



**ALAMEDA COUNTY ARTS COMMISSION
VISUAL AND PERFORMING ARTS
RESEARCH PROJECT
MARCH 2019**

ALAMEDA COUNTY ARTS COMMISSION

VISUAL AND PERFORMING ARTS RESEARCH PROJECT

MARCH 2019

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ALAMEDA COUNTY ARTS COMMISSION

VISUAL AND PERFORMING ARTS RESEARCH PROJECT

OVERVIEW

Visual and Performing Arts (VAPA) Project Research Methodology

From interviews with Alameda County Office of Education staff and consultants, Indi McCasey create a spreadsheet that lists VAPA contacts in Alameda County Districts. From this list Indi selected five people to interview regarding VAPA offerings in their district: Pete Gidlund in Berkeley, Mina Mangewala in Hayward, Phil Rydeen in Oakland, Anne Dolid in Piedmont, and Jane Maker in Pleasanton. To compile a district overview of VAPA offerings, Indi scanned district websites using word searches for: art, arts, music, theater, dance, and drama. Indi compiled notes with relevant links from this research along with district student demographic information into a spreadsheet. This spreadsheet also includes links to each district's LCAP with mention of the arts highlighted and comments made in some areas.

Significant Findings

Out of 18 school districts only 3 (Berkeley, Hayward, and Oakland) have a designated VAPA staff person and only 2 (Berkeley and Oakland) have a full time VAPA lead with support staff. These two districts have each passed parcel tax measures which included arts priorities for funding. Only one district (Hayward) had an up-to-date district-wide arts plan. While other districts have passed bond measures that have focused on building performing arts centers and STEAM centers, this has not yet shown to correlate to positions to support district-wide arts programming. Out of all of the districts, Hayward showed the most complex understanding of the relationship between the arts, LCAP priority student populations, and deeper learning. In their LCAP, Hayward Unified shows specific funding strategies for the arts aimed at improving student and family engagement, student learning, and school culture.

Further Research

While the majority of districts do not have a designated VAPA office or staff, there is evidence of rich offerings at the individual school level. The limitations of this research did not allow for a thorough investigation into individual schools either online or in person. In many districts, arts and music teachers exist at a high school and sometimes middle school level. There are a variety of elementary schools engaged in arts integration. There is also an issue of a possible delay in updating district websites on current VAPA activities. There may be VAPA activities unaccounted for on district websites due to this delay or the absence of a designated communications person or a lack of transparent channels for communication of VAPA offerings. Additional time would be needed to research individual schools for a better understanding of more localized VAPA programs and offerings.

Further research might also look into the impact of local parcel tax measures on Visual and Performing Arts funding at district levels.

Pleasanton Unified art teacher Jane Mayer commented that she wonders if her district is less supportive of arts because many families can afford to enroll their children in afterschool arts activities if they wish. Follow up research may also shed light on equity issues within Alameda County to address the following questions: What disparities around arts access exist both between districts and between schools within districts? Why do some districts fund the arts at a district level more than others? How do student racial and economic demographics correlate to district VAPA support? How does the racial or economic demographics of individual schools within a district correlate to arts offerings at those school sites? What are other factors that contribute to support or lack of support for the arts at a district level?

ALAMEDA COUNTY ARTS COMMISSION

VISUAL AND PERFORMING ARTS RESEARCH PROJECT

MARCH 2019

Alameda Unified

DISTRICT INFORMATION

Website: <https://www.alameda.k12.ca.us/>

Student Population: 11,299

Budget: \$109,641,304.00

Spending Per Pupil: \$9,703.63

English Language Learner Population: 1,727, 15.28%

Free and Reduced Lunch Population: 3,532, 31.26%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cde=0161119>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

https://drive.google.com/file/d/1cY2XI0_CEJ6Q4LBdUgmJEpRkV92mVnV6/view?usp=sharing

Notes

There's a link on district website under Content Standards and Curriculum Frameworks to state VAPA standards. Alameda Education Foundation supports VAPA across the district through small grants to VAPA teachers and a city-wide arts showcases. Alameda Arts is an afterschool visual arts program at multiple elementary sites and Bay Area (Alameda) Music Project is an afterschool music program at Maya Lin and Paden. Maya Lin Elementary and Wood Middle School are Arts Centered Integrated Learning Demonstration School sites through ACOE's Integrated Learning Department. In LCAP (Action 8) the district provides "grant-funded after school programs and services to support their academic and socioemotional development." While the majority of schools contract with Bay Area Community Resources (BACR), Maya Lin elected to contract with Alameda Music Project for their afterschool program. The LCAP also mentioned that, due to community engagement, the district did not cut Maya Lin's art teacher (Constance Moore) during a round of cuts aimed at reducing the budget.

Data Sources

<https://www.cde.ca.gov/sdprofile/details.aspx?cde=01611190000000>

<https://www.alameda.k12.ca.us/LCAP>

https://alameda.usd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1514016404908&vdid=i12a1qs2ueq2f2

<https://alamedaeducationfoundation.org/programs/art/>

<https://alameda.usd-ca.schoolloop.com/file/1310911403421/1376459767278/54156474890900328841514593197290.pdf>

<https://www.alamedaarts.com/>

<https://www.bayareamusicproject.org>

Albany City Unified

DISTRICT INFORMATION

Website: <https://www.ausdk12.org/>

Student Population: 3,658

Budget: \$47,704,693.00

Spending Per Pupil: \$13,041.20

English Language Learner Population: 574, 15.69%

Free and Reduced Lunch Population: 739, 20.20%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0161127>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

<https://drive.google.com/file/d/1vM08zCiqKrQ8wdRNQHfOE1CoAxEfSrb4/view?usp=sharing>

Notes

Albany City has music instruction for K-5 students and music and visual arts electives for grades 6-12. In LCAP (Action 1.7) they provide almost \$1M for teachers and \$5k in supplies. It's unclear how many teachers this funding supports or if they are placed evenly throughout the district. Albany Music Fund (est. 2002 but in existence since 1990) fundraises for district music programs to pay for sheet music, supplies, instruments, field trips, in addition to offering scholarships for college bound seniors.

Data Sources

<https://www.albanymusic.org>

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01611270000000>

<https://drive.google.com/file/d/1YVDD6rte7pcUhNGpmHg3L9Sc4ktyiitw/view>

Berkeley Unified

DISTRICT INFORMATION

Website: <https://www.berkeleyschools.net/>

Student Population: 10,340

Budget: \$155,021,154.00

Spending Per Pupil: \$14,992.37

English Language Learner Population: 987, 9.55%

Free and Reduced Lunch Population: 3,605, 34.86%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0161143>

VISUAL AND PERFORMING ARTS CONTACT

Pete Gidlund, VAPA Program Supervisor

Full Time Position

petergidlund@berkeley.net, 510.644.8772

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

<https://drive.google.com/file/d/1KPus6may2mPPja07LsfmIBC2ehIkUbaS/view?usp=sharing>

Notes

The BUSD's Local Control and Accountability Plan (LCAP) has been consistently focused on three primary LCAP goal areas:

1. High quality classroom instruction
2. Culturally and Linguistically Responsive Systems
3. Safe and Welcoming Schools. There is no mention of the arts in 18-19 LCAP except on page 26/27 for Action 8 (1.8) in regards to new Career and Technical Education (CTE) pathway focused on Stagecraft for theater productions.

Local foundation Berkeley Public Schools Fund supports arts with over \$55k in grants in 2017-18 and \$42k in 2018-19. Berkeley Schools Excellence Program provides \$1.5 million annually to fund nearly all elementary and middle school music programs, as well as other visual and performing arts. BSEP is a 20-year old, local tax reinstated for an additional 8 years as Measure E1 by an 89% voter approval in Berkeley's November 2016 ballot.

BUSD offers visual arts, dance, drama, and music throughout all schools. Its music program received recognition for the past four years by the NAMM Foundation (National Association of Music Manufacturers) as one of the Best Communities for Music Education, honoring districts that have "demonstrated exceptional efforts toward maintaining music education as part of the schools' core curriculum. A NAMM-funded Cost of Music Education study found that an average district spends \$187 per student per year for a comprehensive K-12 music education program. BUSD invests close to \$330 per student per year."

"District has Berkeley Arts Magnet School at Whittier School. High School has Arts and Humanities Academy. VAPA department's website gives specific info about:

- partnerships with local arts organizations
- arts anchor schools and ACOE connections
- broad overview of arts programs offered
- links to research that illustrates the benefits of music
- mention of a Berkeley Arts Education Steering Committee "

Data Sources

https://www.berkeleyschools.net/wp-content/uploads/2017/09/BSEP_overviewFLYER_2017sep27.pdf

<https://www.berkeleyschools.net/departments/visual-performing-arts/>

<https://www.berkeleyschools.net/local-control/>

<https://www.berkeleypublicschoolsfund.org/wp-content/uploads/2018/02/17-18-Strat-Impact-for-Print-1-2.pdf>

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01611430000000> <https://www.berkeleyschools.net/departments/visual-performing-arts/>

Castro Valley Unified

DISTRICT INFORMATION

Website: <http://www.cv.k12.ca.us>

Student Population: 9,312

Budget: \$95,710,481.00

Spending Per Pupil: \$10,278.19

English Language Learner Population: 953, 10.23%

Free and Reduced Lunch Population: 2249, 24.15%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0161150>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

<https://drive.google.com/file/d/1QLo6c7OXiLvO-9Oauqt-s0fmAg2QKI9/view?usp=sharing>

Notes

Castro Valley has a performance venue Castro Valley Center for the Arts (est. 2006) owned and run by the school district with support from the local foundation Castro Valley Arts Foundation. The foundation also offers scholarships to seniors from CV High. There is also a Mariachi program Voces del Valle. They have an arts education resource page for teachers on their district website.

Data Sources

<https://www.cvartsfoundation.org/> <http://www.cvcfa.com/>

<https://sites.google.com/site/artsinschoolcvusd/welcome>

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01611500000000>

<http://www.ed-data.org/district/Alameda/Castro-Valley-Unified>

Dublin Unified

DISTRICT INFORMATION

Website: <http://www.dublinusd.org>

Student Population: 11,294

Budget: \$65,916,365.00

Spending Per Pupil: \$5,836.41

English Language Learner Population: 946, 8.38%

Free and Reduced Lunch Population: 1,132, 10.02%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0175093>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

https://drive.google.com/file/d/1xGZ1EmSPDAcnxa48_nzJ0aanhgpFv22a/view?usp=sharing

Notes

In LCAP Action 7 is devoted to VAPA and shows increase of \$250k to support additional staff starting in 2018 and they mention an arts plan. Looks like they have a VAPA Curriculum Council but can't find info on their website. LCAP refers to music and the arts-inclusive of drama and dance as well as efforts to include Special Education students. Dublin Unified has a Center for Performing Arts & Education (opened in May, 2014). The facility is state of the art with a built in movie screen and surround sound for films, the latest sound and lighting consoles/equipment, full fly rail system, moveable orchestra lift, orchestra shell ceiling, and additional amenities for a multitude of different events. Not sure how it is being used since website lists no current events.

Data Sources

<http://cpae.dublinusd.org/>

<https://www.dublin.k12.ca.us/cms/lib/CA01001424/Centricity/Domain/7/Vision%202020%20Mid-Year%20Progress%202015-16%20Combo.pdf>

<https://www.dpie.org/arts-education/>

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01750930000000>

<http://www.ed-data.org/district/Alameda/Dublin-Unified>

Emery Unified

DISTRICT INFORMATION

Website: <https://emeryusd.k12.ca.us/>

Student Population: 690

Budget: \$11,535,553.00

Spending Per Pupil: \$16,718.19

English Language Learner Population: 150, 21.74%

Free and Reduced Lunch Population: 524, 75.94%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cde=0161168>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

<https://drive.google.com/file/d/1yx1xSW8aK6M5O9nYuQVVxq76BUnMZOh5/view?usp=sharing>

Notes

In District LCAP Action 1 (pages 12-13) funds support full time art and music teacher. Website shows 2 arts teachers and 1 music teacher. District has worked with nearby Kala arts institute through outside funding.

Data Sources

<https://emeryusd.k12.ca.us/kala-art-institute/>

<http://www.ed-data.org/district/Alameda/Emery-Unified>

http://archive.acoe.org/lcap/2017/Emery_USD_LCAP.pdf

Fremont Unified

DISTRICT INFORMATION

Website: <http://www.fremont.k12.ca.us>

Student Population: 35,777

Budget: \$364,619,984.00

Spending Per Pupil: \$10,191.46

English Language Learner Population: 5,394, 15.08%

Free and Reduced Lunch Population: 6,692, 18.70%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0161176>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

<https://drive.google.com/file/d/1DVan0kBYxJKA1pHFp-iz8KDAwWGmQyYB/view?usp=sharing>

Notes

Irvington HS is Fremont Unified's Arts Magnet HS. There's a Center for Creative Arts academic program within the HS that focuses on arts integration in core subjects (integrated learning). Irvington has an arts education resource page on their website. In LCAP Goal 2 Action 6 (pages 26/28/34) focuses on engaging staff in STEAM PD but unsure of what the quality or content of the PD entails. Connected to this action item is the opening of a STEAM magnet school at Walters Junior High which has a high number of "unduplicated" (low income, foster, ELL) students.

Data Sources

<https://www.fremont.k12.ca.us/Page/24721>

<https://www.fremont.k12.ca.us/Page/23913>

https://www.fremont.k12.ca.us/cms/lib/CA01000848/Centricity/Domain/5544/UPDATED_%202018_Local_Control_and_Accountability_Plan.pdf

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01611760000000>

Hayward Unified

DISTRICT INFORMATION

Website: <http://www.husd.k12.ca.us>

Student Population: 22,734

Budget: \$265,506,789.00

Spending Per Pupil: \$11,678.84

English Language Learner Population: 6,663, 29.31%

Free and Reduced Lunch Population: 15,323, 67.40%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cde=0161192>

VISUAL AND PERFORMING ARTS CONTACT

Mina Mangewala, Visual and Performing Arts Teacher on Special Assignment

Part Time Position

mmangewala@husd.us

District Arts Plan

<https://drive.google.com/file/d/1Ry7gBs5OqhwFf2vdg1TyLHcq8Sc6uPcl/view?usp=sharing>

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

https://drive.google.com/file/d/1vNBBT0cUyN9MBnRQCpYuWNZ1_J1ceOiA/view?usp=sharing

Notes

HUSD's VAPA website is a google site that is difficult to find on HUSD's main site. It's not clear why it's not imbedded in the HUSD website. The VAPA website focuses on the Arts Education Master Plan. There is additional information on the annual Art is Education month student showcase. A calendar features various arts related events happening at different school sites throughout the district. HUSD offers Art is Education Professional Development program consisting of 4, 4-hour trainings on a Saturday focused on specific arts integrated language arts lessons.

Measure L passed in 2014 supports the construction of 3 new STEAM building on each high school campus to the cost of \$45M. There will also be a new performing arts center built. Hayward Arts Council supports the VAPA department through galleries that showcase student visual art. Hayward Education Foundation funds teacher projects, many of them arts or maker education related, up to \$800.

HUSD had the most comprehensive inclusion of Visual and Performing Arts in its LCAP out of all the school districts. VAPA is woven into the district's commitment to expand curricular offerings and support project-based, inquiry-driven learning (p. 4). As part of goal 2.1, the district plans to continue to offer music and art electives and expand drama and dance electives through VAPA master plan (p. 14). The district spends \$1,026,978 as part of Goal 4, Actions 1-3 to increase participation in STEAM, VAPA especially amongst special education and English language learners (pp.43-48). Each HUSD elementary school has an Arts Teacher Leader at their site (paid a \$1,000 stipend to promote arts learning at their school and organize a school-wide arts show every year). Goal 7 which focuses on increasing family engagement mentions the district's annual Celebrating Arts in Our Schools and Community event as a strategy (p. 92). Funding from Measure L will support a new performing arts center (p. 140).

Data Sources

<https://sites.google.com/husd.k12.ca.us/husdvapa/home>

<https://www.cde.ca.gov/sdprofile/details.aspx?cde=01611920000000>

https://haywardusd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1514016329183&vdid=api15e1qsm5l5ml

<https://csdadesigngroup.com/portfolio-item/hayward-usd-high-school-steam-buildings/> <https://www.haywarded.org/>

<https://sites.google.com/site/haywardartscouncilsite4/about-us>

https://haywardusd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1514016329305&vdid=0i15er1qs5l88q

Livermore Valley Joint Unified

DISTRICT INFORMATION

Website: <http://www.livermoreschools.com>

Student Population: 13,765

Budget: \$144,768,148.00

Spending Per Pupil: \$10,517.12

English Language Learner Population: 1,729, 12.56%

Free and Reduced Lunch Population: 3,441, 25.00%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0161200>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

https://drive.google.com/file/d/1j_L7GOR131TMkxoRMac1MqRmCXwdBO2z/view?usp=sharing

Notes

District identifies as an "arts-rich community" in opening paragraph of LCAP. Lawrence ES, Christensen MS, East Avenue MS, and Livermore HS all have music programs. Livermore Music raises funds for HS instrumental music program. Livermore Cultural Arts Council offers grants to schools. There was a Livermore Arts Education Alliance (LivermoreArtsEducationAlliance.org) but the website is now defunct. Livermore Valley Performing Arts Center hosts annual Innovation Fair (STEAM). No specific mention of actions related to arts in LCAP. Funding supports general initiatives alongside a few programs (Green Engineering Academy and Believe), professional development and TSAs.

Data Sources

<http://www.livermoremusic.com>

<https://lvpac.org/about/educational-outreach/>

<http://lcac.org/advocacy/>

<https://ca50000061.schoolwires.net/cms/lib/CA50000061/Centricity/Domain/1902/LVJUSD%20LCAP%202018-19.pdf>

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01612000000000>

Mountain House Unified

DISTRICT INFORMATION

Website: <http://www.mtnhouse.k12.ca.us/>

Student Population: 20

Budget: \$573,139.00

Spending Per Pupil: \$28,656.95

English Language Learner Population: 6, 30.00%

Free and Reduced Lunch Population: 16, 80.00%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0161218>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

<https://drive.google.com/open?id=1OiKbfAAP0BDmgqEX1doBDI-TX3eQ1rwf>

Notes

Extremely small school district. 1 teacher with aides. No mention of arts on website or in LCAP.

Data Sources

<http://www.ed-data.org/district/Alameda/Mountain-House-Elementary>

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01612180000000>

http://archive.acoe.org/mh/2016_School_Accountability_Report_Card.pdf

New Haven Unified

DISTRICT INFORMATION

Website: <https://www.mynhusd.org>

Student Population: 11,613

Budget: \$130,479,817.00

Spending Per Pupil: \$11,235.67

English Language Learner Population: 2,557, 22.02%

Free and Reduced Lunch Population: 5,658, 48.72%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0161242>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

<https://drive.google.com/file/d/1wEaQ4MV8YKxsdUt2o1EDL3xniyOs0Rv1/view?usp=sharing>

Notes

District has the James Logan High School Center for the Performing Arts. Their district's Vision 2025 aligns with progressive education and is well-designed. District school board recognizes the role of arts education: 6142.6 VISUAL AND PERFORMING ARTS EDUCATION. District Teaching and Learning Department put on elementary music event March 8 & 9, 2018 to feature all elementary school music programs. 6142.7 Physical Education allows for dance to be taught. No mention of the arts in the LCAP.

Data Sources

https://www.mynhusd.org/apps/pages/index.jsp?uREC_ID=410707&type=d&pREC_ID=896773

https://www.mynhusd.org/apps/pages/index.jsp?uREC_ID=411134&type=d&pREC_ID=1371849

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01612420000000>

https://www.mynhusd.org/apps/pages/index.jsp?uREC_ID=386917&type=d&pREC_ID=879607

Newark Unified

DISTRICT INFORMATION

Website: <http://www.newarkunified.org>

Student Population: 5,913

Budget: \$66,585,383.00

Spending Per Pupil: \$11,260.85

English Language Learner Population: 1,331, 22.51%

Free and Reduced Lunch Population: 2,994, 50.63%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0161234>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

https://drive.google.com/file/d/1rcay6aVlembmx8_wCGHswocNpN9qpF7J/view?usp=sharing

Notes

Newark Unified adopted STEAM Education Policy Resolution No. 2104 on May 1, 2018. It says that the superintendent will "create a STEAM Advisory Council that will be comprised of educational partners, at least one board member, business and industry leaders as well as teacher leaders for the express purpose of guiding the relevance of implementation to be on par with industry needs and standards for the creation of high quality learning opportunities for all NUSD students." Not sure what funding is supporting this resolution. District has afterschool music program for 4-6th graders led by Steven Worley (stevenworley.music@gmail.com). This program is supported by Newark Educational Foundation (website is non-functioning as of 1/18/19). Fine arts mentioned briefly in Action 3 1.3.0 in LCAP (p. 22) with \$70-80k allocated for books and supplies. Not clear how this is distributed.

Data Sources

<https://www.newarkunified.org/about/stem-steam/>

<https://www.newarkunified.org/2018-19-lcap-development/>

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01612340000000>

Oakland Unified

DISTRICT INFORMATION

Website: <http://www.ousd.org>

Student Population: 50,231

Budget: \$544,065,384.00

Spending Per Pupil: \$10,831.27

English Language Learner Population: 15,666, 31.19%

Free and Reduced Lunch Population: 37,348, 74.35%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0161259>

VISUAL AND PERFORMING ARTS CONTACT

Fillmore Rydeen, Director of Visual and Performing Arts

Full-Time Position

fillmore.rydeen@ousd.org , (510) 842-7850

District Arts Plan

https://drive.google.com/file/d/1zX7i44owwMVWo1cMulj9Y_hXhBRYHRpr/view?usp=sharing

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

<https://drive.google.com/file/d/1jy5Ub01hn9XKhcOUPDke5B5282RvSqKW/view?usp=sharing>

Notes

Oakland Unified arts are supported through Measure G and G1 funding, both voter approved parcel taxes. Measure G1 passed in Nov. 2016 in order to "provide a district-wide educator salary increase designed to attract/retain teachers; provide enhanced middle school art, music, languages/other programs in addition to core educational programs." Charter Schools receive 28% of G1 funding. Measure G, passed in 2008 and converted into a permanent parcel tax effective July 1, 2009, reinstated an earlier Measure E to fund a variety of school supports including visual and performing arts.

Funding for a variety of arts programming in Oakland schools comes from Arts for Oakland Kids, City of Oakland's Cultural Funding and Oakland Fund for Children and Youth, Oakland Public Education Fund's A-Z Fund, Philanthropic Ventures and California Arts Council. OUSD has a VAPA website as well as an Arts, Media, and Entertainment CTE Pathway.

LCAP Findings. Pride in music and arts programs mentioned in opening narrative (p. 2). \$861,574 of LCFF supplemental & concentration funding earmarked for Music Teachers in Action 19 (p. 89). This funding supports 8 music teachers at 20 schools with schools listed in narrative (p. 105,106). In 2017 surveys from 2,179 community members found that "art programs are highly valued, especially in middle schools" when asked about priorities for quality community schools (p. 109). LCAP later states that it supports 6.9 FTE so it's unclear if the 8 teachers are spread across this FTE (p. 428). "OUSD will provide music teachers, instruments, and opportunities to play in band or orchestra for students in schools with concentrations of low-income students. Following the findings of a three-year longitudinal study of the Music Integrated Learning Environment (MILE) Project at Oakland elementary schools, OUSD determined that music learning outcomes are integrally tied to academic learning outcomes" (p 585, 598). This narrative is related to LCAP Goal 2 Action 7 and Action Area 1.3. Orff training for music teachers and standards met through their instruction are highlighted (p. 122, 123).

Data Sources

<https://www.ousd.org/Page/12996>

<https://www.cde.ca.gov/sdprofile/details.aspx?cde=01612590000000>

<https://docs.google.com/spreadsheets/d/10bURoKTaPIpV0qvSI5Hlr16R287D3dwzn-8HLLWrqEo/edit?usp=sharing>

<https://www.ousd.org/domain/3868>

<https://www.ousd.org/arts>

<https://www.ousd.org/lcap>

Piedmont City Unified

DISTRICT INFORMATION

Website: <http://www.piedmont.k12.ca.us/>

Student Population: 2,263

Budget: \$40,431,710.00

Spending Per Pupil: \$17,866.42

English Language Learner Population: 22, 0.97%

Free and Reduced Lunch Population: 46, 2.03%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cde=0161275>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

https://drive.google.com/file/d/16Mrt5GEno6W_SlCwN5cx7KkLS4HWOuLy/view?usp=sharing

Notes

District website has an area for Fine Arts under Curriculum Overview. A statement in this section assures that K-12 students receive standards-based instruction in dance, music, theater, and visual arts and is accompanied by links to standards and a statement about arts education by the Education Director at Pixar. Piedmont passed H1 bond to build new STEAM building and Alan Harvey Theater. Parcel tax raises approx. \$9M annually. In LCAP Action 8, 2.8 (p. 32) details specific VAPA efforts to design a scope and sequence for visual and performing arts in the district as well as provide PD in arts integration.

Data Sources

<https://measureh1.org/>

<http://www.piedmont.k12.ca.us/district-info/local-control-accountability-plan-lcap/>

Pleasanton Unified

DISTRICT INFORMATION

Website: <https://www.pleasantonusd.net/>

Student Population: 14,864

Budget: \$148,499,818.00

Spending Per Pupil: \$9,990.57

English Language Learner Population: 1,433, 9.64%

Free and Reduced Lunch Population: 1219, 8.20%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0175101>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

<https://drive.google.com/file/d/1r6hu5TUNgZykbgnBLRwKZfxpFzi6b6jY/view?usp=sharing>

Notes

Pleasanton Schools Educational Enrichment Foundation (PSEE) is a non-profit, public benefit corporation that supports music education in all Pleasanton schools. On district website the link to this org is broken. I found their square site through a google search and emailed savethemusic@pseefoundation.org but the email bounced. The org doesn't seem to be active since 2013. Jane Maker confirmed that it is defunct. Got incorporated Pleasanton Enrichment Fund (PPIE). Estrella del Pueblo is located at Hearst Elementary School is the district's Mariachi Music Program (est. in 2015). 190 participants in Mariachi music program with a focus on "targeted subgroups". Includes tutoring, parent support, and access to social programs. This is all over their LCAP with most information in Goal 3 (pg. 2/3/5/25/26/28/30/31).

District is majority white 40+% and API 40% and self-described upper middle class school district. Jane Maker said in an interview that parents who can afford it send their kids to private arts lessons. Focus is on technology.

Data Sources

<https://squareup.com/store/psee>

<http://www.ed-data.org/district/Alameda/Pleasanton-Unified>

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01751010000000>

San Leandro Unified

DISTRICT INFORMATION

Website: <https://www.sanleandro.k12.ca.us>

Student Population: 8,880

Budget: \$102,755,753.00

Spending Per Pupil: \$11,571.59

English Language Learner Population: 2,602, 29.30%

Free and Reduced Lunch Population: 5,636, 63.47%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0161291>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

https://drive.google.com/file/d/1-l11IE3gRhD6i_woDnwI9JYfnpt6TgqY/view?usp=sharing

Notes

VAPA page on the district website lands on a Symbaloo page that's a bit hard to navigate. San Leandro Art Education Center, which was funded through Measure B, the \$109 million school facilities bond passed by San Leandro voters in 2006. The Arts Education Center also houses the San Leandro Academy of Multimedia (SLAM), where students in grades 10-12 learn skills such as digital photography, animation, web design, video production, 3D graphics and special effects. Madison ES, Garfield ES, McKinley ES, Bancroft MS, have music teachers. San Leandro HS has multiple arts offerings. From 2008-2011, SLUSD teachers engaged with Project Zero around the Teacher Action Research Initiative (TARI). In LCAP, under Action 3 1.3 Personalized and Real-World Learning, there are funds for a music specialist and supplies (\$170k total). On page 66 of the LCAP, one of the top three goals under priority area one: Teach, Learn and Achieve, is the expansion of the VAPA TK-12 programs.

Data Sources

<https://www.sanleandro.k12.ca.us/Page/4822>

<https://www.sanleandroperformingartscenter.com>

https://www.sanleandro.k12.ca.us/cms/lib/CA01001252/Centricity/Domain/22/TARI_SLUSD_Initiative.pdf

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01612910000000>

https://drive.google.com/file/d/1D-RPhJA-Dz4DQG0Z-3sH28OZ4q_F1uXN/view

San Lorenzo Unified

DISTRICT INFORMATION

Website: <http://www.slzUSD.org>

Student Population: 11,530

Budget: \$124,021,323.00

Spending Per Pupil: \$10,756.40

English Language Learner Population: 3,108, 26.96%

Free and Reduced Lunch Population: 7,625, 66.13%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?aggllevel=District&year=2017-18&cds=0161309>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

<https://drive.google.com/file/d/1GgnfBXiti-NeIFrlt6UduLGfbXV0kJS/view?usp=sharing>

Notes

San Lorenzo USD has a district music program with two co-chairs. Arts infused in the ELL Sobrato Early Academic Language (SEAL) program. District has an arts-centered, choice high school: East Bay Arts School. In LCAP, there is mention of REACH Ashland Youth Center. It's unclear how many students from San Lorenzo USD attend REACH programs.

Data Sources

https://www.slzUSD.org/apps/pages/index.jsp?uREC_ID=1214761&type=d&pREC_ID=1449847

https://www.slzUSD.org/apps/pages/index.jsp?uREC_ID=1211365&type=d&pREC_ID=1447106

<https://eba.slzUSD.org> <https://reachashland.org>

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01613090000000>

Sunol Glen Unified

DISTRICT INFORMATION

Website: <http://www.sunol.k12.ca.us>

Student Population: 293

Budget: \$3,664,743.00

Spending Per Pupil: \$12,507.66

English Language Learner Population: 11, 3.75%

Free and Reduced Lunch Population: 28, 9.56%

District Enrollment by Ethnicity:

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?agglevel=District&year=2017-18&cds=0175119>

VISUAL AND PERFORMING ARTS CONTACT

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN

Link to District LCAP with Arts Strategies Highlighted

https://drive.google.com/file/d/1l_bU7ciGyMvM50GVDjcqGxxb7CKyZ3jF/view?usp=sharing

Notes

Single K-12 school district. Photos in 2018/19 LCAP show youth drawing, painting, and playing music (p. 6/7/8) but there is no mention of the arts/music on their website or in LCAP.

Data Sources

<http://www.ed-data.org/district/Alameda/Sunol-Glen-Unified>

http://docs.wixstatic.com/ugd/d0d407_87f87ba79d1543b8ac2955ed60ec0882.pdf

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=01751190000000>

Questions for VAPA Coordinators
PETE GIDLUND OAKLAND UNIFIED
Visual and Performing Arts Supervisor
March 18, 2019

- **What's your history in BUSD? How did you come to be in your current VAPA position?**

I started teaching math and science in 2000. No matter where I was teaching at, they would also have me teach music. In 2003, I started teaching music plus math and science in BUSD. When I was hired by Suzanne McCulloch to just teach music, it was great. I was about to lose my mind teaching math. In 2011 I went full time into teaching music. When Suzanne retired I got her job.

- **What's been the history of district VAPA support?**

Most VAPA in BUSD paid for by the BSEP parcel tax measure. Suzanne's job existed because of that. Most of BUSD arts funding goes to music.

Also Berkeley decided to give elementary classroom teachers prep, especially for grades 3-5. Prep was already happening at secondary levels. If they gave every elementary teacher prep, it brought up the question: what is the content during that time? They could fill it with science, remediation time, but needed some other kind of "candy" in there, some enrichment. Music became a natural choice. With music, there are physical objects you can regulate and do quality control. At the time it may have been hard to imagine other art forms. Also music teachers with credentials already existed. I'm an example. There weren't as many dance teachers for instance with credentials at that time. So the birth of arts in BUSD was focused on: let's create a standardized music program.

In the beginning it was just called music, not called VAPA. It was BSEP funding with the category of music. Lucky for the district Suzanne was a ceramicist and she started a lot of arts integration and brought in other art forms. This involved hiring a lot of contractors to teach art. I'd categorize us as an arts integration district aside from the explicit music instruction. At the time music at secondary level was very touch and go. There was the desire to create the same programs throughout the district. Music uses a couple of method books that are kind of like our textbooks but there really isn't a defined scope and sequence. No approved CA standards yet that align with National Core Arts Standards. Waiting for that to come out.

I have Arts Anchor allocations that give \$8k to 10 individual schools. In the past schools hired Teaching Artists to teach lessons. The onus of arts integration fell on Teaching Artist and it was assumed that the classroom teacher would teach the lesson that the Teaching Artists taught the previous year. This didn't happen. Last year a school proposed to send 4 teachers to ACOE's Inventing Our Future conference. I'd rather use that money every year and train 4 teachers in

arts integration each year. I'd rather spend money training them on how to use art to teach math.

- **Is there a district arts plan?**

No. Well there is one but it's very out of date. The last version was in 2005 or 2008. Last few years there's been folks who want me to have an arts plan, involve stakeholders, hold meetings. I consulted with Derek Fenner at ACOE. I presented to city arts commission and they reacted really strongly. What they wanted was a straight up strategic arts plan. I was trying to show them you can create whatever arts plan you want but the funding is inflexible so how would it get implemented? My job description is to carry out the BSEP budget and strategic planning doesn't fit into the tax measure budget. I can't say that our district will have credential visual arts for every 3rd grader. I can't do that within the current funding model. It's not the amount of funding it's also the tax measure wording. Also the instructional hours are crowded. Principals feel like there's no time, even though I have funding to bring arts to their schools. They are trying to cover required standards and, often for them, enrichment or what they see as "arts for art's sake classes" don't fit in.

- **What are some successes you've had leading VAPA efforts? What are some challenges you face?**

Successes

Every student in grades 3-5 gets music. Grade 3 gets general music. In grade 4, students choose an instrument to study for 2 years. We then have groups of at biggest 15 study with a credential music teacher for two periods a week during the school year. In middle and high school the music programs are optional.

Our program model of music education in Berkley is different. In other districts, music teachers can be in silos. They're usually at one place doing one thing like a high school band teacher. Our teachers teach middle or high school in morning and in afternoon they go to elementary schools. Some teachers can be at 3 schools a day. These teachers know some of their kids throughout their growing up. They mentor them from elementary to high school. They can go to an SSC meeting and speak about this student, about knowing them in a way that might be different from a high school Algebra teacher. This is a unique position for these teachers in the district. This ability to see a student progress over the years. With this [music program] set up I have total quality control. My district considers me a principal of the music department.

Schools hire non music arts teachers as contractors through Arts Anchor grants or discretionary funds. BUSD program is the same at every school. Double the classroom teachers. 3 4th grades get 6 music teachers. They supply instrument per student. Have warehouses of instruments and paper music. Our building has moved several times. This is the 3rd facility I've been in. I've helped design it. There'll be a fair amount of storage. Contract out for instrument

repair. Have part time assistant that will go up to full-time next year. Caroline McCaskey used to be a librarian position but reclassified the position. Her only job is to focus on instruments and paper music. His office operates only as a K-8.

Challenges

My title is VAPA but I'm largely music - both funding and work hours. People who want an arts plan aren't worried about music department. They're more concerned about saving dance, saving drama, saving art.

Huge equity issues, especially in music department. We have a universal program of instrumental music where every student takes an instrument, but when music becomes optional starting in middle school, we see students of color drop off at alarmingly disproportionate rates. We've made some huge improvements programmatically through PDs on culturally responsive teaching and hiring more teachers of color. One interesting thing is that our numbers have stayed the same in middle school music participation while populations of students of color have decreased due to gentrification. So in some ways that's an increase in participation.

In Berkeley they're not going to buy an arts rationalization for LCAP funding. In districts where there's no arts, many advocates push that arts makes you smarter with the hope that the district will then pay for the more arts teachers. I actually think that arts for art sake shouldn't be in the LCAP but would like to see arts integration (just good teaching) in LCAP to support initiatives to engage LCAP priority students.

- **What are some goals you have through VAPA?**

Goal: supplement the non-music arts with as much funding I can. I doubled Arts Anchor allocations and offered it to afterschool to hire teaching artists. I funded non-music visual arts, drama and dance in the middle schools at all 3 MS. I tried to create a universal dance program at MS level. Put it out there but there were 0 applicants who had credential. CTE district program is run by Wynn Skeels and has moved towards stagecraft and has partnerships with local unions where students are becoming apprentices during high school. High School has phenomenal arts programming.

Always looking at ways to get more.

We have music department equity goals to increase percentages of students of color at the secondary level who are opting in to music. Focused on PD for music teachers on culturally responsive teaching practices. Issues with representation: when middle school performs for elementary students, the musicians are mostly white. Teachers in music programs were mostly white. At Longfellow MS, hiring a Black, male strings teacher has led to having a majority students of color in his music program compared with about 10% of students of color in music programs district-wide. We make the mistake in the past of saying it's content related. That

including hip hop or other popular music alone will increase participation. This teacher at Longfellow has a baroque background, so it's not just about content. The unknown is how a student is going to be treated in class. If I sign up for a drawing class, I can count on learning something about drawing, but what I don't know is if the teacher is going to respect me for who I am.

Questions for VAPA Coordinators
MINA MANGEWALA HAYWARD UNIFIED
Visual and Performing Arts Teaching on Special Assignment (TSA)
December 19, 2018



(Mina Mangewala is pictured third from the left in this photo from press release by the Alameda County Arts Commission and Alameda County Public Libraries on Feb. 26, 2019 in celebration of Art is Education Month)

- **How are the arts currently supported within the district? Is there a district arts plan?**

It's pretty positive. Almost 10 years ago we were working on a district arts plan. Don't know who wrote VAPA plan. My colleague was excited for plan but then it disappeared! No follow through. Years go by.

Now Mt. Eden High School has robust VAPA program. Teacher there and District Director Curriculum & Instructor plus benefactor went to Napa and came back and wrote VAPA plan. Mina participated alongside parents, community members, teachers, led by Salina Turney and Robin Hampton from Alliance for Arts Education. Practical vision, brainstormed steps, wrote different pieces of plan. Board unanimously approved last spring. We're in the first year, collecting data. Trying to see what we have. Maintaining support for arts in place. Looking at where we can reasonably expand within budget parameters that they have. Have robust district wide music program. Music for every elementary student: choir, instrumental.

Spark for all of this from HS VAPA teacher and Elementary Visual Arts teacher. They had benefactor Joan Sibor who wanted more arts ed. Jeff spoke about it at Create Alameda County event: HS VAPA teachers offer courses to Elementary teachers in dance/theater/photography/etc. Then art teachers take it back. They get paid, fed, materials to do these PD. This program has taken off. Started off small but now can serve 90 teachers.

Within first day of opening registration it was full. Trying to figure out how to expand that program.

This year beginning partnership with Hayward Arts Council to start Arts Now community. Invited everyone in HUSD community. Launch event in Oct. In Jan inviting community members to create Arts Now team. Hayward Arts Council Executive Director Winda Shimizu is the person who is leading Arts Now community.

I think there are 21 elementary arts teacher leaders (run arts show, get PD, budget to share arts materials at their site and provide PD)-get a stipend, convene 3x/year.

- **Is there a designated Visual and Performing Arts Coordinator? Full or part-time?**

I'm 50% as VAPA TSA and 50% Instructional Coach/Partner Teacher (tied to one site-Fairview Elementary- for certain parts of the work). Current Director of Curriculum & Instruction (Monica Johnson Rock) is technically the lead on VAPA work but she also has many other responsibilities. There's a group working to establish a non-profit led by Joan Sibor-Hayward Foundation for the Arts to specifically fund arts ed in the district in alignment with the master plan. Responsibilities: education for administrators, co-facilitated PD for VAPA teachers to gather needs/wants for programs, instructional coaching around arts integration, gathering info for school board presentation regarding what is available and offered in district, gala planning (April 6th) for arts foundation, manage the website/calendar, support VAPA teachers in whatever needs they have, visit schools and document what's happening in schools, meet with admin to help implement VAPA arts plan at school level, work with CA Arts Council and org Chez Amis to start artist in residence program through exposure grant, ILSP, collegial coaching exchange, facilitate and plan afterschool meetings. I report to Dir. Curriculum & Instruction (Monica Johnson Rock) and superintendent. Monica spearheaded district to have this plan. Writes PD for culturally responsive teaching and the brain. As instructional coach works with one teacher that went through ILSP to write TFU plans. Tries to bring in ILSP as much as possible. Losing principal who supported arts. Wrote a proposal for \$25k that wasn't being used at Fairview for artist residencies. Want to get more people trained in ILSP and have Fairview be a model arts integration elementary school. Coaching has given powerful way to talk about the arts and approaching my interactions with teachers/admin from a coaching perspective-it's less threatening: tell me about your needs/goals/how can we support you to achieve your goals?

- **Where in the LCAP are the arts mentioned? Are the goals specific and backed by funding?**

I've had so much fun with LCAP. I went through 258 pages. Arts are mentioned not with specific funding attached, but more as how we are going to engage students-academic engagement. One of my projects is to keep pushing admin to put in specific language. I've also touched base with parent engagement person through the district to engage them in this discussion around specific language. If language gets put into a doc like the LCAP it requires some sort of responsibility and creates more accountability.

- **How many full time certified arts/music/theater/dance teachers are in your district?**

Not sure. Just finished compiling the course offerings but know teachers are teaching multiple courses. Estimate: I have 47 contacts for certified VAPA teachers.

Working on document that would overview of offerings at each school in the district that I know of. Huge challenge to find out what's happening at each school.

Mina would like to see:

Gathering people who are VAPA coordinators and try to have a PLC so we can learn from each other and share resources. Consolidate efforts to make us stronger. We have so much to learn from each other-what's successful, how to work with secondary educators/counselors to support schedule changes. Language/resources for how to make change in positive ways.

Learning curve around how to use STEAM buildings-how to put arts in science & tech. Hope is that we have some monies earmarked in LCAP one way or the other.

- **Are there other sources of funding outside of the district that supplement visual and performing arts work being done? Ex. PTOs raise funds for non-certified arts teacher that the school hires to work with classroom teachers.**

End of Feb. celebrating the arts event. Goal of one parent is to help parents understand VAPA-what is it, why do you need to support it.

Had a bond measure that passed for athletic fees and performing arts center. All money went to fields and performing arts center disappeared. But there are new STEAM buildings.

Been a teacher 20+ years, classroom teacher 19 years, education goes through trends and cycles and it's really obvious to see arts ed is this next push which is so exciting. Advocating to superintendent.

Questions for VAPA Coordinators
FILLMORE “PHIL” RYDEEN OAKLAND UNIFIED
Director of Visual and Performing Arts
March 12, 2019



- **Is there a district arts plan?**

There is but it's currently being revised. We created it in 2013.

- **What's your history in OUSD? How did you come to be the Director of Visual and Performing Arts?**

I was hired as a music teacher in 1992 at Frick Academy. First I was an elementary music prep teacher then a teacher then a TSA in 1998 to support the music program. In 1998 OUSD had Anisah, full time TSA Visual Artist John Brussard, plus part time TSA music. In 2003 I started as the VAPA administrator very reluctantly. I really didn't want the job because I

didn't want to stop teaching. For the first year I taught and did the VAPA administrator job but wasn't doing justice to either. I needed to commit to managing VAPA full time.

- **What's been the history of VAPA support for the district?**

Most of that time we used vendors to repair instruments. It cost about \$50-70k per year for instrument replacement and repair. Then we hired someone in house. He was on staff for 3-4 years. Then he quit and the district consolidated the position. My budget to send out for repairs was cut, so I started figuring out how to repair instruments myself. I think I repair about 250 instruments a year, mostly during the summer months. Sometimes I can get a teacher to help me, someone who wants to learn too. I used to have full time support admin person from 2007-2011. Now I have Marilu Boytes and share her half time with ELD and next year will have even less admin support. Marilu started with me as student intern at Fremont High School.

- **What are some challenges you've faced leading VAPA efforts? What are some successes?**

We have to look at the fact that this district has shrunk significantly. When I started there was over 55,000 students, now there's around 35,000. We have more arts teachers per capita than

we did 15-20 years ago. Could be due to Measure G. Arts teachers are funded from a variety of places. In 1989 Proposition 13 finally caught up with us and the district decreased a lot of arts teachers. It's been difficult to rebuild from there. Another place we lost teachers was the shift from an 8 period middle school day with lots of electives to 6 period day. We lost electives and with that, we lost teachers. Small schools movement also contributed to the loss of electives courses. We also lost with linked learning: CTE pathways. Kids can't take electives until they are sophomores. Certain programs preclude them from taking single electives. Sometimes we don't think about the unintended consequences of big district reforms and how that impacts the arts. In the process of struggle though, new ideas can emerge.

- **What are some goals you have through VAPA?**

One goal is to move from self-select programs at elementary level to ensure more students have access to the arts. Who gets music and who doesn't and how do we push for access to for all students? We can be visionary about what arts programming can be though but then when it comes to implementing it at a school level, it can look very different. Principals and school leaders need to sort through lots of competing priorities at the ground level. Good work doesn't necessarily happen in sequential order. We need to build systems that work and that's a lot more challenging situation. We can make any school work if the right conditions are there. What I really want to do is see it work when the conditions are horrible, and the school was actually transformed. We need to learn from those instances the most.

Declarations can exist but it matters more what it looks like on the ground. Oftentimes there's winners and losers and we often use a narrower equity lens rather than equity lens of entire district. We could try to fix arts problem but that could lead to new problem elsewhere. I was young administrator one time and I pushed hard for some funding. I even went so far as to go over my bosses head to get what I thought would be best. I got the funding in the end and then found out that in the process, I cost someone else their job. It made me wonder if it was worth it. We live in a closed system, so we have to be careful with budget choices we make. They can have unintended consequences and that can bite you in the butt. Ideas need to be vetted by a variety of people to ensure there are fewer unintended impacts. If we advocate for more money for arts, does this come from other programs? We need to take on a whole system approach when advocating. It's actually a moral issue that comes up when everyone advocates for their own interest. How can we be measured and take in the whole picture?

I'm excited about the Oakland Unified Arts Partners group. We're much stronger together than separate. When we invest in community based organizations, they bring in matching investment and they augment what we are able to offer.

Questions for VAPA Coordinators

ANNE DOLID PIEDMONT UNIFIED

Interview Nov. 28, 2018

How are the arts currently supported within the district?

- **Is there a designated Visual and Performing Arts Coordinator? Full or part-time?**
No. Cheryl Wozniak is the Asst. Sup. of Curriculum & Instruction
- **Is there a district arts plan?**
No K-12 arts plan. Visual Arts-Elementary are working on S&S for K-5. Secondary have S&S for 6-12.
- **Where in the LCAP are the arts mentioned? Are the goals specific and backed by funding? Are teachers being paid to meet to develop S&S?**
Action 8. Scope & Sequence.
- **How many full time certified arts/music/theater/dance teachers are in your district?**
 - We have ongoing contract with ACOE. Every year they do big elem fundraiser once a year between two years raised \$80k for PD. In past its been STEAM. Way they've elected to use funds is around arts integration working with Gaia Pine. Sara Dozier science left county but has contract with PUSD and she knows Gaia so they collaborate.
 - PHS. Dance. Drama-robust. Band/Orchestra/Jazz/Acapella. Visual Arts. One 2-D and one 3-D.
 - PMS. Multi-media arts. Graphic design. Band/Orchestra/Acapella-Vocal
 - Teacher positions funded. Elementary funded through Ed Foundations annual campaign. Secondary come out of general funds.
- **Are there other sources of funding outside of the district that supplement visual and performing arts work being done? Ex. PTOs raise funds for non-certified arts teacher that the school hires to work with classroom teachers.**
 - Ed Foundation - Giving Campaign. \$2M annually approx.
 - Elementary fundraiser - Spring Fling - Raise the Paddle at is elementary focused and schools choose what to do with that money. \$80k.
 - It's been fantastic to have Collegial Coaching Exchange (CCE-facilitated by ACOE Integrated Learning) to come together and move work forward. It's one piece we would like to integrate into the whole. There are competing interests and district directed time is focused on Inquiry Cycles and we haven't been able to make that connection yet. But CCE provides more opportunities to make connections. CCE is different from K-12 scope & sequence-integration work is broader.
- **Do you see a benefit to having a district wide arts plan? How about a VAPA coordinator?**

Yes. It's always good to articulate where students are beginning and where you want them to end in skill development. What we would need to have is some sort of stipended position for a teacher to take the lead. Need multiple people to lead each strand and to work together to articulate it in to one strand. There's a teacher who is open to doing this but not without compensation. Possibly articulate need for VAPA coordinator as a logical next step. CCE supports. District Instructional Leadership team is stipended reps from each grade level , special content area, plan district common planning time once a month. No arts rep yet. Instructional coaches.

- **What questions do you have about efforts districts can take to support the arts? What supports would be needed to make possible your ideas/visions?**

I think the way the county operates is somewhat siloed. My husband is Inst. Coach at district. And he came home telling me about maker lab at ACOE. I've never heard it come up before. Would be cool if through connection with Trena, Louise and ILSP could give us access to makers lab, other initiatives the county is running so that there's cross pollination across content areas.

This is year 3 of partnering with ACOE. We've established these relationships with Trena and Gaia. We have better momentum than in the past even though we've slowed in training teachers through ILSP.

Questions for VAPA Coordinators

JANE MAKER PLEASANTON UNIFIED

January 7, 2019

- **How are the arts currently supported within the district?**

Jane has worked in Pleasanton for almost 30 years. Used to be in Special Ed. She had undergrad art degree. Became arts teacher at Hart. Would love to be a VAPA coordinator but this position doesn't exist in the district. Couldn't get anyone from Tri Valley area to participate in ILSP. She feels the arts need to become as important as other subjects. If they had an arts coordinator they could work with teachers to incorporate arts into elementary. There's some teachers who do some things. Would be nice to have someone following up with goals and standards, write grants, support arts teachers.

Feels like lone wolf.

- **Is there a designated Visual and Performing Arts Coordinator? Full or part-time?**

No. Not that she's aware of. Last person who filled anything near role remotely was Jane Golden a long time ago. She was elementary educator coordinator for the district. 10 or more years ago. There is a secondary and elementary leads that are supposed to supervise arts but they had no background.

- **Is there a district arts plan?**

No. Never heard of one.

- **How many full time certified arts/music/theater/dance teachers are in your district?**

MS: Harvest Park, Hart, Pleasanton

HS: Foothill and Amador Valley and Alternative High School.

No credentialed elementary visual art teachers. Parent volunteers. Have credentialed music, Project Lead (engineering).

Hart has Drama is in 6-8 grade, she's also an English teacher. Jane is VA. Choir/Orchestra teacher and Band director. Most middle schools are similar. Doesn't know high school but there's a bunch of different classes.

- **Are there other sources of funding outside of the district that supplement visual and performing arts work being done? Ex. PTOs raise funds for non-certified arts teacher that the school hires to work with classroom teachers.**

- Pleasanton Partnerships in Education (PPIE). At Hart this pays for library aide,
- Hart: Jane's job is from the district.
- PTSAs: teachers can write grants to get money but mostly this goes towards technology

District has a strong CTE program with a focus in technology. Also a strong music/band program.

Need to focus more on STEAM vs STEM - If we're not visible people won't know it will happen.

Arts are not a valued commodity. They figure they can just send kids to private lessons. Many kids don't get art until 6th grade. And then there are kids who have to take remedial classes so they don't have access to electives.

Jane came from Michigan and they had K-12 arts teachers. Arts not as valued in her district. She sees over 700 students in a school year. Special day teachers send their kids to her and it can be rough with a class of 36 students. She regularly has 24-36 students per class for six periods a day plus prep and lunch. She offers art club on Fridays after school. Lunch time she opens her art studio to students that come in for a reprieve.

Arnold Schwarzenegger conducted effort in mid-2000s for arts. Jane got kiln and picnic table during that time period. She liked him because he gave money for the arts. That was around the timeframe of efforts for district VAPA plans. Now an arts are an afterthought. We're lone wolves.

"If I didn't align with STEM then I would be at risk for losing my program. Emphasis from the district is on music and band. PE department does swing dance competition but not much dance and little visual arts. Everyone needs to create with their hands."

Jane finds it difficult to be an advocate. Doesn't want to be a lone wolf. They're finding with research how important it is to get kids exposed to using their hands. Why can't we learn before needing to rely on facts around the importance to expose students to learning tools beyond digital devices?

ALAMEDA COUNTY DISTRICT VAPA CONTACTS							
District	Possible Contact	Email	Role	School	ILSP?	Phone	Notes
Alameda	Lindsey Shepperd	teacharts.lshepard@gmail.com	Visual Arts Teacher	Wood MS	Yes		Once a year PD for arts teachers
	Andrea Szeto	aszeto@alamedaunified.org	CTE teacher at Alameda High	Alameda HS			CTE = CA Technical Edu.
	Eric Schoeffler	eschoeffler@alamedaunified.org	Art Teacher	Encinal Secondary		510-748-4023 ext 2600	
Albany	Albany Music Fund	info@albanymusic.org					Local foundation supporting music in Albany schools
	Kathryn Jordan	kjordan@ausdk12.org	Visual & Performing Arts Elementary Teacher				sent her an email through the district website contact page but didn't hear back
Berkeley	Pete Gidlund	petergidlund@berkeley.net	Visual and Performing Arts Program Supervisor			510.644.8772	
	Caroline McCaskey	carolinemccaskey@berkeley.net	Visual and Performing Arts Tech			510.644.8831	
	Kimberly Diadamo	kimberleydiadamo@berkeley.net					
Castro Valley	Parvin Ahmadi	superintendent@cv.k12.ca.us	Superintendent				Parent from CVUSD informed me that she supports the arts and project-based learning.
	Nancy Nodal	nnodal@cv.k12.ca.us				510-537-3000 ext. 1224	Started in 2016. Voces del Valle Mariachi Music Program
	Jim Kentris	jkentris@cv.k12.ca.us	Director of Student Services			(510) 537-3000 x 1257	A.R.T.s In School CVUSD
	David Judson	djudson@cv.k12.ca.us	Managing Director, Center for the Arts			(925) 699-2988	http://www.cvcfa.com/, Center for the Arts is supported through the Castro Valley Arts Foundation
Dublin	Bryant Hoex	hoexbryant@dublinusd.org	Drama teacher Wells Middle School				
	Jessica Kiernan	Kiernanjessica@dublinusd.org	Director of Elementary Education				
Emery	Andrea Harvey	andrea.harvey@emeryusd.org	Elem arts teacher	All schools on same campus			ask Sara Stillman. Not sure if there's a VAPA. Sent them an email.
	Tom Salvatore	tom.salvatore@emeryusd.org	K-12 music teacher				
	Theresa Munoz	theresa.munoz@emeryusd.org	Sec arts teacher				
Fremont	Krista Avon	kavon@fremont.k12.ca.us	Arts Magnet Coordinator	Irvington HS			
	Tully Mintey	tmintey@fremont.k12.ca.us	Arts Magnet Coordinator				
	Todd Elkin	telkin@fremont.k12.ca.us	Visual Arts Teacher	Washington HS			
	Kim Campisano	kcampisano@fremont.k12.ca.us	Visual Arts Teacher	Washington HS			
Hayward	Mina Mangewala	mmangewala@husd.us	Part time VAPA TSA		Yes		
	Monica Johnson-Rock	mjohnson-rock@husd.us	Director of Curriculum & Instruction				
	Geoffrey Landreau	Glandreau@husd.us	Arts Teacher, at Create CA event he was listed as VAPA Coordinator but he told me that he's not				VAPA plan. Art is Education program more than 1/2 elementary school teachers have participated. 3, 3 hour trainings.
Livermore Valley Joint USD	Justin Enright		Orchestra Teacher at Livermore HS			(925) 606-4812 ex.2342	
	Carol Hovey	chovey@lvjUSD.org	Drama Teacher, Theater Manager at Livermore HS			(925) 606-4812 ex.2446	
	Marion Borst	mborst@lvjUSD.org	Art Teacher at Livermore HS			(925) 606-4812 ex.2360	
Mountain House ESD							

ALAMEDA COUNTY DISTRICT VAPA CONTACTS							
District	Possible Contact	Email	Role	School	ILSP?	Phone	Notes
New Haven	Alan Dye	adye@nhusd.k12.ca.us	Theater Supervisor James Logan Center for the Performing Arts			510-471-2520 ext 60395	
	Scott Pizani	spizani@nhusd.k12.ca.us	Director K-12, Teaching & Learning				
Newark	Steven Worley	stevenworley.music@gmail.com	District Afterschool Music Program				
Oakland	Phil Rydeen	fillmore.rydeen@ousd.org	Visual and Performing Arts Director				
	Sarah Willner	sarah.willner@ousd.org	Music Teacher and VAPA TSA				
Piedmont Unified	Cheryl Wozniak	cwozniak@piedmont.k12.ca.us	Asst Sup Curriculum/Instruction				No vapa person but she would be good to start with. Might also be HS arts teacher who may be good to talk to. Elementary schools are organized. Arts teachers and classroom teachers part of CCE meet on Monday.
	Heidi Sawicki	hsawicki@piedmont.k12.ca.us	PE and Dance Teacher	Beach Elementary	CCE		10 years ago work to create arts plan 5 year plan. Right before recession. No VAPA office in the district. Two LCAP items. S&S elementary art. TK5 S&S for visual arts. Vocal & Instrumental: Music teachers working on same. Room for growth theater & dance. Moved into PE to teach dance.
	Anne Dolid	adolid@piedmont.k12.ca.us	Principal	Havens Elementary	CCE		Raised \$60k through Ed Fund to have people go through Ed Foundation raises \$2.5 million. .8, .6, .6 = 2.0 art teachers for 3 elementary schools. Jillian Bailey art teacher at PHS. She is mentor for art teacher at Havens Brittany ?.
	Janine Mortan	jmortan@piedmont.k12.ca.us	4th grade teacher	Havens Elementary	CCE		
	Lorraine Seiden	lseiden@piedmont.k12.ca.us	art teacher	Wildwood Elementary	CCE		
	Tracy Broback	tbroback@piedmont.k12.ca.us	4th grade teacher	Wildwood Elementary	CCE		
	Katherin Thompson	kthompson@piedmont.k12.ca.us			CCE		
	Vanessa Miller	vmiller@piedmont.k12.ca.us			CCE		
Pleasanton	Jane Maker	jmaker@pleasantonusd.net	Art Teacher	Hart Middle School	Yes		
	Susana Lopez-Kruevitch	slopezkruevitch@pleasantonusd.net	Estrella del Pueblo PUSD Mariachi Music Program Coordinator				Est. 2015. Serves 190 students. Why is the Mariachi program located in Hearst (<10% Latinx) rather than Valley View (30+% Latinx)?
	Pleasanton Schools Educational Enrichment Foundation (PSEE)	savethemusic@pseefoundation.org					Org no longer seems to be active. Email bounced.
	Art in Action at Alisal Elementary	christinembutler@gmail.com					
San Leandro	Dr. Zarina Zanipatin	zzanipatin@slusd.us	Director of Teaching, Learning and Educational Equity			510-667-6226	
	Gaia Pine	gpine@slusd.us	Instructional Coach (general)				There is no arts coordinator, but here are listed some good folks to contact. There are some theatre teachers but no official person in charge.
	Alane Paul Castro	acastro@slusd.us	Instructional Coach (general)				
	Audrey Brown	abrown@slusd.us	Secondary Visual Arts Dept Chair				
	Susan Deming	sdeming@slusd.us	Elementary Visual Arts Teacher				
	Susan Dent	sdent@slusd.us	Music Dept Chair				
	Sara Fanvu	sfanvu@slusd.us	Music Dept Chair				
	Andrea Gorham		Bancroft Musical Theater Director				
	Dustin Brown	dbrown@slusd.us	Theater Facilities Supervisor	Arts Education Center at San Lez		510.618.4625	

ALAMEDA COUNTY DISTRICT VAPA CONTACTS							
District	Possible Contact	Email	Role	School	ILSP?	Phone	Notes
	John Sheridan	jsheridan@slusd.us	Theater, Video Production, SLAM at SLHS				
San Lorenzo	Barbara Barrett	bbarrett@slzusd.org	Music Department Co-Chair			510-317-4311	
	Rachel Horne-Hernandez	rhorne@slzusd.org	Music Department Co-Chair	Lorenzo Manor Elementary		510-317-5411	Not sure if still active. Participated in Mills Teacher Scholars Program
Sunol Glen USD	Melody Mayer	mmayer@sunol.k12.ca.us	K/1 Teacher				From district website: "I incorporate my love for dance with my students in my class as much as I can."
Court & Community Schools	Derek Fenner	dfenner@acoe.org					No VAPA person. Derek Fenner at ACOE coordinates intercession and brings in teaching artists from local community arts organizations including Destiny Arts Center.

ALAMEDA COUNTY VAPA RESEARCH DATA														
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