



Ensuring the Arts for

ANY GIVEN CHILD[®]

Fresno, California

Annual Report
August 2015



Vision	1
At a Glance	2
Milestones	3
Outcomes	9
Next Steps	11
Appendix	12



*By offering a strong arts education, young people benefit in intellectual, personal, and social development. We want to ensure that every child receives a complete education - one that includes the arts - and that **Any Given Child** communities serve as examples for other cities across the United States.*

Darrell M. Ayers, Vice President for Education
John F. Kennedy Center for the Performing Arts

Vision

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.



Art of the Word engaged all third-graders, over 6,000 of them, in a rich arts-learning experience at the Fresno Art Museum followed by a weeks-long arts integrated unit in their classrooms. Finally, over 2,000 parents and students attended receptions to celebrate their display of student artwork.

At a glance...

Any Given Child

Fresno, CA

\$1,000,000+

New district arts funding



450

Teachers trained in arts integration

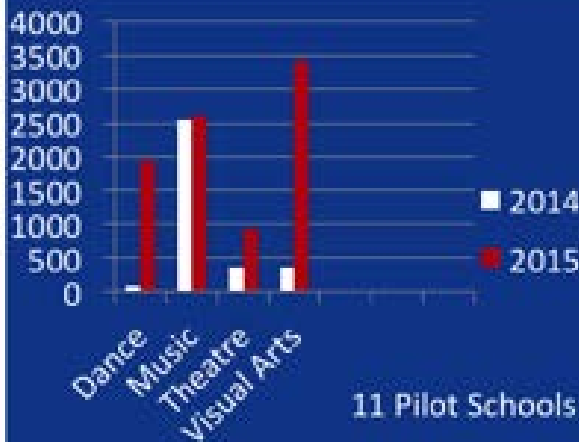


6,169

3rd graders in new visual arts experience

\$1.4M

New Federal Professional Development for Arts Educations grant for iACCESS



5,798

4th graders studied year-long recorder curriculum and played in Link Up concert

15

Teaching artists trained and placed in pilot schools

2014-2015

Introduction

Year Two of Any Given Child followed the rapid pace and deep delivery of Year One in creating new district-wide student programs, new teacher professional learning and new pilot school initiatives. A new visual arts program brought all third graders to the Fresno Art Museum for a rich, standards-based learning experience integrated with new ELA standards. All pre-K/TK teachers have now been trained in visual arts integration, and all TK/Kindergarten teachers have been trained to integrate music and dance aligned with ELA and math standards. Finally, the 11 Any Given Child pilot schools have initiated new arts programs leading to an increase of 170% in the number students who receive a meaningful experience in the visual and performing arts during the regular school day. This work has been shepherded by the Any Given Child Executive Committee and by the newly formed Leadership Team.

Milestones

September, 2014



Kristine Belcher, principal at Cooper Academy, addresses teachers and principals.

transformative power of the arts to their students. In addition, one cohort consisted of teachers new to TK who received the district's arts integration training and curriculum in music and dance.

The annual Arts For Learning mini-conference attracted over 150 participants who learned about arts education programs available from over 30 local artists and arts organizations. Three principals addressed the conference to advocate for arts education. Participants also experienced a hands-on arts integration lesson and saw a powerful performance by students in the Stages summer youth theatre program.

Voluntary arts integration training for K-6 teachers through the Arts Every Day program continued in 2014-15. The Fresno County Office of Education worked with the district to reach K-6 teachers interested in bringing the



Teachers apply theatre standards and techniques to ELA in an Arts Every Day 40-hour workshop.

October 2014



Randy Barron teaches dance integration.

Randy Barron, Kennedy Center Teaching Artist and national leader in arts integration offered three workshops in Fresno to establish a shared understanding of arts integration by identifying its key characteristics. The workshops also involved participants in sample lessons and examined how arts-integrated instruction aligns with leading theory and practice in teaching and learning. Classroom demonstrations were also held so teachers could observe a master teaching artist integrate the arts and science in real time. 90 Fresno Arts Network members participated in “Laying the Foundation: Defining Arts Integration” 20 FUSD teachers participated in a presentation at Fremont Elementary titled “Arts Integration: Dance of the Water Cycle” 20 artists and representatives from arts organizations participated in, “Arts Integration: Dance of the Digestive System.” Mr. Barron also shared classroom demonstrations at Aynesworth, Fremont, and Columbia.

The Fresno Arts Council and County Office of Education collaborated on a new training program for teaching artists to prepare them to work in schools. Participating teachers at the 11 pilot schools plus Muir Elementary worked side by side with 15 teaching artist to create integrated curriculum and deliver standards-based arts instruction. Though the training occurred over the summer, October found teachers and artists culminating their work with dance, visual art, theatre and music in the schools.

November, 2014

This year, pilot schools began implementing their strategic plans for the arts formulated during planning meetings in 2013-14. Principals actively worked to infuse the arts throughout the campus using a variety of strategies. Seven of the pilot schools implemented elective wheels as a means to bring the arts to more students. Elective wheels run in various forms, but include at least one day a week for a minimum of 30 minutes in which students choose from arts disciplines and deploy out to those teachers who are instructing in those disciplines. This gave students who may have otherwise not gotten the opportunity to try a new arts discipline the time and place to do so. Every student was given the same chance to try new interests, and the “wheel” rotated throughout the year so that different interests could be sampled. In total, 3,880 students were involved in arts learning at Aynesworth, Columbia, Fremont, Jackson, Malloch, Turner and Vinland through elective wheels.

Four pilot schools received Artist in Residence grants from the Fresno County Office of Education. At Aynesworth, Jackson and Fremont, teaching artist Evo Bluestein taught a folk dance residency that culminated in an evening “barn dance” for students, teachers and parents. Principals reported that these programs were not only great dance education, but also a great community outreach program for the school. Teaching artist Jamillah Finley created a spoken word, dance and music program at Balderas Elementary working with Robyn Anderson and her sixth grade class. All four schools also presented their work at the Artist In Residence Showcase held at the Radisson Hotel ballroom.



Barn Dance at Fremont Elementary led by Teaching Artist Evo Bluestein for students and parents

December, 2014



Figure 1 Students at King Elementary read and play music conducted by a classmate. Research shows that rhythm and musical literacy improve reading fluency and math skills.

Following the Any Given Child action plan, the school board approved funding for all Kindergarten teachers to receive arts integration training in music and dance aligned to new state standards in ELA and Mathematics. Beginning in December, all 264 Kindergarten teachers received three full-day workshops, including a comprehensive music/dance integrated curriculum and all

necessary resources for classroom implementation including instructional videos, musical instruments and audio recordings. Teachers learned to promote creativity and enhance literacy and numeracy instruction through music. Music transforms classrooms into positive learning environments where children thrive.

Throughout the year, all Transitional Kindergarten teachers received visual arts integration training from district early learning specialists Julie Montali and Claudia Readwright. The workshops focused on enhancing and encouraging language development and fostering thinking routines through strategies that will be useful in all grade levels to come. Teachers will now to to become a “community of learners,” in which both children and adults are working together in a rich learning environment. The visual arts provide challenging content in child-friendly ways that keep children engaged and motivated.



Greenberg Elementary TK student studies the element of "value" in visual art.

January, 2015

January marked the beginning of work on the new iACCESS grant that supports arts professional learning for third through sixth grade teachers at the 11 pilot schools. Fresno County Office of Education applied for this Federal Department of Education grant in partnership with the district and received the highest score, 116, of any grant applicant, resulting in an award of \$1.4 million over four years. iACCESS stands for Integrating Arts and Common Core to Ensure Student Success, and the small “i” indicates that this project is based on internet technology. This month, Lead Teachers at the pilot schools began collaboration with the FCOE to create arts integrated curriculum as well as a new online technology to assess student artwork. This technology will allow teachers to use mobile technology and online rubrics to quickly and easily assess and aggregate student data in the arts.

February, 2015



Valley Performing Arts Council's production of the ballet Alice in Wonderland

On February 27, over 1400 second and fifth grade students attended a matinee performance of the Valley Performing Arts Council production of the ballet, Alice in Wonderland culminating a week of dance outreach programs to the schools. Students and teachers received pre-concert classroom information, and many schools received visits from cast members. Artistic Director Yukari Thiesen has also piloted ballet instruction at several FUSD elementary schools.

March, 2015

Over one hundred Any Given Child partners attended the annual Arts and Education Summit, “Full STEAM Ahead,” held March 4th at the Fresno Convention Center. They were joined by more than two hundred other participants from around the valley to explore the connections among STEM and the Arts. Many Any Given Child projects were featured in more than 30 breakout sessions offered throughout the day. April, 2015

April, 2015

19 arts, education and community leaders met for the first time on April 23, 2015 to review the current action plans and begin work on implementation and expansion in the 2015-16 school year. The new Leadership Team consists of key members from district administration, the community and local arts organizations. This expanded Leadership Team with specific expertise, community influence and the ability to accomplish difficult tasks will further the vision of bringing the arts to all students in grades TK – 8th grade throughout Fresno Unified.

May, 2015

May 28th marked the unveiling of the Balderas Monument. Thanks to a Spark! grant from the Foundation@FCOE and the leadership of TSA Melissa Copland, artist Ritsuko Miyazaki collaborated with students and staff at Balderas Elementary to create the Balderas Monument, an outdoor three-dimensional sculpture dedicated to the Balderas family—past, present and future. In addition to weekly visual arts classes from Ms. Miyazaki, every student at the school currently plus students, faculty and staff from the time the school opened in 1991 made a personalized stone to become a part of this permanent monument at the school.

In total, five \$10,000 Spark! grants were awarded to Any Given Child pilot schools allowing principals and staff to create sustainable arts programs where none had existed previously. Grant schools included Aynesworth, Balderas, Fremont, Greenberg and Turner.

The second annual Link Up concert, in collaboration with the Fresno Philharmonic and Carnegie Hall, enabled 5,700 Fresno Unified 4th graders to not only watch and listen to the Philharmonic, but also to play their recorders and sing with the orchestra. The students studied the music curriculum all year guided by their music specialist teachers and were performance ready for these concerts in May.

I believe arts education in music, theater, dance, and the visual arts is one of the most creative ways we have to find the gold that is buried just beneath the surface. They (children) have an enthusiasm for life a spark of creativity, and vivid imaginations that need training – training that prepares them to become confident young men and women.

Richard W. Riley, Former US Secretary of Education

June, 2015



Balderas Student Arts Council member finds her stone on the Monument.

In June, principals at the 11 pilot schools began compiling data for the school year. The results showed an amazing growth in the breadth and depth of programs offered as well as in the number of students participating—170% growth in just one year. In addition to the elective wheel programs noted earlier, several other innovative strategies were adopted. At

Aynesworth, Principal Ermelinda Sanchez hosted art nights where

parents and students made art together. The number parents attending forced her to open more rooms and schedule more nights to meet the demand. Additionally Aynesworth implemented a policy of visual arts in every classroom for 30 minutes a week to be taught by the classroom teachers. Malloch has added an art docent program run by parents and community volunteers. This program has enabled the entire student population, 442 students, access to visual art instruction. At Fremont Elementary Principal Mark Mather used Designated School status to carve out time for every staff member to receive arts integration training. Significant capacity-building has also occurred for local arts organizations and teaching artists.



Students and parents at Aynesworth create art together.

July, 2015



Retired Any Given Child co-coordinator, Allan Kristensen

Visual and Performing Arts Manager Allan Kristensen retired, effective the end of June, 2015. Allan was the original co-coordinator of Any Given Child and shepherded this work from its inception, to planning and finally to implementation. His vision, leadership and passion for the arts and students is greatly appreciated and will be missed by everyone on the Any Given Child team.

Outcomes

Goal #1

“Increase professional learning opportunities in the arts for all stakeholders, focusing on integrating the arts with Common Core State Standards.”

The Any Given Child action plans calls for arts integration for all elementary teachers, Pre-K through 6th. So far, all Pre-K through Kindergarten teachers have been trained in music and dance integration. This year, Kindergarten teachers will add visual arts training while first grade teachers add in music and dance training. This work is supported by integrated curriculum and resources needed for classroom implementation. Teachers continue to be offered Arts Every Day trainings at no cost, and previously trained Transitional Kindergarten and Kindergarten teachers or teachers new to the grade level are also offered free arts integration training.

Goal #2

“Create a systematic process to provide access to professional arts experiences for all students.”

The Art of the Word program for third graders insures that all FUSD students will receive a visual arts experience in their elementary school years. Similarly, Link Up and the baseline recorder program guarantees a musical experience. Over the next two to three years, the Any Given Child Leadership Team will work to implement district-wide dance and theatre experiences so that in the near future all students will experience all of the arts.

Goal #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.”

For the past two years, pilot school principals and staff have been tasked to create models for school-wide arts and arts integration programs that can be scaled up throughout the district. In looking at the data chart on the following page, it is clear that these efforts have paid off. In just one year, student participation in the arts has grown 170% at these schools. The numbers reported by principals reflected learning during the regular school day that was significant, rigorous and delivered over time. For example, teachers trained in arts integration now teach dance, music, theatre and visual arts throughout the year at their grade level.

Pilot School Data

School	Dance 2014	Dance 2015	Music 2014	Music 2015	Theatre 2014	Theatre 2015	Visual Arts 2014	Visual Arts 2015
Aynesworth	0	690	190	158	0	0	0	690
Balderas	0	40	500	550	0	90	180	750
Columbia	0	59	160	305	0	37	0	180
Fremont	0	645	160	160	0	0	0	645
Greenberg	20	30	222	225	0	0	0	70
Jackson	22	450	300	300	0	0	0	60
Malloch	40	50	60	180	40	30	70	442
Olmos	5	24	300	489	100	818	50	250
Storey	0	26	225	273	225	85	0	906
Turner	0	0	0	110	0	15	0	108
Vinland	0	0	435	435	0	0	60	650
	87	1929	2552	2607	365	938	360	3655
		2117%		2.15%		157%		915%
Overall arts increase 170%								

Hurdles

As professional learning in arts integration rolls out, it is important to have a plan in place both to support current teachers as they begin implementation, but also to train new teachers or teachers new to the grade level. Principal “look for’s” have been created in both music/dance and visual arts, but the Leadership Team is working to create a clear plan for systematic implementation and support. Similarly, a temporary plan has been put in place to provide professional learning for new teachers in grades Kindergarten and Transitional Kindergarten this year, but long-term sustainability must be addressed. The Leadership Team recognizes the need for increased interaction with Instructional Leadership and with site principals.

Next Steps

The Any Given Child Leadership Team has addressed five areas for growth in the next two-three years.

- 1) This year, the team will pilot a fifth grade theatre experience similar to Art of the Word and Link Up. Fresno State’s Theatre for Young Audiences will provide a high quality theatre performance, and the Leadership Team will create integrated curriculum and a student performance task to deepen and broaden the experience through connections to ELA standards and career/technical education. The theatre pilot will be implemented for all schools in 2016-17
- 2) A professional dance experience will be piloted in 2016-17 with full implementation in 2017-18.
- 3) Arts integration professional learning for teachers will continue for grades one and two. This year, first grade teachers will receive music/dance training with visual arts training to follow in 2016-17. Next year, second grade teachers will receive music/dance training with visual arts training the next year.
- 4) The Leadership Team will seek to expand the voluntary pilot school programs to additional schools and plan for full implementation with all elementary schools.
- 5) In collaboration with the Fresno Arts Council, the Leadership Team will continue to grow the teaching artist training program and placement of artists at elementary schools.

GE hires a lot of engineers. We want young people who can do more than add up a string of numbers and write a coherent sentence. They must be able to solve problems, communicate ideas and be sensitive to the world around them. Participation in the arts is one of the best ways to develop these abilities.

Clifford V. Smith, President of the General Electric Foundation

In order to bring diverse voices to the table, the Fresno Community Arts Team (CAT was recruited to represent arts and cultural organizations, higher education, community benefit organizations, the school district and philanthropic organizations. A 35 member team was recruited to attend a series of seven meetings throughout the 2012-13 academic year.

Fresno Community Arts Team

Amy Arambula	Project Manager	Reading and Beyond
○ Catherine Aujero	TSA, Research, Evaluation and Assessment	Fresno Unified School District
Erin Baird	Theatre Teacher	Fresno Unified School District
Joseph Bascetta	Artistic Director	Fresno Grand Opera
○ Robert Bullwinkel	Visual and Performing Arts Coordinator	Fresno County Office of Education
○ Linda Cano	Executive Director	Fresno Art Museum
Lilia Chavez	Director	Fresno Arts Council
Julia Copeland	Executive Director	Youth Orchestras of Fresno
Jennifer Coull	Visual and Performing Arts Consultant	Fresno County Office of Education
○ Kaye Cummings	Executive Director	Bonner Family Foundation
Shannah Estep	Curriculum Integration Manager	California Office to Reform Education
Layla Forstedt	CEO/President	Convention and Visitors Bureau
Edna Garabedian	General Artistic Director	California Opera
Susan Hansen	Resource Teacher	Fresno Unified School District
❖ Michael Hanson	Superintendent	Fresno Unified School District
○ Tiffany Hill	Principal	Fresno Unified School District
Diane Jordan	Music Teacher	Fresno Unified School District
○ Allan Kristensen	Visual and Performing Arts Coordinator	Fresno Unified School District
Amy Lawrence	Operations Coordinator	Alliance for Calif. Traditional Arts
○ Dr. Ken Magdaleno	Chair, Dept. of Ed. Research and Administration	Fresno State
Kim Morin	Chair, Liberal Studies Committee	Fresno State
Deb Nankivell	CEO	Fresno Business Council
Gerry Palladino	Board Member	Children's Musical TheatreWorks
Dan Pessano	Director	Good Company Players
❖ Larry Powell	Fresno County Superintendent of Schools, retired	Fresno County Office of Education
Sarah Reyes	Regional Program Manager, Central Valley	California Endowment
Elva Rodriguez	Executive Director	Arte Americas
○ Katie Russell	Assistant Superintendent/K-8 Leadership	Fresno Unified School District
Candy Schneider	Vice President of Education and Outreach	The Smith Center for the Performing Arts
Jen Schroer	Board President	Valley Cultural Coalition
Courtney Shapiro	Special Projects Officer	First 5 Fresno County
Barbara Shepherd	Director of National Partnerships, Education	John F. Kennedy Center for Performing Arts
Al Smith	CEO	Greater Fresno Area Chamber of Commerce
❖ Ashley Swearengin	Mayor	City of Fresno
Yukari Thiesen	Executive Director	Valley Performing Arts Council
★ ○ Kristine Walter	Chair	Mayor's Community Advisory Panel
Steven Wilson	Executive Director	Fresno Philharmonic Orchestra
○ Stephen Zoller	Principal	Fresno Unified School District

★ *Rev. Dr. Sharon Stanley original appointee representing F.I.R.M.*

○ *Executive Committee Member*

❖ *Founding Member*

The CAT developed three over-arching goals to improve arts education services in the next 3-5 years. These goals will require the active participation of all stakeholders over time.

Goal 1: Increase professional learning opportunities in the arts for all stakeholders, focusing on integrating the arts with Common Core State Standards.

- **Classroom Teachers**
Build the skills and knowledge needed to align rigorous learning in the arts with Common Core State Standards and to integrate the arts with other content areas.
- **Principals and District Administrators**
Identify and support the needs of a high quality arts program at every school and create a systematic approach to arts education at the district level to include every student.
- **Arts Specialist Teachers**
Build capacity among arts specialists to teach all areas and all grades in their discipline, and to collaborate with classroom teachers on arts integration aligned with Common Core State Standards.
- **Arts Providers**
Build capacity to work with students, teachers and schools to provide high quality standards-based arts instruction and professional development.

Goal 2: Create a systematic process to provide access to professional arts experiences for all students.

- Build and disseminate an online database of arts resources available to schools.
- Promote the fall “Arts for Learning” showcase of arts resources with all principals and teachers.
- Develop a process for arts providers to be trained and certified to provide services to the district.
- Create connections with community artists and arts organizations and gather feedback on their work in the schools.

Goal 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.

- Enhance and expand the existing Music program
 - Standardize the services provided by music specialist teachers at each school site.
 - Create music programs for grades K-3, beginning with grade 3 and working toward Kindergarten.
- Create K-6 programs in Dance, Theatre and Visual Arts, beginning with Visual Arts followed by Theatre and Dance.
- Eliminate barriers and provide additional support to students and schools that are under-served and under-resourced in arts education.

“Faces of the Valley”

Front cover photo art: Hamilton K-8 Middle School,
Instructor Jesus Sepulveda’s 7th grade class

Back cover photo art: Manchester Gate,
Instructor Lisa Gatewood’s 4th grade class.

