual Art Prep Time Teachers in 7 and Music Teachers in 18 elementary schools grades K-5.
- **Middle School:** VAPA instruction by credentialed VAPA teachers includes: **dance at 1 site, band at 25 sites, orchestra at 22 sites, choir at 6 sites, theatre at 13 sites, visual art at 14 sites.**
- **High School:** VAPA instruction by credentialed VAPA teachers includes: **dance at 2 sites, band at 20 sites, orchestra at 11 sites, choir at 11 sites, theatre at 18 sites, visual art at 26 sites.**

7. **Distinguishing characteristics** of exemplary arts education programs at school sites: SDUSD received the **Best Communities for Music Education in America Award for 2010** from the National Association of Music Merchants.

- **Seven Arts Magnet schools in SDUSD:** offer specialized arts instruction. **Elementary:** Valencia Park: dance/theatre, Zamorano: visual art, Crown Point Jr. Academy and Oak Park Music Conservatory: music, and Freese: multi-cultural. **Middle:** Creative, Performing and Media Arts. **High:** SD School for the Creative and Performing Arts
- **Cluster concerts, productions and exhibits:** are held in all 6 area feeder patterns to support articulation and program growth. Cluster teachers organize and facilitate these events.
- **Annual Honor Concerts:** for choir, band, recorder, and orchestra and audition the best students from all district sites at the elementary, middle, and high school levels.
- **Annual Honor Theatre Production:** involves over 50 students from 10 high schools.
- **Annual Student Art Exhibition:** displays up to 1,000 pieces of student work at the Central Office during the month of March, National Arts Education Month. All district sites are expected to participate.
- **Festivals:** provide opportunities for all students to process and analyze their performance, adjudicated by lead educators, includes the Music Solo and Ensemble Festival, DramaFest, ImprovFest sponsored by SD Improv, Recorder Festival, Shakespeare Festival, sponsored by the **Shakespeare Society**, and TechFest.
- **San Diego Opera:** offers free dress rehearsal tickets and transportation for students grades 4-12.
- **KUSI Holiday Sing:** 15 select choral groups perform annually for the local TV station KUSI.
- **SD Master Choral:** presents the history of music assemblies free to interested school sites. Over 25 schools receive assemblies annually.
- **Musical Merit:** presents free assemblies for secondary schools featuring annual winners of the Musical Merit scholarships. Over 12 schools will receive these concerts this school year.
- **Band at the Beach and Strings By The Sea:** provide summer camps for instrumental music students.
- **SD Youth Symphony:** is a non-profit organization that provides a symphonic experience for advanced students
- **VH1 Save the Music:** provides funds for musical instruments in new music programs.
- **Center for World Drumming:** offers extended instruction in school sites including drumming techniques and dances from all over the world. (5 sites participating)

Elementary:

- **Elementary Instrumental Music Programs (year-long):** taught by **credentialed music teachers**.
Exploratory: Instruction provided to top grade (5th or 6th) once/week. Students explore four different instruments throughout the year. Music specialists bring instruments for classroom instruction only. Students do not take home instruments in this program.
Pull-out: Instruction provided to 4th, 5th or 6th grade students on a voluntary basis. Interested students are pulled out of regular classroom instruction two times each week for 90 minutes total maximum. Students have the option of renting or purchasing instruments for this program. Musical instruments are available for students requiring assistance.
Full Grade: Instruction provided to all students in the site's top two grade levels 4th, 5th or 6th, divided between band, strings and choir for one 60-minute class per week. Classroom teachers are released for an additional prep time during this instruction. Three separate classrooms or instructional areas are required for this program. Students have the option of renting or purchasing instruments for this program. Musical instruments are available for students requiring assistance.
- **VAPA Lessons:** Grade-level, teacher-friendly VAPA lessons grades K-5, are available on the VAPA web site for **dance, theatre and visual art**. These lessons are for classroom teachers with little or no background or experience in the arts who wish to provide quality, standards-based arts instruction to their students. Lessons include assessment tools and arts integration strategies and satisfy the instructional components of the Standards-Based Report Card. All elementary sites have the *Making Music* textbooks, CD's and materials by Pearson. Assessments are embedded into the standards-based curriculum.
- **Music Memory** is a partnership with **Orchestra Nova** that gives students grades 3-6 in-depth study of 16 selections of symphonic music per year. Over 25 schools participate annually. The program introduces students to musical elements and standards of music. An assessment CD offers a variety of pre- and post- tests that include reviews after every four pieces. The culminating project is an invitational "music bee" for the top scoring students from each school across the District. Live music for this final event is provided by Orchestra Nova.

- **Take 5** music listening program is planned for 15 schools in 2010-11 to expand as funds become available. **Orchestra Nova** patrons are sponsoring the purchase of these kits to introduce students to orchestra music 5 minutes per day, 5 days per week, over the course of 5 years. Teachers report an increase in classroom behavior as well as improved listening skills in children especially English Language Learners.
- **Arts Attack** is a teacher-friendly visual art program that provides lessons, arts prints, and teaching videos for 30 sites. This program enables teachers, parents, community members to provide standards-based, quality visual arts instruction without the extensive background needed for arts specialists. Training is available for teachers who desire it, but the kits are self-explanatory and produce proficient art work annually for the student art exhibition.
- **Exploratory Visual Art Project Grade 3:** A 9-week hands-on exploration of the basic elements of visual art for grade 3 classrooms. Instruction is provided by a credentialed visual art teacher. School sites provide the materials. Program serves 10 schools per year to expand to 30 sites next year.
- **Keys to Achievement**, computer generated music program teaches students to read, write, and play music on mini-piano keyboards learning at their own pace, currently at 15 sites (K-2).
- **Ballroom Dancing:** offered at 2 sites.

Secondary:

- **Mainly Mozart Joyful Noise:** Introduces students to Mozart's life and music. (3 sites)
- **MET HD Live:** involves 200 students and 4 Live opera performances throughout the year.
- **Dixieland Jazz ensemble:** Award winning jazz ensemble at Mission Bay High performs locally and regionally and at the annual **Dixieland Jazz Festival** held in San Diego at Thanksgiving.
- **Mariachi:** Award winning Mariachi ensemble at San Diego High School performs Statewide and in Mexico and presents an annual spring festival.
- **Marching Band:** Award winning marching bands and flag teams at 5 high schools
- **Young Men in Harmony:** sponsored by **Pacific Coast Barbershop Harmony**, includes vocal clinics, workshops and performance opportunities for young men in SDUSD, hosting the annual **Real Men Sing** events and regional contests. (5 sites)
- **Playwright's Project:** provides students an opportunity to write scripts and perform them in front of an audience. (5 sites)
- **Words and Music and Senior-to-Senior projects:** are provided by **SD Opera**. **W&M** gives students the opportunity to write their own operas and then have professional singers perform them. **S2S** teams senior citizens with high school seniors to write about life and share their stories with others. (2 sites)
- **Dance of the Emerald Isles:** advanced dance students receive studio instruction in Irish dancing at **SCPA**.

8. Professional Development Opportunities:

- **SD Contemporary Museum of Art** -- provides teachers with free **Visual Thinking Strategies** training.
- **Grade Level Arts Experience Project** provides free teacher training, arts lessons, student field trips and integration teaching strategies to elementary students and teachers: **New Children's Museum (K-1)**, **Classics for Kids-gr. 2**, **Timken Museum of Art-gr. 3**, **SD Symphony-gr. 4**, **Balboa Park-gr. 5**, **Mingei International Museum of Art-gr. 6**. Teachers are trained to provide arts instruction to prepare students for visits to local arts venue. Students visit the arts venues and then return to the classroom for follow-up activities, reflections, and integrated connections to other subject areas.
- **Arts integration:** VAPA has received three prestigious grants for professional development in the last four years: 1) 4-year grant from the California Postsecondary Education Commission (CPEC) for Improving Teacher Quality (ITQ) in Arts Integration and English Language Arts with a focus on English Language Learners, grades K-2, 15 schools served; 2) 4-year grant from the USDOE Model Development and Dissemination grant for arts integration in English Language Arts with a focus on English Language Learners, grades K-2, 15 schools served; and 3) 4-year grant from the CPEC OITQ grant for Arts Integration and in Science, grades 3-5, 15 schools served. Over three years, classroom teachers are taught basic arts elements, skills, and instructional strategies; given 9 teacher-friendly arts lessons in each discipline along with integration instructional strategies; paired with a teaching artist to team-teach in the classroom for 9 lessons; and supported by the VAPA office with instructional videos and coaching. The PD will train 360 teachers over the course of 4 years.

- **SDSU Dance and Theatre Departments** provide master classes for advanced dance and theatre students and teachers.
- **VAPA Road Show:** a free 1 ½-hour, interactive in-service for classroom teachers K-6 that introduces teachers to the VAPA resource teachers, VAPA Standards, and basic elements of the four art disciplines: **dance, music, theatre and visual art**. 65% of elementary staffs have been trained.
- **California Music Project** provides teaching assistants from **SD State University** to work with VAPA teachers to build capacity and to cultivate future music teacher candidates.
- Elementary General Music training for all interested classroom teachers is provided by **Pearson Publishing** and the VAPA Office. All 120 elementary sites have class sets of *Making Music* standardized textbooks, CD's and materials. Trainings support the use of the materials and demonstrate creative ways teachers can use the curriculum to access learning in other content areas.
- Recorder lessons are offered to interested teachers wishing to provide the instruction to students.
- **Monthly arts specialist meetings and professional learning communities** create forums for **visual art, music, and theatre** teachers that include training regarding student assessments, program evaluation, pedagogy, instructional strategies, materials acquisition, program coordination, classroom management, and networking. Meetings include guest speakers and presenters from local arts organizations.
- **Arts Blogs:** are posted online at the VAPA web page for **dance, music, theatre, and visual art**. Blogs highlight teaching tips and best practices as well as instructional and curricular resources.
- **Music Memory** trainings provide elementary teachers with materials and teaching strategies for an end-of-the-year "Music Bee" event to identify 16 pieces of orchestral music. Sponsored by **Orchestra Nova**. (see #7)
- **Lesley University** offers annual arts integration workshops free for interested classroom teachers. In addition SDUSD currently hosts 4 cohorts of teachers at 2 school sites for the Integration Through the Arts (ITA) Masters Program.
- **Little Kids Rock** workshops for teachers who want to instruct guitar ensembles. Over 400 guitars donated to students whose teachers attended the 3-day training.
- **Guitars in the Classroom** teaches classroom teachers how to play the guitar and accompany their students in singing in the classroom.
- **MET Live in HD** trains high school teachers to prepare students to attend 4 different operas live from the NY Metropolitan Opera company shown at a local movie theatre. The choral resource teacher receives training from the MET in New York and then brings back materials and strategies to make opera come alive for students and teachers.
- **Music and visual art** teachers are invited to attend conferences including the annual **CMEA SBS and CAEA Conferences** that feature networking and workshops in best practices, pedagogy, instructional strategies, and curriculum lead by educational experts in the field.
- **New Teacher Orientations** are held annually where VAPA is available to welcome new teachers to the district, introduce them to information, services, and support for their individual and collective needs and guide them through their first years of teaching the arts.
- **Teacher Coaches:** are available for 4-5-week sessions for secondary instrumental music teachers throughout the year to support them in music classroom management, rehearsal techniques, best practices, pedagogy, instrument repair, teacher tool kit strategies, assessment, and more.
- VAPA provides coaching and mentoring support to teachers at all sites in the 4 arts disciplines through retired teacher coaches, VAPA mentors, site observations, instructional modeling, curriculum writing and planning, and monthly meetings.

9. Over 60 active Arts Partnerships, grants, and donations provided \$5 million in goods and services in 2009-10. **Partnerships are in bold letters above**. Additional Partnerships include:

Dance

California Ballet
Eveoke Dance Company

Music

Jazz 88.3, KSDS Radio
PLNU Music Department

SDSU Music Department

Taylor Guitars

Theatre

Actor's Alliance
La Jolla Playhouse
SD Guild of Puppetry

SD Rep

The Old Globe
UCSD Theatre Dept.

Visual Art

ARTS (A Reason to Survive)
Blue Star Mothers

The Del Mar County Fair
La Jolla Art Association
Museum of the Living Artist
Museum of Photographic Arts

SD Museum of Art
Watercolor Society of SD
SD Historical Society
Other

UC Irvine
Young Audiences

10. Expected student outcomes in the arts and methods of assessment:

- **Core Learnings:** VAPA created a document featuring the California VAPA Standards in a user-friendly format that includes descriptions and explanations about what the VAPA standards look like in the classroom, what should be taught and assessed, and defines proficiency levels for each standard.
- VAPA provides **secondary instructional course guides** to assist teachers in planning curriculum, instruction, and student assessment, and to support secondary site administrators in appropriately evaluating program and instruction.
- Teacher-friendly, standards-based, grade-level-appropriate **VAPA lessons** in dance, theatre and visual art are available to classroom teachers on the VAPA web page. Lessons include assessments, student expectations, ancillary materials, and integration strategies.
- **Standards-Based Elementary Report Card** includes a required VAPA grade for grades K-6.
- Elementary instrumental music and arts **prep time teachers** are required to submit student proficiency indicators and grades to the appropriate classroom teachers every trimester prior to the printing of report cards. Monthly meetings provide information, and guidance, for assessment and evaluation.
- All SDUSD courses are grade-level appropriate, standards-based, sequential, Board-approved, and taught by NCLB highly qualified, credentialed VAPA teachers. Course outlines are available for all VAPA courses.
- Over 40 UC/CSU-required VAPA courses are available in the SDUSD Course of Study. Advanced Placement syllabi are College Board-approved and required for all AP instructors.

Role of School Board

11. Board support: Over the past 4 years SDUSD has had to cut over \$400 million from its general budget. In spite of the severe budget deficit at the State level, SDUSD Board of Education continues to maintain vibrant, growing VAPA programs. The VAPA Office and is responsible for and dedicated to giving all students equal access to quality arts instruction in dance, music, theatre and visual art at all sites and all grade levels.

12. Board evaluation process: The **Interdivisional Curriculum Committee (ICC)** reviews requests for new courses, changes to approved courses, and results of pilot courses, and makes recommendations to the Board of Education. District educational sites wishing to pilot a new course, change a course attribute (title, category, type, grade level, credits earned, subject area), modify an existing course, or establish a school/college partnership must route their requests through the ICC in order to obtain Board approval. New course additions are required to be UC/CSU approved. The Assistant Superintendent of Instructional Support Services oversees the VAPA Department responsible for curriculum, instruction, programs, scheduling, etc.

13. Advocacy: **Katherine Nakamura**, Board Member, has received recognition for her support of music programs in SDUSD. She received the CMEA Southern Border Section Fortissimo award for 2010 and then the State CMEA award for her support of music. **John de Beck**, Board Member, has long championed the visual arts in SDUSD and has been instrumental in locating, collecting, inventorying, and storing numerous pieces of art donated to the district including WPA pieces and those from local artists. SDUSD is working with the SD Historical Society and private foundations to provide a safe, appropriate venue in which to restore and display these valuable pieces. **Richard Barrera**, Board president, has visited many of the sites where the arts instruction grants are being implemented, continuously verbalizes the benefits of a strong arts education for all students, and has consistently voted to spare the VAPA dept. from budget cuts. **John Lee Evans**, Board VP, has consistently voted to keep the arts alive and strong in SDUSD in spite of the on-going budget crises and is quick to acknowledge the research supporting the value of a quality arts education. **Shella Jackson**, Board Member, has visited the VAPA office to personally express to our teachers her support for arts education and her commitment to equal arts access for all students. The continued support from the SDUSD Board of Education is the reason our schools offer and our students receive quality, standards-based arts instruction and why our district should receive this prestigious recognition.