



## Annual Report Form 2014

Date: July 31, 2014

Site Name: Fresno, California

### Vision Statement

"All students have the right to a complete education, which includes comprehensive standards-based arts instruction as part of their regular school day. We believe the arts provide meaningful and diverse experiences for children that allow them to fully engage in school and discover connections to life. We believe the arts celebrate cultural relevance, build strong character, and teach lifelong lessons. Therefore, the vision of the Fresno Community Arts Team is that every pre-K-8 student has equitable, sequential and comprehensive arts education that is informed by Fresno Unified School District arts standards and delivered by high-quality professionals."

### Goals

1.	Increase professional learning opportunities in the arts for all stakeholders, focusing on integrating the arts with Common Core State Standards.
2.	Create a systematic process to provide access to professional arts experiences for all students.
3.	Address the identified district-wide gaps to provide equity and access for ALL pre-K through 8 students to receive a high quality arts education in ALL disciplines.

Action Steps	Goal Area Addressed	Measurement of Success/ Numbers Served	Date(s) Action Step Occurred
Professional development in arts integration through Common Core State Standards (CCSS) provided for all pre-K-8 principals four times during the school year, tied to regularly scheduled principal meetings.	1	For year one implementation, the focus was on the 11 pilot school principals. Eight monthly meetings were held throughout the school year in which the primary focus was professional learning in arts integration. Additionally,	Throughout 2013-2014

		<p>professional development with Deb Brzoska, a Kennedy Center Consultant, took place on February 4, 2014. Principals learned the following:</p> <ul style="list-style-type: none"> <li>• Arts Integration and CCSS</li> <li>• Models of High Quality Elementary Arts Programs</li> <li>• Strategic Planning for Equity and Access to the Arts at a School Site</li> </ul>																																					
<p>Professional development in arts integration through CCSS for pre-K-8 instructional coaches for Any Given Child updates four times during the school year. Note: Val Hogwood (FUSD), Jennifer Coull (FCOE) and Linda Cano (FAM) will attend Kennedy Center arts integration training in June, 2013.</p>	<p>1</p>	<p>Five FUSD instructional coaches attended the five-day Arts Integration through Common Core State Standards workshops. Two instructional coaches attended the annual CETA arts integration training through the Kennedy Center in June, 2014.</p>																																					
<p>Identify a cadre of pre-K-8 principals and instructional coaches, at least one per region, to work as the Any Given Child pilot group. The pilot group will create and demonstrate workable models of high quality arts integration and arts education aligned to CCSS for FUSD's diverse pre-K-8 school sites and communities. Each quarter the cadre will share their work as part of the principals' meeting designated for arts integration training.</p>	<p>1</p>	<p>Eleven schools and their principals were identified and recruited to be a part of the pilot school program. All seven regions in FUSD are represented.</p> <table border="1" data-bbox="836 1266 1203 1703"> <thead> <tr> <th>School</th> <th>% Low Income</th> <th>% ELL Popul.</th> </tr> </thead> <tbody> <tr> <td>Aynesworth</td> <td>98.2</td> <td>54.6</td> </tr> <tr> <td>Balderas</td> <td>96.6</td> <td>44.0</td> </tr> <tr> <td>Columbia</td> <td>98.2</td> <td>43.7</td> </tr> <tr> <td>Ewing</td> <td>96.7</td> <td>40.1</td> </tr> <tr> <td>Fremont</td> <td>88.7</td> <td>28.6</td> </tr> <tr> <td>Greenberg</td> <td>94.3</td> <td>38.3</td> </tr> <tr> <td>Jackson</td> <td>97.2</td> <td>37.1</td> </tr> <tr> <td>Malloch</td> <td>53.9</td> <td>2.6</td> </tr> <tr> <td>Olmos</td> <td>98.8</td> <td>57.0</td> </tr> <tr> <td>Storey</td> <td>89.2</td> <td>33.7</td> </tr> <tr> <td>Vinland</td> <td>86.6</td> <td>18.4</td> </tr> </tbody> </table> <p>The principals, the FUSD VAPA Manager, and the FCOE VAPA Manger worked diligently during the school year to create arts implementation</p>	School	% Low Income	% ELL Popul.	Aynesworth	98.2	54.6	Balderas	96.6	44.0	Columbia	98.2	43.7	Ewing	96.7	40.1	Fremont	88.7	28.6	Greenberg	94.3	38.3	Jackson	97.2	37.1	Malloch	53.9	2.6	Olmos	98.8	57.0	Storey	89.2	33.7	Vinland	86.6	18.4	<p>Throughout 2013-2014</p>
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		<p>plans. Principals shared their work and collaborated monthly. Implementation will occur during the 2014-2015 school year. Examples of arts implementation include the following:</p> <ul style="list-style-type: none"> <li>• Storey Elementary created a phase-in plan leveraging teacher leaders, artists in residence and/or parent volunteers.</li> <li>• Malloch Elementary will bring in an art docent monthly to meet with all grade levels. The instructor will teach lessons based on a specific artist or art skill. Students will then create their own artwork and write either an opinion piece or a narrative based on their artwork.</li> <li>• Aynesworth Elementary will be forming an arts committee amongst the staff, as well as having all 4<sup>th</sup> – 6<sup>th</sup> grade teachers trained in arts integration through the Fresno County Office of Education.</li> </ul>	
<p>Offer six sections of <b>Arts Every Day</b> for pre-K-8 teachers. <b>Arts Every Day</b> is a forty-hour professional development program focused on rigorous arts integration of visual art and theatre through CCSS in ELA/Literacy. The <b>Arts Every Day</b> training will target principals,</p>	<p>1</p>	<p>Six 40-hour Arts Integration Training through Common Core State Standards sessions were offered from July 2013 through June 2014. The cohorts for year one implementation included the following:</p>	<p>Ongoing</p>

<p>teachers and instructional coaches from the pilot cadre to provided resources, models and coaching on arts integration and arts education.</p>		<ul style="list-style-type: none"> <li>• Theatre and Visual Art July 2013</li> <li>• Theatre and Visual Art July 2013</li> <li>• Theatre and Visual Art January 2014</li> <li>• Theatre and Visual Art January 2014</li> <li>• Theatre and Visual Art June 2014</li> <li>• Music and Dance June 2014</li> </ul> <p>Three 25-hour Transitional Kindergarten Arts Integration through Common Core State Standards training were added:</p> <ul style="list-style-type: none"> <li>• Music and Dance, December 2013</li> <li>• Music and Dance, December 2013</li> <li>• Music and Dance, December 2013</li> </ul> <p>A total of 184 teachers were trained in 2013-2014.</p>	
<p>Move <b>Arts for Learning</b> mini-conference to September 24<sup>th</sup>, 4:00-6:00 p.m. and promote with all pre-K-8 schools, community artists and arts organizations. <b>Arts for Learning</b> is an opportunity for artists and arts organizations to share their school programs with teachers and principals. <b>Arts for Learning</b> also provides resources for teachers and schools to enhance high quality arts education and arts integration programs for all pre-K-8 students.</p>	<p>2</p>	<p>The <b>Arts for Learning</b> mini-conference helped connect arts organizations with educators. This resulted in many of the organizations forming new relationships with schools.</p> <p>Over 165 people participated in the mini-conference in 2013 with 41 arts organizations represented.</p> <p>The theme for the arts integrated demonstration lesson was “Singin’ the Blues.” The demonstration lesson and student performances made a clear connection between the arts and the Common Core State Standards. The lesson included the history and</p>	<p>9/24/2013</p>

		<p>musical structure of the blues, a performance by elementary school students singing their original curriculum-based blues, the entire audience singing their original blues, and a guest blues band.</p> <p>Three principals spoke about their support for arts education at the event. These principals were great examples of arts leadership in action.</p>	
Promote <b>Arts for Learning</b> with FUSD principals through district updates and at the first principals' meeting of the 2013-14 school year.	2	Advertised <b>Arts for Learning</b> in the "District Update" (for Principals) and "Employee Zone" (for teachers) on August 30, 2013, with a follow up on September 13, 2013.	August and September 2013
<p>Pilot a professional Visual Arts field study trip for all FUSD students at one grade level, possibly 3<sup>rd</sup>.</p> <ol style="list-style-type: none"> <li>1. Transportation options</li> <li>2. Ticket funding</li> <li>3. Curriculum</li> </ol>	2	<p>The pilot event consisted of a field study trip to the Fresno Art Museum. The theme was "The Art of the Word." Teachers received a pre-trip packet which contained lessons about line, shape, primary colors, secondary colors, organic shapes, as well as proper museum etiquette and behavior.</p> <p>The field study trip contained four different stations. The first station was in the theatre where students were able to interact with artists and ask questions about book making and publishing.</p> <p>The second station was an art exhibit entitled, "The West." Students were able to connect the pre-visit lessons of line, shape, and color to these pieces and were asked to locate specific elements of art.</p>	March 2014 through May 2014.

		<p>The third station was the “Art of the Word” exhibit where students examined different illustrations and writing samples and were asked to make connections between the art and writing process.</p> <p>The final station was in the ChildSpace Gallery. Students made their own illustrated creature based on the book, “Min Pin” by Roald Dahl. The completed work became be the initial piece of a student exhibit in May.</p> <p>After each school visited the museum, teachers were asked to complete an integrated writing/illustration unit. Each student created an illustrated creature and wrote a myth, fable, or fairy tale based on their character, a third grade ELA standard. Teachers turned in their class artwork and writing to be exhibited on May 31<sup>st</sup>. The exhibit was mounted in the ChildSpace Gallery from May 29<sup>th</sup> through June 6<sup>th</sup>.</p> <p>The pilot year consisted of 15 schools and a total of 1,335 3<sup>rd</sup> grade students visiting the museum. A Family Day Reception was held on May 31<sup>st</sup> to celebrate all student participants. Over 300 students, parents, teachers, principals, and family members participated with plans to expand in 2014-15.</p>	
<p>Plan certification program for Teaching Artists and offer a pilot program.</p>	<p>2</p>	<p>FCOE and the Fresno Arts Council, through their Partners in Education affiliation with the Kennedy</p>	<p>Designed: Spring 2014 Implementation: 2014-2015</p>

		Center, are working with the FUSD pilot schools to create a teaching artist training program. Artists will partner with a K-6 classroom teacher from an Any Given Child pilot school to construct an integrated unit. Training commenced on July 16 <sup>th</sup> , and the co-taught units will be delivered in the fall of 2014.	school year
Plan for an online database of certified Teaching Artists and programs.	2	A database of 79 local arts organizations and 28 local artists was developed and is available via PDF. The database will be expanded and updated each year and eventually moved online.	Fall 2014
Professional development for music teachers.	3	All 58 pre-K-8 music teachers participated in professional development during the 2013-14 school year. Deb Brzoska, a Kennedy Center Consultant, facilitated a workshop on arts integration for music teachers on February 3 <sup>rd</sup> , 2014.	2013-2014
Professional development for newly hired middle school arts specialist teachers.	3	Four newly hired middle school arts specialist teachers participated in several professional development sessions on policy, procedures, and other information to enhance their ability to be successful in the classroom and district.	2013-2014
Offer free workshop on culturally relevant curriculum and pedagogy through the arts for FUSD pre-K-8 teachers and principals.	3	Dr. Mary Stone-Hanley, playwright, poet, and founder of HanleyArts & Education Associates, was invited to facilitate three workshops on culturally relevant curriculum and pedagogy. The first workshop was designed specifically for teachers while the second workshop was for our Fresno Arts Network (FAN) which included educators, administrators, artists, arts	April 2014

		organizations, and community leaders. The third workshop was tailored specifically to meet the needs of administrators.	
Create district policy guaranteeing equity and access to high quality arts education for all pre-K-8 students.	3	Currently, a task force is working to determine what data is needed to measure equity and access and how to gather that data within the FUSD student information system. Information and discussions from several sources have guided this work to determine next steps. Although in an early stage of development in creating an accurate accounting, a solid action plan is being designed.	
The Any Given Child pilot group (see goal #1) will create workable models of equity and access to high quality arts education and arts integration effectively serving all students in FUSD's diverse pre-K-8 school sites.	3	Each pilot principal created an arts integration plan for their specific campus. Each principal worked within the budget and staffing available at the school site. Through creativity, collaboration, and working closely with the FUSD and FCOE VAPA Managers, each site will grow their arts availability year by year.	Designed: 2013-2014 Implementation: 2014-2015 2015-2016 2016-2017 2017-2018
Create a community based alliance of interested stakeholders to support an increase of learning opportunities in the arts.	3	Throughout the course of 2013-2014, five working groups met to begin the task of increasing the availability of arts to all students in FUSD. The groups include: <ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Arts Organizations</li> <li>• Equity and Access</li> <li>• Professional Learning</li> <li>• Communications</li> </ul> Each group has been tasked with various challenges and assignments based on the <i>Any Given Child</i> strategic plan. These groups are made up of interested stakeholders in our	2013-2014 and continuing



		community from various backgrounds including the following: university professors, executive directors, instructional coaches, principals, teachers, artists, foundation members, and the City of Fresno.	
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**Please tell us about any changes in arts education policies; or increases in funding, media attention, or staffing, as a result of your Any Given Child project.**

- An Arts Business Coalition was formed to help further arts education within Fresno County. Their work through the Spark! initiative, a program wherein business owners, community leaders, and neighborhood stakeholders invest in local schools by providing “time, talent, and/or treasure” through the Adopt-A-School program, has had a direct impact on the Any Given Child initiative. Spark! has been able to provide \$10,000 grants to three Any Given Child pilot school sites: Aynesworth Elementary, Balderas Elementary, and Greenberg Elementary.
- Any Given Child banners will be hung at all 11 pilot schools for school year 2014-15.
- The LinkUp Concert, a program through Carnegie Hall and the Fresno Philharmonic, hosted 5,700 Fresno Unified School District 4<sup>th</sup> graders who were able to not only watch and listen to the Philharmonic, but also to play their recorders with the orchestra. The 4<sup>th</sup> grade students studied the music throughout the school year and were performance ready for this concert in February.
- 790 2<sup>nd</sup> grade students and 708 5<sup>th</sup> grade students attended the Valley Performing Arts Center ballet in the spring to see Snow White.
- The 11 pilot school principals and the Any Given Child leadership team has plans for co-branding between the Any Given Child Fresno logo and the 11 pilot schools logos across websites and school communiques.
- All 63 transitional kindergarten teachers (TK) were trained in grade-level arts integration through FCOE. Each TK teacher also received \$400 worth of classroom music supplies.
- FUSD purchased new musical instruments for the elementary and middle school levels. A total of \$250,000 was spent on instruments and an additional \$50,000 was spent on music supplies (method books, reeds, sticks, etc.).
- The rollout event for the Any Given Child initiative took place in September. Mayor Ashley Swearengen was on hand at the event at Jewel FM. The local newspaper followed up the event with an article.
- Mayor Ashley Swearengen also visited three FUSD school sites involved in the *Any Given Child* planning, and had lunch with the students.
- FUSD added music programs at middle schools across the district including:
  - Five periods of music at Kings Canyon up from zero
  - Five periods of music at Tioga up from three
  - Five periods of music at Terronez up from two
  - Five music classes at Scandinavian up from three

Please update the statistics for your school districts below.

Number of students in grades K-8: 52,266

Number of teachers serving grades K-8: 1,598

Number of schools serving grades K-8: 78

Number of low-income schools (K-8): 70

Percentage of students with free or reduced lunch (K-8): 83.8% (61,434)

Number of persistently low-achieving schools (K-8): 58

Number of K-8 students with disabilities: 4,787

Graduation rate: 80%