



Annual Report Form 2015

Date: August 5, 2015

Site Name: Sacramento, CA

Vision Statement

We commit to meaningful and diverse arts learning experiences for any given child. Community partnerships ensure that all K-8 children access quality arts opportunities; thereby creating a long lasting arts education culture in our schools, families and community.

Mission: Providing arts experiences for all K-8 students in the greater Sacramento region by strategically coordinating and mobilizing arts resources because children need opportunities to create, to communicate, and to learn to think in new ways.

Goals

1.	Provide more in-depth support to artist and classroom teacher teams who deliver programming, with an emphasis on strengthening collaboration and assessment skills.
2.	Examine the quality of arts integration programming and introduce theme-based residencies as a precursor to fully integrated arts residencies, to provide opportunities for emerging teaching artists to progressively layer in arts integration skills.
3.	Develop an evaluation plan and tools to conduct a comprehensive evaluation of the program.
4.	Develop long range programming goals for the next 5 years, based on what AGC Sacramento has learned in the past 5 years. In response to those goals, create a recommended sequence of AGC programming and a menu of program services for participating and new districts to select from.
5.	Increase fundraising to provide at least a 40% match for program funds contributed by school districts.

Action Steps for 2014-15	Goal Area Addressed	Measurement of Success/ Numbers Served
Develop and implement 2 collaborative planning and evaluation residency workshops for teacher and artist pairs working together and 3 pedagogy workshops for residency artists alone. Contract Creative Education Consulting to develop these 5 workshops with us.	#1	A team of 10 artists and 22 classroom teachers participated. Very strong participation by all artists and one district's teachers resulted in rich residencies in that district. Other district did not require teachers to attend, resulting in weaker planning and much less effective residencies.
Offer 8 additional workshops to introduce artists, school administrators and classroom teachers to arts integration and Common Core to continue building capacity for residencies and other arts programming.	#1, #2	Provided 8 workshops using Kennedy Center presenters. 126 teachers, artists, arts specialists and administrators from all 4 districts attended; 40% attended more than one workshop. 39 arts specialists came to arts integration workshops, about 3 times the number of arts specialists who ordinarily participate.
Offer school districts 10-week theme-based residencies for emerging artists and classroom teachers new to arts integration. Support these artists with professional development workshops, site visits, and mentoring.	#1, #2	A total of 8 teachers and 5 artists joined the artist and teacher teams to collaborate on their first AGC residencies. Districts scheduled a total of 4 theme-based and 23 integrated arts residencies. 8 of the integrated arts residencies were implemented as theme-based, indicating a need for increased preparation, clarity and support for both teachers and artists.
Develop an evaluation plan for all programs in preparation for development of a 5-year strategic plan.	#3, #4	The AGC Committee members were too overcommitted to develop an evaluation plan. A decision was made to hire an external consultant to guide the strategic planning in 2015.
Review/revise existing rubrics for assemblies, workshops, field trips and residencies.	#3	The residency rubric was revised by a consultant. Other rubrics were used as-is. Rubric

		completion by school districts was substantially lower than in previous years, about a third of our usual completion rate.
Gather input from teaching artists, arts organizations and school district administrators on programming strengths, challenges and future plans.	#2, #3, #4	Meetings were held with all named parties to gather input. Data was compiled in a report that informed the Goal #4 outcome.
Hold retreat to develop areas of focus for strategic plan.	#4	AGC Committee held planning meetings in Sept. and Oct. 2014 and identified general areas of focus for the next 2 years.
Develop a suggested sequence of programming and a menu of programming services available to participating and potential school districts.	#4	AGC Committee produced documents delineating the AGC Sacramento sequence of suggested programming for school districts, and a programming services menu to customize programming in all participating school districts.
Hold 2 fundraising events in October and December 2014. Plan major new fundraiser for October 2015.	#5	Savor the Arts and the Muriel Johnson Fund netted \$35k to provide a 64% match for school contributions in fall 2014. ArtJam, a new fundraiser involving 3 to 4 times as many participants is fully planned for Oct. 2015, with a \$50k net goal, to provide a 90% match for school funds.

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.

Two out of four participating school districts have executed their plans to hire arts specialists for the 2015 school year. In Twin Rivers USD, these hires allow the district to provide at least one arts discipline for every K-8th grade student. In Robla School District, they will allow the district to provide one full-time, dedicated visual arts specialist for every school in the district. After one year (2014-15 school year) of participating only in the professional development component of AGC Sacramento, the Elk Grove Unified School District—Sacramento’s largest—has decided to increase its participation to also provide Arts Exposure Experiences to all of its 40 elementary schools beginning with the 2015-16 school year. This marks the first time all these schools have had equitable access to in-school arts education programming.

This year, a number of high-profile projects of the Sacramento Metropolitan Arts Commission and

Friends of the Arts Commission—as well as advocacy efforts—have attracted the attention of media and elected officials, increasing awareness around arts and arts education in Sacramento. This increased awareness has officials competing with each other to bring more arts programming to their districts. The Friends’ Board of Directors has doubled in size and has dedicated itself to advocacy for arts education and AGC.

Please update the statistics for your school district below. (If you work with more than one school district through *Any Given Child*, please provide statistics for each district individually.)

Participating Districts: Sacramento City Unified School District (SCUSD); Twin Rivers Unified School District (TRUSD); Robla School District (RSD); and Elk Grove Unified School District (EGUSD)

Number of students in grades K-8: SCUSD – 33,715; TRUSD – 14,629; RSD – 2198; EGUSD – 42,977

Percentage of students with free or reduced lunch (K-8): SCUSD – 64.2%; TRUSD – 82.9%; RSD – 89.5%; EGUSD – 54.8%

Number of students with disabilities (K-8): SCUSD – 3909; TRUSD – 2136; RSD – 184; EGUSD – 4046

Number of teachers serving grades K-8: SCUSD – 1466; TRUSD – 636; RSD – 96; EGUSD – 1868

Number of schools serving grades K-8: SCUSD – 61; TRUSD – 34; RSD – 5; EGUSD – 49

Number of Title I schools (K-8): SCUSD – 45; TRUSD – 51; RSD – 5; EGUSD – 12

Number of persistently low-achieving schools (K-8): In SCUSD and EGUSD, the majority of the schools are in Program Improvement status; in TRUSD and RSD, all schools are in Program Improvement status.

Graduation rate: SCUSD – 85%; TRUSD – 77.6%; and EGUSD – 89.7%. RSD has only elementary schools.

Please tell us about an innovation or program you would like to share with others at the 2016 *Any Given Child* Exchange.

We could share our **Art Jam** fundraising model, a hands-on arts education bash for millennial and other adults that is already getting great buzz and press. Or as we say:

*A modern **pARTy**; **CREATE** interactive art, **INDULGE** in artisanal food and libations, **REVEL** in extraordinary pop-up art installations, **ENGAGE** with distinctive art experiences, and **PARTY** into the night. It is Oct. 3rd so we’ll know way ahead of the Convening if the idea is worth sharing or not.*

We don’t know how innovative it is, but we could share the invitation created for new districts, which includes the suggested sequential arts education programming, as well as steps to effectively prepare for this progression. We could also share our menu of programming services as a potential model. It would be especially helpful to those sites that currently have no or very little arts education in their schools.