



San Diego Unified School District

**Vision 2020/Quality Schools in Every Neighborhood
District Accountability Report**

LCAP Goal 2: Access to Broad and Challenging Curriculum

October 4, 2016



Visual and Performing Arts (VAPA) LCAP Update and Strategic Plan

Why Visual and Performing Arts (VAPA)?

- ▶ Artistic literacy/academic arts instruction
 - ▶ The arts as communication; creative personal realization; culture, history and connectors; a means to wellbeing; community engagement
- ▶ Arts instruction supports growth in other academic areas
- ▶ Imbedded in the arts are communication, creativity, collaboration and critical thinking
- ▶ The arts support the learning of essential “non-cognitive” skills or soft skills such as motivation, perseverance/grit, delayed gratification/willpower

- ▶ New state laws signed by Governor Brown last week
 - ▶ AB 2862—New state VAPA standards to be written
 - ▶ SB 916—New dance credential and theatre credential will be added



District Commitment to VAPA

- ▶ San Diego Unified ensured that even during the most difficult fiscal years, music education was maintained at all elementary schools and no arts educators were affected by layoff.
- ▶ A significant Title I investment was made in the Learning through the Arts Program with arts integration at 22 of the district's most under-served schools.
- ▶ District events such as honor concerts and the art show have flourished.
- ▶ The district recently earned national attention from Mira Mesa High School's participation in the Rose Parade, and the School of Creative and Performing Arts Jazz Band's performance at the Essentially Ellington Jazz Festival in New York City.
- ▶ District schools and students have been recognized at the national level through the Ben Vereen Musical Theatre Awards.
- ▶ Band uniform replacement rotation has started with Mira Mesa High School.



Mira Mesa HS Marching Band, Rose Parade, Pasadena 2016



2016-17 Implementation

- ▶ Purchase of 900 musical instruments
- ▶ Purchase of band uniforms for Morse and San Diego high schools
- ▶ New VAPA Advisory Council
- ▶ New VAPA Liaison Day in Balboa Park
- ▶ New Arts Education Project (VAPA visiting teachers for grade-level Professional Learning Communities collaborative time)
- ▶ New central music library
- ▶ Increased tracking of current resources
- ▶ Reinstatement of Theatre Resource Teacher position



Evidence of Progress

- ▶ Increased enrollment in VAPA courses
- ▶ Increased VAPA teacher participation in meetings and professional development opportunities
- ▶ Increased arts engagement at elementary schools
- ▶ Recognition of how San Diego Unified is building and expanding on a strong arts foundation
- ▶ San Diego Unified offers a wider range of VAPA courses, especially at the advanced level



Upcoming Changes

- ▶ Guided by Strategic Arts Education Plan
- ▶ Stronger, defined VAPA pathways for secondary, including new courses to accommodate these pathways
- ▶ Alignment of VAPA magnet schools to the standards of the Accrediting Commission for Community and Pre-Collegiate Arts Schools (ACCPAS)
- ▶ Increased effort to showcase/highlight San Diego Unified arts education programs with the public
- ▶ Professional development in the National Core Arts Standards and soon to be written new California VAPA Standards
- ▶ Increased coordination and care of district VAPA facilities



VAPA Strategic Education Plan 2016-21

- ▶ Developed spring 2016
- ▶ 35 Planning Committee members including teachers, administrators, parents, students and the arts organization representatives
- ▶ Facilitated by The California Arts Project (TCAP), a California Subject Matters Project under Arts Empower San Diego, the countywide arts education initiative
- ▶ Vision: Transforming Lives Through the Arts
- ▶ Mission: San Diego Unified School District will promote artistic literacy, innovation, creativity, and excellence for all students. By implementing district policies that support and sustain the arts as a core subject, the Visual and Performing Arts Department (VAPA) will support the highest quality arts education in dance, music, theatre, and visual arts, providing services in curriculum and instruction, professional development and community collaboration.
- ▶ Guiding Principles: All students have equitable access to arts education. We find strength in diversity.



2016-21 Strategic Arts Education Plan for Board Adoption

- ▶ Priority Areas:
 - ▶ Resources
 - ▶ Curriculum
 - ▶ Professional Development
 - ▶ Visual and Performing Arts Magnet Schools
 - ▶ Community Engagement and Relationships





1:1 Take Home Program

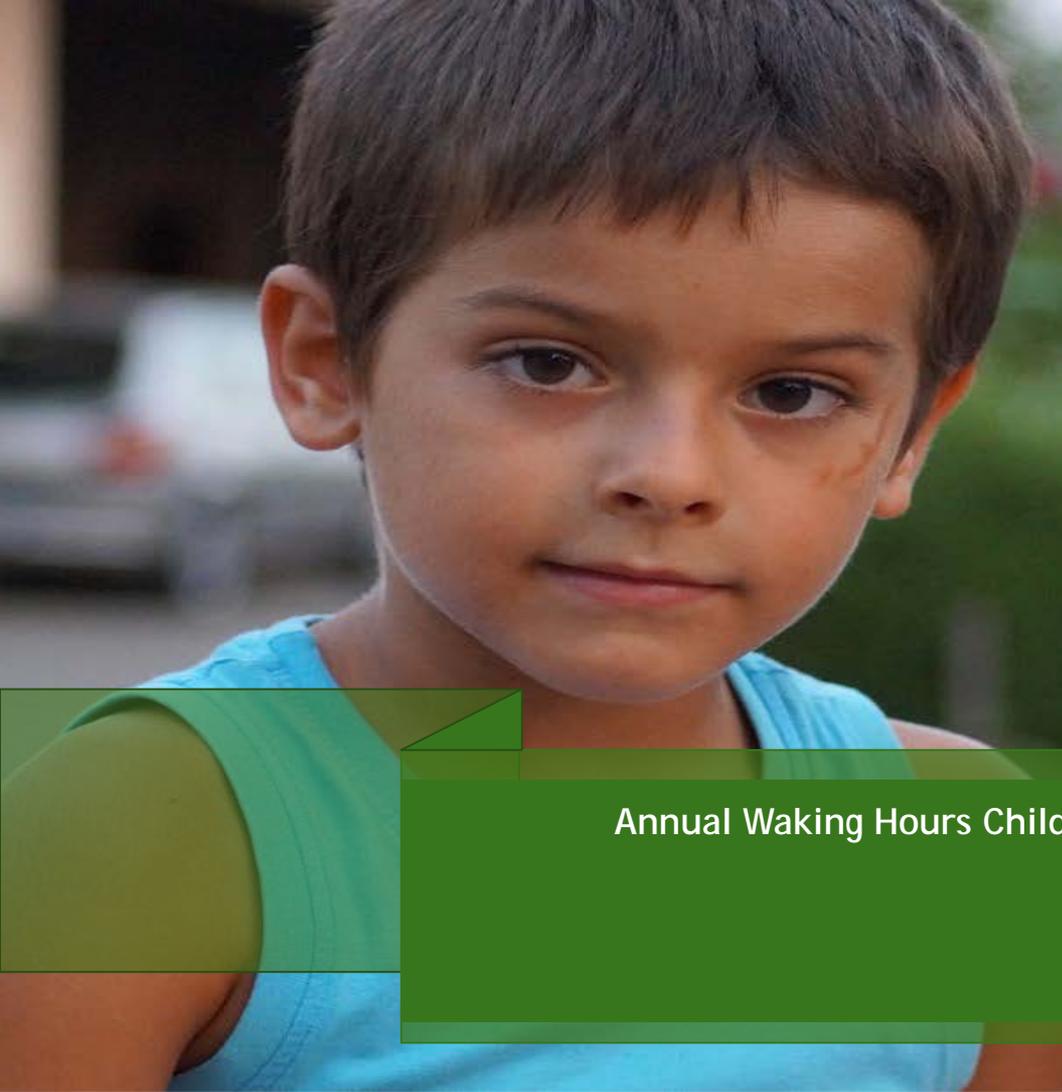
Empowering Equity through information Access



Equality

doesn't mean

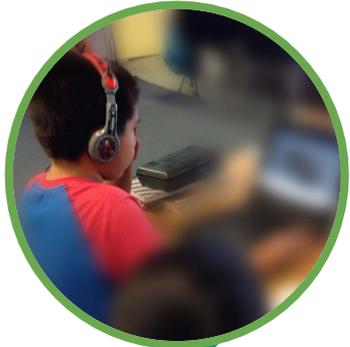
Equity



80%

5,000 hours

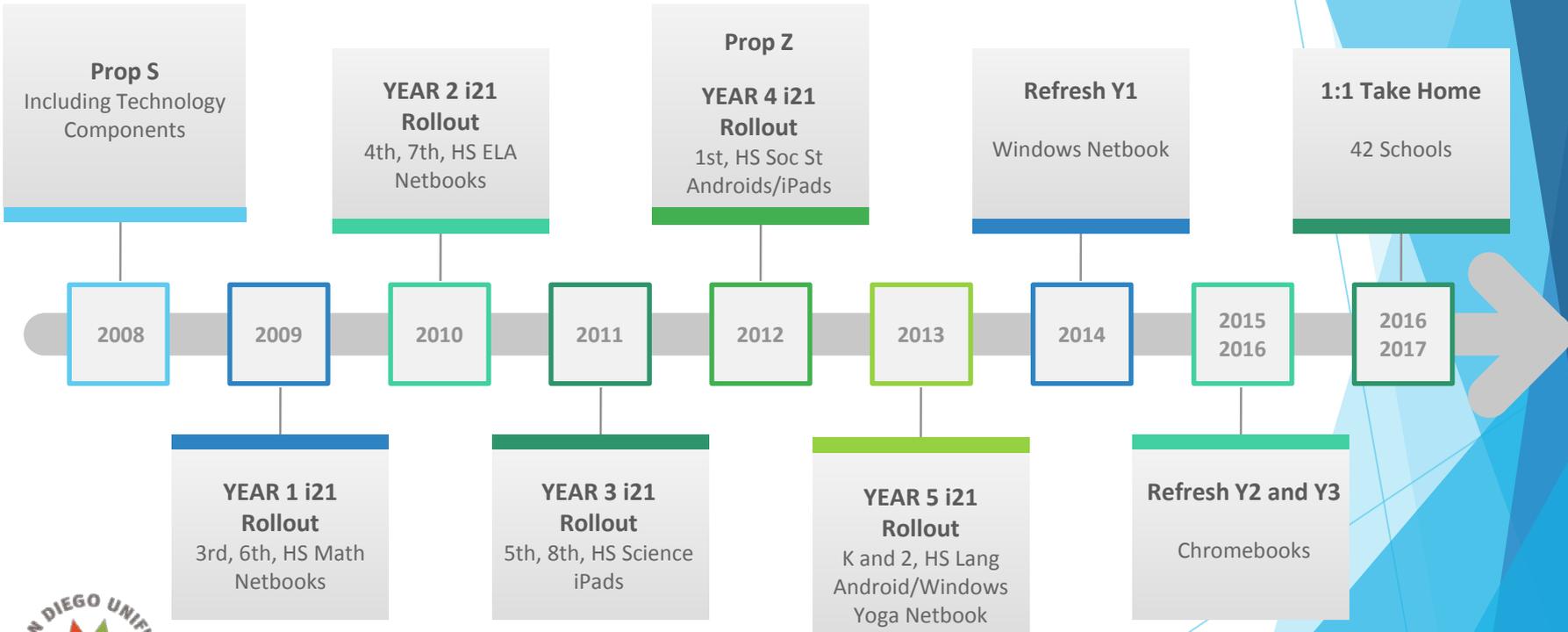
Annual Waking Hours Children Spend **OUTSIDE** of School



Extending Learning Possibilities

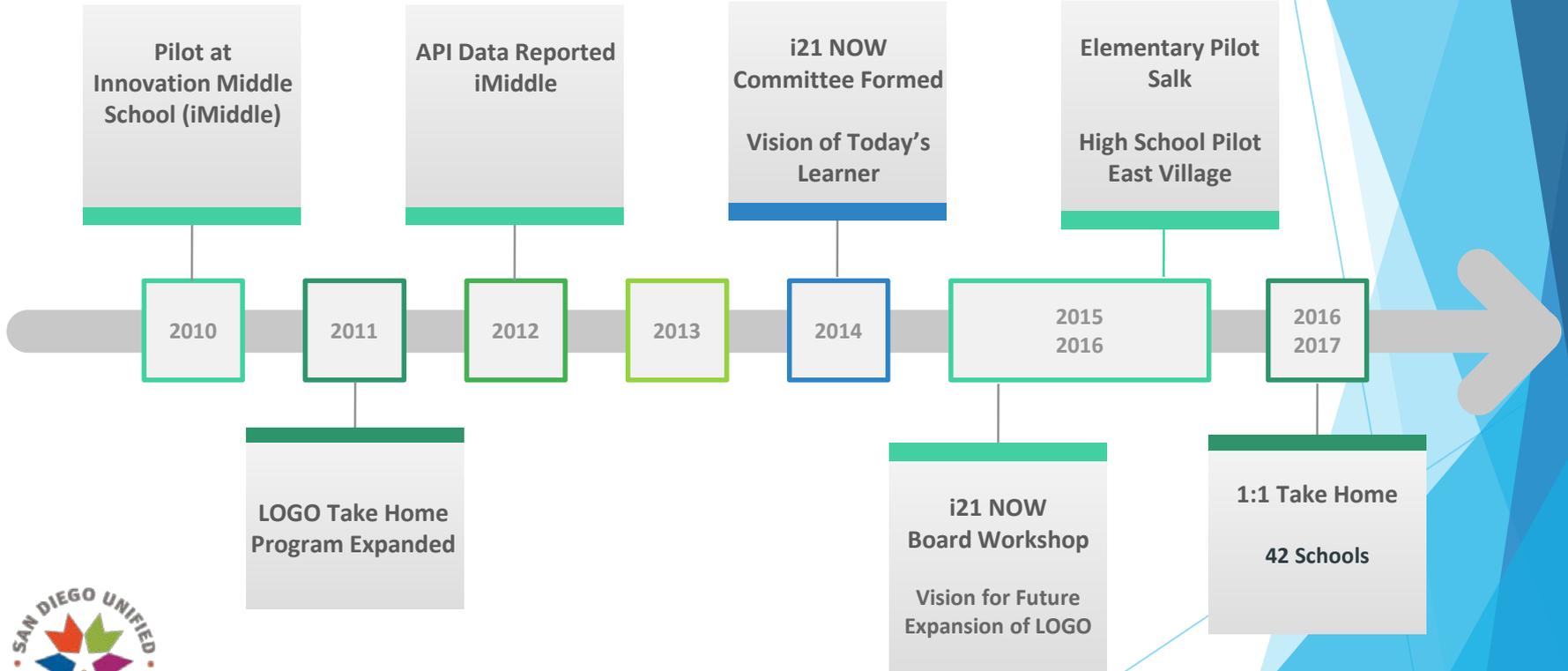
i21 Timeline

Safe Access to Technology, the Internet, and Quality Digital Content



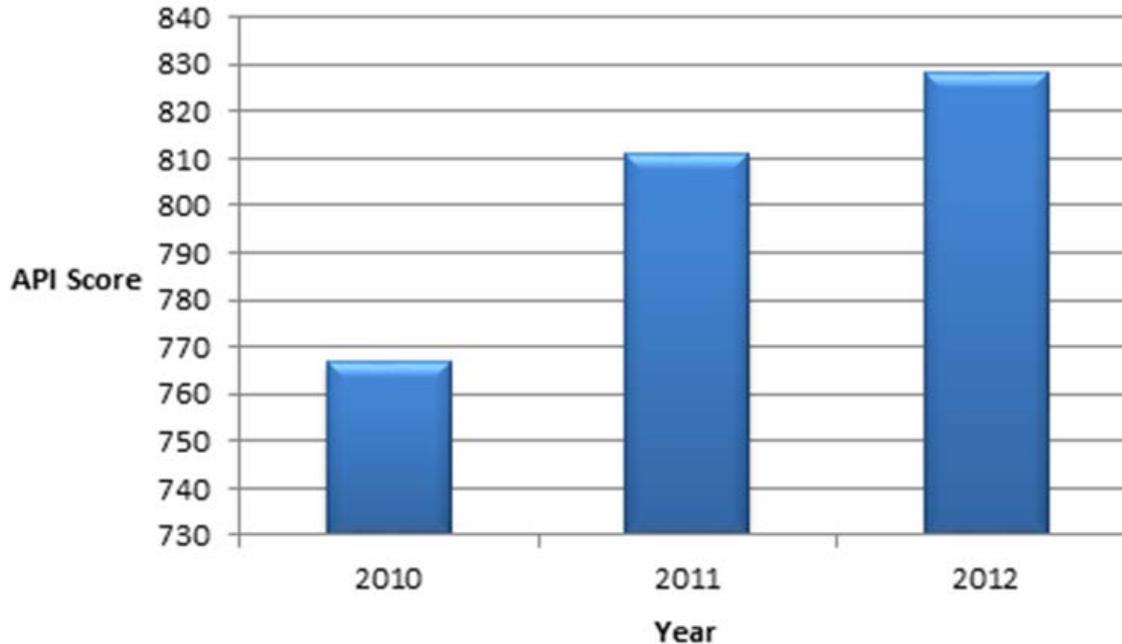
LOGO / 1:1 Timeline

Safe Access to Technology, the Internet, and Quality Digital Content



iMiddle 1:1 Take-home Pilot Results

**Academic Performance Index (API)
Innovation Middle School, 2010-2012**



ME



I will have access to up-to-date information.



I will have immediate feedback via online assessments.

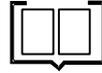


I will experiment with forces via 3-D flight simulations.



I will consult directly with mentors and experts online.

YOU



You will have a textbook that is five years old.



You will have to wait until the assessment is hand graded.



You will read about or receive a lecture about forces and maybe do a hands on experiment.



Your teacher is the expert or you will wait for a guest speaker to talk to your class.

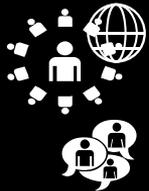
ME



I will access the most dynamic information in multimedia.



I will select my learning style and take my learning as far as I want.



I will use a wide variety of communication tools to collaborate, share, and receive feedback from my peers in school, in the community, and from all around the world.

YOU



Yours will be printed and photocopied.



You will use the teacher's favorite learning style and must wait for the rest of the class to move forward.

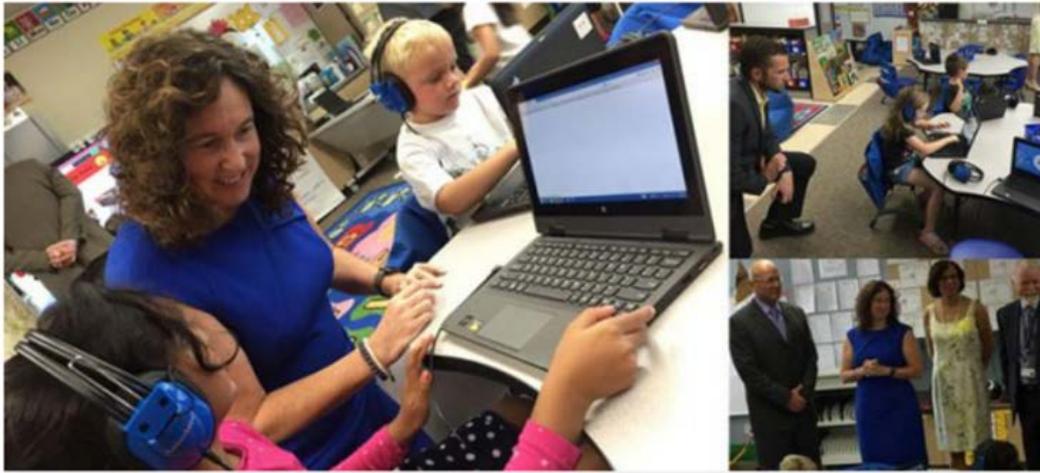


You will collaborate with peers in your classroom or at home, on the phone.

Equity to a Device

San Diego Unified schools sending more than 13,000 computers home with students next year

Salk Elementary School, June 17, 2016



1:1 Initiative Supports

LEADERSHIP CAPACITY

1:1 Guidance and Support, Capacity Builders

DIGITAL CONTENT

Safari Montage, NBC Learn,
Destiny Library Resources, Pearson,
HMH, #GoOpen (OER)

INNOVATION CENTERS

Online Learning Center combines Edgenuity
UC a-g online curriculum with face to face
instruction for a best in practice hybrid
pedagogical model for both credit recovery
and enrichment



TEACHER CAPACITY

Job Embedded Support, Crawford Cluster
Elementary PDs, Cluster Workshops

DIGITAL TOOLS

Canvas Learning Management
System, Google Apps for Education,
Office 365, Edgenuity

DIVISION OF ONLINE LEARNING

Credit Recovery, UC a-g,
Expanded Course Options,
Accelerated Course Options

RESOURCE ALLOCATION

1:1 Resource Teachers (4), Student and Teacher Devices



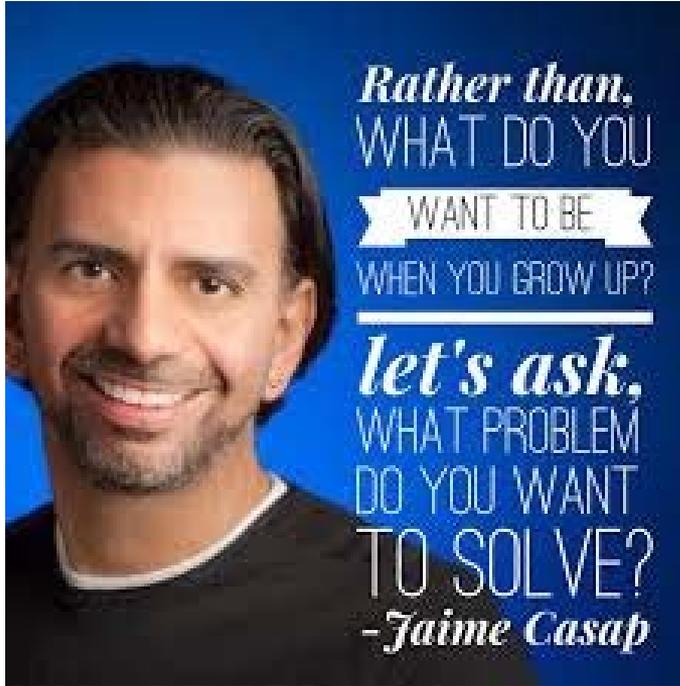
October 6-7, 2016

Why? Google Alignment with San Diego Unified

- **Similar Interests - Equity, Access** and Education is the answer to **Poverty**
- **Collaborative Conversations** - District's strong movement towards increasing meaningful collaboration, and Google's tools to facilitate collaboration
- **Google in the District** - Proliferation of students and teachers leveraging Google's resources to achieve their academic outcomes
- **Digital Equity** - Increased positive message regarding the district's dedication to digital equity
- **Closing the Homework Gap** - Googlers not only have this belief, but produce many tools that San Diego Unified uses in its online ecosystem



Who?



Jaime Casap,
Google Chief Education Evangelist

"By the time I was in high school, I had been to four or five funerals, I had been shot at and had guns shoved in my mouth and I wanted out. I focused on education."

Questions and Comments

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