

1. **Goals:** Luna Kids Dance (LKD) and Oakland Unified School District (OUSD) are arts partners in a long-term project (5+ years) to create an infrastructure that will support sequential, K-12 standards-based dance programs throughout the district. The mission of Luna Kids Dance is to bring creativity, equity and community to every child's life through the art of dance. LKD uses active inquiry to deepen the learning experience of children and adults to improve teaching practice and to build high quality arts programs. The goals of OUSD are universal college and workplace readiness, quality public schools in every neighborhood, clean and safe learning environments, and equitable outcomes for all students, including outcomes in the arts.

Since 2002, LKD and OUSD have partnered on various professional development projects to support the teaching and learning of teachers as they integrate dance into their curriculum. The projects have included early childhood centers; professional development workshops and summer institutes; Kindergarten extended-day arts and literacy programs and district-wide arts anchor schools pilot. Despite our successful collaborations, LKD and OUSD arts management team recognize that little or no standards-based dance learning is being taught to low-income children attending schools in California. This is due, in part to a lack of infrastructure to build capacity and awareness of the importance of dance learning for all children.

Last year, OUSD made a commitment to join with LKD to leverage relationships developed through the Arts Learning Anchor School Initiative (funded in part by a city parcel tax) to slowly and methodically develop an infrastructure to support scope & sequence learning in the dance discipline. The goal of the Anchor School Initiative is to support schools, through professional development, in building and sustaining arts education programs beyond the typical residency model. The Dance Infrastructure collaboration allows us to identify dance as it exists within the district, analyze the support needed to bring programs in line with state and national standards

for dance, provide collegiality to those who teach dance, build community among dance teaching professionals and public awareness of dance learning throughout the district and finally, to take action together to address policy issues that impede high quality dance instruction. Identified in 2007, the following remain the goals for this project:

1. Articulate full scope & sequence, standards-based dance learning K-12 for OUSD in tandem with those professionals already employed within the district
2. Educate and shift perception of what dance education can be in public school and unblock current obstacles to full-scale implementation
3. Implement a pilot curriculum (content and instructional methods), assess and distribute the outcomes district-wide:
 - a) K-5 standards-based, sequenced curriculum piloted at two elementary schools and one elementary school with an integrated abilities population and curriculum.
 - b) Middle school dance inquiry—how is dance best delivered at the middle school level and piloting curriculum within the various delivery models.
 - c) High School dance teachers align their curriculum to standards and work collaboratively to identify district norms and share resources.
 - d) Provide opportunities for collegial support, professional development and leadership among dance teaching professionals; increase the number of professionals qualified to teach dance (through identification, professional development and advocacy); bridge relationships between community dance groups (including traditional dance forms), college and university MA and MFA students, high school performing groups and dance teaching professionals K-12 to create dance delivery that is at once standards-based and meets the unique needs of Oakland's richly diverse community.
 - e) Continue efforts to strengthen OUSD infrastructure for dance and support the alignment of all dance projects in the district to state and national standards.

Pilot schools were selected based on a 3-5 year commitment from the school administration and teachers to build a dance education program at their site. In many instances, pilot schools selected Luna Kids Dance as the arts provider through the Arts Anchor School Initiative.

To date, this project has already affected the district's commitment to dance education in public schools. Fillmore Rydeen, Visual and Performing Arts Manager; Lisa Cole, Executive Director, Programs for Exceptional Children; pilot school and high school principals, and district teachers have demonstrated their commitment to dance education by allocating financial and human resources to this project. Some examples of this include: Ms. Cole supporting district-wide dance education in-service for para-professionals; Tilden elementary school teachers and LKD teaching artist present to peers at 2008 Arts Anchor school conference and National Dance Education Organization (NDEO) conference; high school dance specialist at East Oakland School of the Arts presenting at the California Dance Education Association and NDEO conferences with high school students, as well as leading workshops for district arts specialists.

2. **Need:** In 2007, two studies, one by the James Irvine Foundation and one by the Hewlett Foundation pointed out the extreme lack of standards-based arts education in California. In particular, Hewlett's *Unfinished Canvas*, pointed out the lack of standards-based dance throughout the state. Despite NCLB's designation of dance as core subject matter and the adoption in 2001 of California Visual and Performing Arts Standards, the state continues to fail in its delivery of arts education to K-12 children: currently, over 89% of California's schools fail to integrate standards-based, sequential arts instruction into their curriculum.

Simultaneously, since the passage of Proposition 13 in 1978, arts education has been curtailed at all levels, particularly in dance: only 18% of elementary students, 9% of middle

school-age and 4% of high school students receive any dance at their schools. Additionally, low-income children face even more daunting challenges to accessing arts enrichment programs in their communities, particularly in standards-based dance. More often than not, the arts are often interpreted as an “add-on” or a secondary curricular priority, rather than as an essential component of every child’s education. Consequently, the majority of schools in struggling communities and counties have either significantly cut, or excluded altogether, arts programming from their academic curricula to emphasize the need for high-test scores in fields such as mathematics and the hard sciences. Due to the dramatic cuts in the California Arts Council (CAC) budget, **California is now ranked last in per capita state spending for the arts:** on average, the state spends less than 3 cents per person statewide for arts education, while the national average hovers above \$1.10.¹

As a result, children in public schools, particularly in socio-economically challenged communities, are deprived of the invaluable benefits gained from participatory standards-based dance programs: **dance is unique because it is the only art form in which the body, mind and spirit come together in action.** Children’s motor and cognitive development are dependent on opportunities to explore movement. For example, when a child dances, the *cerebellum* is activated, which strengthens the frontal lobe. When this occurs, a child becomes a more proficient problem-solver, establishes personality, asks questions and seeks to find answers.² Through dance, healthy bodies, innovative minds, trusting relationships and a solid sense of self-worth and personal pride are cultivated.

3. **Target Population:** The partnership will benefit students, parents, teaching artists, teachers and administrators of Oakland Unified School District. The pilot elementary and

¹ Winn, Steven. “Analysis: New Budget paints ugly picture for state’s arts program.” *The San Francisco Chronicle*, July 30th, 2003.

² Souza, D.A. *How the Brain Learns*. Thousand Oaks, CA: Corwin Press, 2001.

middle schools are Tilden Elementary School (designated OUSD special needs school for children ages K-2), New Highland Academy (K-5 new small school), RISE Community School (K-5 new small school), Westlake Middle School (6-8), Claremont Middle School (6-8). High school dance specialists are from 5 high schools, including East Oakland School of the Arts.

At Tilden Elementary, a designated site serving students with communication disabilities, approximately 90% of the students are considered to have special needs. New Highland Academy students also reflect the demographics of the Elmhurst neighborhood in which they reside: 25% of families live below the poverty line with the median family income at \$31,226/year, compared to the citywide median of \$44,384/year. 90% of New Highland students qualify for free and reduced price lunch and more than 50% speak a language other than English. Over 80% of students at Westlake are English language learners and over 20% qualify for free or reduced price lunches. At RISE, over half of the students are English language learners and over 60% qualify for free or reduced price lunches.

A total of 615 students will receive model dance classes; 22 classroom teachers will receive coaching and intensive professional development services, and an additional 53 teachers will receive on-site in-services; 60 para-professionals will receive professional development, 8 dance teaching artists will receive collegial support, 8 administrators will receive information and documentation of the process, as well as articulated ways to be involved.

4. **Curriculum:** The dance curriculum aligns with state and national standards for teaching and learning in dance as an art discipline. Students experience dance conceptually, and use the elements of dance, the body moving in space, energy and time to create and choreograph they own dance compositions. Through 45 minute classes (a total of 30 weekly classes during the academic year), with side-by-side professional development for the classroom teacher or dance specialist, students learn the following skills and knowledge: (1)

increased body awareness, articulation and control; (2) increased skill in locomotion and movement invention in still shape, axial movement and locomotion; (3) increased awareness and use of the dance elements of SPACE such as level, size, plane, direction and focus; (4) increased understanding of the use of TIME and ENERGY elements in the creation and performance of original works; (5) increased comfort in finding new movement material, committing to sequences and phrasing and performing for others; and (6) increased ability to use the language of dance to respond to the works of their peers, the works of professional artists and their own creative process. These outcomes conform to the best practices model of create, perform and respond put forth by NDEO and model state agencies throughout the nation.

The professional development component of this project, designed by LKD Director of Teaching & Learning with the support of LKD dance teaching artists is fundamental to the success of this project. This professional development model includes model dance classes to students with side-by-side coaching of the classroom teacher or dance teaching specialist; on-site in-services for all teaching staff and administrators at a school site; Issues of Practice seminars to strengthen artist/teacher partnerships for quality dance delivery; professional development workshops and Institutes through the California Institute for Dance Learning, a project of Luna Kids Dance; coaching and consultancy for school administrators on dance program design, implementation and assessment. As we identify other community members who affect the success of the program, we extend these services to them as well, in addition to specially designed workshops for their specific group (eg. Special needs paraprofessionals, Physical Education teachers, community dance performing companies, etc.)

To further integrate dance in the public school community, families participate in dance events, student dance learning is documented in school newsletters and on school bulletin boards, LKD books assembly performances by local high school, community and professional

dance companies and works in tandem to provide the full range of dance experience available. OUSD students interested and committed to furthering their own dance studies are offered scholarships to LKD's studio composition-based dance program and summer dance camps.

5. Outcomes:

Individual Outcomes:

Outcome 1: OUSD students (500+) participating in weekly standards-based dance classes (30 weeks) will deepen their dance learning throughout the course of their K-12 education.

Outcome 2: OUSD classroom teachers will receive model classes and coaching (22). 80% will increase their comfort with dance content, will increase their understanding of standards-based dance and will increase their confidence in integrating dance into their curricula.

Outcome 3: LKD dance teaching artists and OUSD classroom teachers will be education partners in bringing dance to students and will be offered more than 4 opportunities per year to inquiry together on the effectiveness of the program.

Organizational Outcomes:

Outcome 1: OUSD will increase the number of students and classrooms receiving standards-based dance education

Outcome 2: OUSD will have an articulated scope and sequence dance program grades K-5 (by the end of 2008-09) and K-12 (by the end of 2010-11).

Outcome 3: Through professional development and planning, each of the Oakland pilot schools will take steps to establish sustainable in-school standards-based dance programs at their site thereby enriching the cultural life of the community and current as well as future students. This may be demonstrated by increasing the number of classrooms within the K-5 continuum involved; increasing the commitment of financial, space and human resources to

dance; taking steps to share the experiences at their school throughout the district, community, state or nation.

6. **Assessment:** All dance learning includes reflection and documentation components, and multiple forms of authentic assessment such as portfolio development and standards-based rubrics based on those of the NDEO in the *Standards for Learning and Teaching Dance in the Arts: Ages 5-18*, or Minnesota Department of Education, which are considered best practices in the field of dance.

Formative assessment of student learning is embedded in the instructional practices of Luna Kids Dance. Dance artists will work with classroom teachers to create and test an observational rubric for recording student progress in dance, which will be reviewed and updated as students advance in the dance discipline. The goal is to produce a simplified set of reliable rubrics that can be applied to student assessment in dance district wide and used by multiple observers. Both OUSD and Luna Kids Dance currently document student work, in a manner similar to that of the schools of Reggio Emilia, with photographs, student writing, interviews and videotape.

Knowledge, comfort, confidence and skills development amongst teachers will be evidenced in classroom teacher and dance teaching artist reports (see attached) recorded 4 times per year, and the journals and notes of meetings between the teachers, artists, and project leads. OUSD has built a cycle of program evaluation at the Arts Learning Anchor Schools that includes three group discussions (all participants invited) that serve as formative evaluations, eliciting reflection about the accomplishments of the program as well as concerns and solutions to challenges that may be hindering the success of the program. Evaluation consultant, Elizabeth Lindsley, will lead these focus groups as well as making periodic observational notes during class sessions. Shifts in perceptions of dance education will also be evidenced through interviews with teachers, parents and administrators at the schools involved in the program compared with educators from

other schools which do not offer dance. The evaluator will compile, review and analyze these documents, offering analysis to all participants.

Increase in numbers will be reported by such quantitative measures as attendance records, financial/fte allocations, curriculum distribution, and number of opportunities to showcase work.

7. **Support:** LKD and OUSD have a six-year history of working together to bring dance to all children. In the classroom, LKD teaching artists successfully partner with classroom teachers as each value the expertise of the other: The dance artist relies on the teacher's knowledge of students and the classroom teacher relies on the artist's content knowledge. Further, time is granted to both parties to further that relationship through workshops, seminars, in-services and informal allocation of time within and without school hours. LKD has placed the artist/teacher partnership at the center of our work since 1992 and OUSD has adopted this best practice as a condition for any school seeking to receive district arts money in any discipline with any arts organization.

School and district administrators collaborate with LKD teaching artist liaisons to facilitate family dance events, to make learning visible, to navigate the bureaucracy of a district and to raise awareness of dance as an essential part of learning.

Each partner OUSD and LKD bring financial, as well as human resources to this project. OUSD financially supports 61% of this project through Arts Anchor School Initiative and other district arts education funds, and LKD supports 39% through private and public foundations and agencies. Other resources engaged to support this project include the Alameda County Office of Education Alliance for Arts Learning Leadership, of which both LKD and OUSD are members. Through infrastructure projects, ACOE's AALL has supported the Arts Anchor School Initiative. Once a dance infrastructure is established,

engaged parents, teachers and administrators will sustain dance education programs through the increase content knowledge expertise and their understanding (developed over the course of this project) that dance education is part of a complete education for all students. OUSD community members have already demonstrated this by passing a bond measure which supports public school arts instruction.

8. Challenges: The greatest challenge to the success of this partnership is effecting change within the bureaucracy of a school district that is under state management. We will respond how we have always responded in our work with OUSD. Despite the district having been under a very heavy hand politically, financially and curricularly over the past several years, there are more students receiving dance under the leadership of the current Arts Manager than at any other time in the history of our organization. We will continue to respond to the challenge of state administration by doing what has worked in the past; that is developing authentic partnerships with classroom teachers, administrators and school sites; keeping open and regular lines of communication with our school site and district administration; remaining flexible and engaging our imaginations and creativity to problem solve logistical and structural issues which arise.

9. Evaluation: The success of the partnership will be evaluated in part by the realization of the outcomes in section five, but further by our ability to create a succession plan for generalizing lessons learned from the pilot across the district. Toward this end, we will bring in an outside evaluator who will review the data collected over the past three years, identify trends and lead the group of program participants through a two-day strategic planning process to develop a 'point in time' summative evaluation to be shared widely within the district, state and beyond.

**Luna Kids Dance & Oakland Unified School District
Dance Infrastructure Collaboration Workplan 2008-09**

Objective/Activity	Timeframe	Title & Affiliation of Person(s) Responsible
<u>Tilden Elementary School:</u> <ul style="list-style-type: none"> • Curriculum Planning • On-site In-services • Model classes& Coaching (30) wks • Family Dance Events (2), Assembly • Evaluation 	Aug-Sept Sept, Jan, May Sept-June Dec., May Dec, March, June	LKD-McMahon, Roehl; teachers K-2 LKD-McMahon, Rasera, Roehl, teachers LKD- McMahon, Roehl/teacher partners LKD- McMahon, Roehl/principal LKD-McMahon, Roehl, principal
<u>New Highland Academy:</u> <ul style="list-style-type: none"> • Curriculum Planning • On-site In-services • Issues of Practice In-Service • Model classes& Coaching (30) wks • Family Dance Events (2), Assembly • Evaluation 	Aug-Sept Sept, Jan, May Nov, Feb, April Sept-June Dec., May Dec, March, June	LKD-Sass, Ong; selected teachers K-5 LKD-Ng, dance teaching artists, teachers LKD- dance teaching artists/teacher partners LKD- dance teaching artists/teacher partners LKD-Sass, Ong, principal LKD-Sass, Ong, Ng, principal, Lindsley
<u>RISE Community School:</u> <ul style="list-style-type: none"> • Curriculum Planning • On-site In-services • Issues of Practice In-Service • Model classes & Coaching (30) wks • Family Dance Events (2), Assembly • Evaluation 	Aug-Sept. Sept, Jan, May Nov, Feb, April Sept-June Dec., May Dec, March, June	LKD-Sass, Roehl; selected teachers K-5 LKD-Ng, dance teaching artists, teachers LKD- dance teaching artists/teacher partners LKD- dance teaching artists/teacher partners LKD-Sass, Roehl, principal LKD-Sass, Roehl, Ng, principal, Lindsley
<u>Westlake Middle School:</u> <ul style="list-style-type: none"> • Middle school curriculum inquiry • Model classes & Coaching (30 wks) • On-site In-service • Evaluation 	Aug-June Sept-June Jan Jan, June	LKD-Reedy, Ng, Rasera, McMahon LKD-Rasera; selected physical ed. teacher(s) LKD- Rasera, Ng; all teachers LKD-Rasera; selected p.e. teachers, principal
<u>Claremont Middle School:</u> <ul style="list-style-type: none"> • Middle school curriculum inquiry • Model classes & Coaching (30 wks) • On-site In-service • Evaluation 	Aug-June Sept-June Jan Jan, June	LKD-Reedy, Ng, Rasera, McMahon LKD-Rasera; selected physical ed. teacher(s) LKD- Rasera, Ng; all teachers LKD-Rasera; selected p.e. teachers, principal
<u>High School Dance Specialists:</u> <ul style="list-style-type: none"> • Curriculum development/Resource Share 	Monthly mtgs. Sept-June	LKD-Ng; OUSD-5 high school teachers
<u>Dance Infrastructure:</u> Assess project implementation Rubric Created and Tested Rubric Assessed Year End Summative Evaluation OUSD Summer PD Institute	Monthly mtgs. Aug-May June June 11 June 22-26	LKD-Reedy, Ng; OUSD – Rydeen all dance teaching artists & teachers all dance teaching artists & teachers LKD-Reedy, Ng; OUSD– Rydeen, Lindsley LKD – McMahon, Rasera

**Luna Kids Dance & Oakland Unified School District
Dance Infrastructure Collaboration Budget
2008-09**

Income

Earned

Partner school contracts	92,000
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Grants

Government grants	10,800
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Foundation grants	32,000
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National guild grant request	20,000
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Total Income	<u>154,800</u>
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Expense

Administrative salaries & benefits

7,428

Teaching artist salaries & benefits

132,438

Consultants	2,500
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Printing/copying/design	2,500
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Telephone/internet/web	633
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Travel	600
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Supplies	3,000
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Overhead	5,701
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Total Expense	<u>154,800</u>
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Budget Notes

1. Earned revenue represents combined school contracts from individual school sites in Oakland Unified School District plus \$25,000 from Arts Manager for infrastructure project. Revenue projections based on 2007-08 contracts and agreements from all partners to continue project. Actual contracts to be signed August, 2008.

2. Secured grants \$24,000 in funds already received for 2008-09 or promised. Remaining grant income represents anticipated funds received from 2008-09 based on proposals submitted to the same foundations who funded us in 2007-08 and appreciate our work to date on the project.

3. Salaries and benefits: Faculty at Luna Kids Dance are paid salaries to teach, plan curriculum, evaluate and coordinate projects as well as act as liaisons with individual school sites. Therefore, most salaries are paid to teaching artists. The only non-teaching artist on our staff is our financial manager who handles the school contracts paperwork (invoicing, accountability reports, fingerprint clearances, accounts receivable & payable).