

INNED-CITYVADTS  
INNER-CITYARIS

## 2016 IMPACT REPORT

TRANS

FORM

ING

LOS ANGELES

~~~~~ through ~~~~~



ARTS



EDUCATION

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# OUR VISION

We believe that the arts and creativity are transformational. Inner-City Arts envisions a society that honors the human capacity for creativity, and values its cultivation in the education of young people.

# OUR MISSION

Our mission is to engage young people in the creative process in order to shape a society of creative, confident and collaborative individuals.

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Special thanks to the Vera R. Campbell Foundation for funding this Impact Report  
and Susan Emerling-Torres for her writing contribution.

# DEAR FRIENDS

## At Inner-City Arts, we believe that the arts have the power to transform lives.

We believe that by engaging young people in their own creative process, we are shaping a society of creative, confident and collaborative individuals who—each in their own way—contribute to the strength of our community and its future.

We see the value of what we do reflected in the enthusiasm on our students' faces from the moment they walk through our gates. We see the deep engagement in their own learning in our studios, and the profound sense of accomplishment as they head back to their schools and their lives beyond our campus. They take with them a curiosity for what they can invent and explore with the precious resource of their own creativity.

We are proud of the safe haven this campus provides. I am not just speaking of our physical presence as an oasis in the heart of this big city. I am speaking of the supportive and nonjudgmental atmosphere of Inner-City Arts. The values sustained on our campus support the risk-taking inherent in any creative endeavor.

This, in turn, bolsters our students' confidence and artistic expression. The belief that there are no mistakes in art—and that every setback is an opportunity for new learning—is fundamental to fostering growth and resilience.

Thank you for being a partner in this important work, and for ensuring that our students have access to high quality, creative experiences, which propel them to become problem solvers and active learners. As an independent nonprofit that raises 96% of its budget from contributed revenue, we are deeply grateful to those who make our work possible. Because of your support, we are able to foster a more level playing field for some of this city's most underserved kids.

If you have not been to our campus, please visit. I promise a joyous experience!

With gratitude,



Bob Smiland  
President & Chief Executive Officer



# THE ARTS EDUCATION LANDSCAPE

No.1

California law requires that schools provide music, art, theater and dance at every grade level.

No.2

Yet, according to the most recent Los Angeles Unified School District (LAUSD) Arts Equity Index, **only 35 of over 700 schools in the District received a top rating in providing arts education services to their students.**

No.3

Elementary schools in the poorest parts of the district receive the fewest arts programs.

No.4

Eleven percent (11%) of LAUSD schools received almost no arts programs or supplies.

1. 2015 Otis Report on the Creative Economy Los Angeles Region

2. Most recent data based on LAUSD Arts Equity Index.  
<http://www.latimes.com/local/education/la-me-laUSD-arts-20151102-story.html>

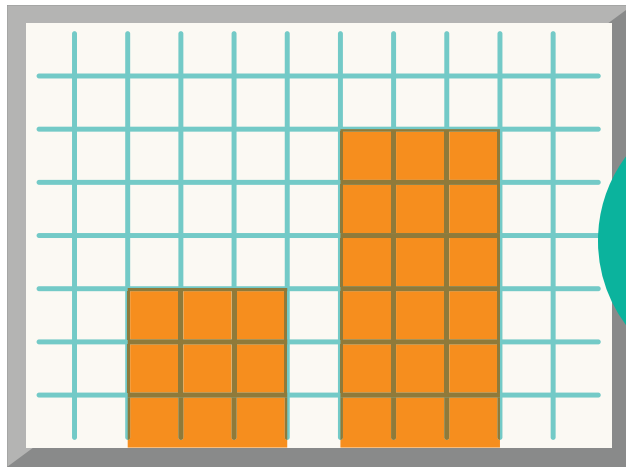
3. Most recent data based on LAUSD Arts Equity Index.  
<http://www.latimes.com/local/education/la-me-laUSD-arts-20151102-story.html>

4. Most recent data based on LAUSD Arts Equity Index.  
<http://www.latimes.com/local/education/la-me-laUSD-arts-20151102-story.html>

# WHY THIS MATTERS

**No.1**

Low-income students who are highly engaged in the arts are much more likely to graduate high school and **TWICE** as likely to graduate college as their peers with no arts education.



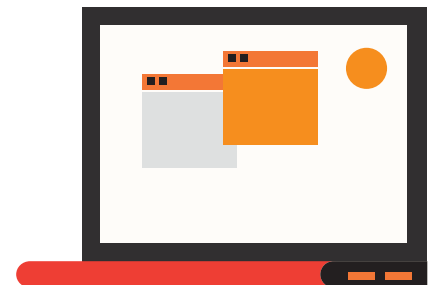
**No.2**

Students who have an arts rich experience do better academically across all disciplines and become more actively engaged adults.



**No.3**

Education in the arts is a necessary part of preparing students to meet the demands of the 21st century workforce, where workers now have to compete in a global labor market.

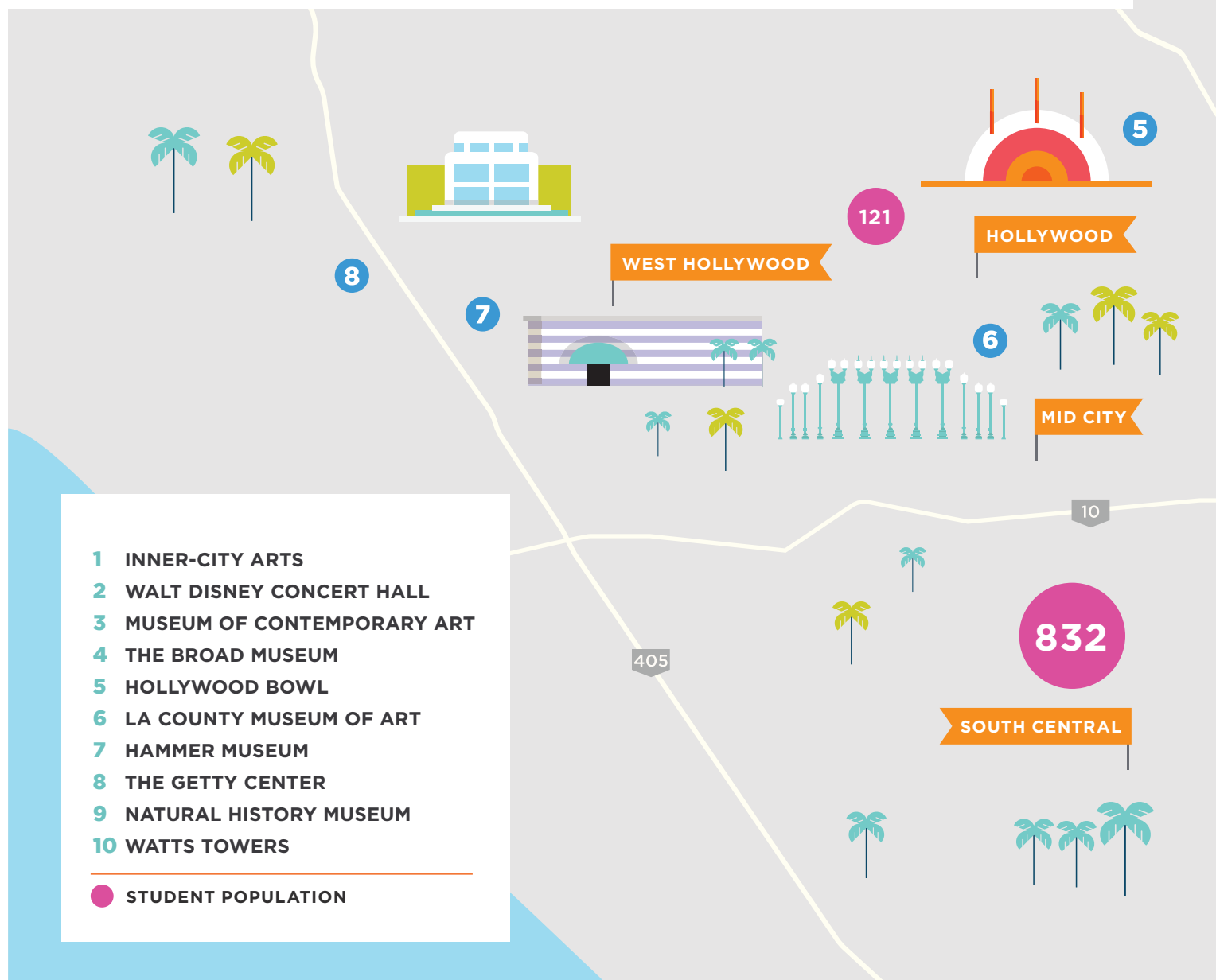


1. The Arts & Achievement in At Risk Youth: Findings from 4 Longitudinal Studies, National Endowment for the Arts, James S. Catterall, University of California Los Angeles with Susan A. Dumais, Louisiana State University and Gillian Hampden-Thompson, University of York, U.K. March 2012
2. Most recent data based on LAUSD Arts Equity Index. <http://www.latimes.com/local/education/la-me-laUSD-arts-20151102-story.html>
3. Americans for the Arts e-books [http://www.artsed411.org/blog/2013/04/americans\\_arts\\_releases\\_arts\\_education\\_e\\_books](http://www.artsed411.org/blog/2013/04/americans_arts_releases_arts_education_e_books)

# WHO WE SERVE

Situated at the crossroads of LA's Skid Row and the burgeoning downtown Arts District, Inner-City Arts is well-positioned to produce greater educational equity for our students and opportunities for them to participate in the region's growing creative economy.

Below are a few examples of where our student populations reside.



In 2016, Inner-City Arts provided quality arts education to **5,804 students**. Throughout our 28-year history, Inner-City Arts has directly enriched the creative and academic lives of more than **200,000** of the city's most underserved kids. During this time, more than **10,000 educators** have participated in Professional Development programs at Inner-City Arts, extending our impact to more than **2.5 million students**.



# Inner-City Arts At A Glance

**In 2016, Inner-City Arts welcomed more than 5,000 students from Los Angeles' most underserved elementary, middle and high schools to our campus for in-depth, high quality, direct experiences in a wide variety of the arts.**

Too many students still have little or no access to arts education. We continue to see great urgency for our role in providing equity and access for students and training for teachers in schools where populations continue to be underserved, and teachers continue to need support.

**Our students achieved a 15% improvement in English Language Arts and 6.5% improvement in Mathematics through participation in Inner-City Arts' foundational program, Learning and Achieving Through the Arts (LATA).<sup>1</sup>**

A study funded by the U.S. Department of Education validates what we see daily in our studios. Students flourish when given an opportunity to engage in the arts and explore their creativity.

**We continue to be one of LAUSD's largest—and longest standing—arts education partners, providing both direct instruction to students as well as professional development for teachers.**

Working in partnership with classroom teachers and school administrators, Inner-City Arts continues to innovate ways to engage students in their own learning. The launch of the Education, Arts, Social-Emotional Learning (EASEL) program provides school administrators tools to increase student engagement, positive behavior and academic achievement through the arts and creativity.

**As Los Angeles emerges as the world's creative capital, we have engaged a number of downtown program partners who are providing opportunities for our students.**

A partnership with The Broad Museum was launched, which developed a museum visit program for our students during their inaugural year of operation. Hauser & Wirth opened its doors to the public and invited our students and teaching artists to use their exhibitions to expand community access to contemporary art in this important new venue.

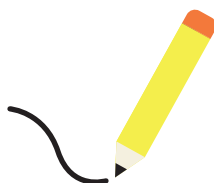
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1. The Arts & Achievement in At Risk Youth: Findings from 4 Longitudinal Studies, National Endowment for the Arts, James S. Catterall, University of California Los Angeles with Susan A. Dumais, Louisiana State University and Gillian Hampden-Thompson, University of York, U.K. March 2012

# ART FORMS OFFERED AT INNER-CITY ARTS



Animation



Drawing



Ceramics



Filmmaking



Graphic Design



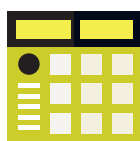
Creativity Lab



Creative Writing



Visual Arts



Digital Music  
Production



Poetry  
& Spoken Word



Acting



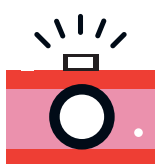
Media Arts



Mask Making



Inner-City Arts  
Dance Repertory



Photography



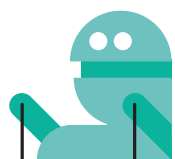
Guitar



Stand-Up Comedy



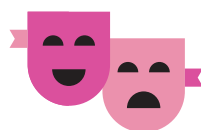
Dance



Puppet Building  
& Performance



Improvisation



Drama



Youth Performance  
Ensemble



Multimedia  
Portfolio



Music

# 25 YEARS OF ARTS EDUCATION

**“In 1989, my dear colleague, Bob Bates, had a vision to create an art space for kids. Little did he know that this seed of creative inspiration would blossom into a one-acre arts campus, with eight professional studios that serve thousands of students from Los Angeles’ most underserved neighborhoods.”**

**—BOB SMILAND, PRESIDENT & CEO, INNER-CITY ARTS**



1989 | Class of students in the first Inner-City Arts building near Olympic and Kohler St.



1992 | Groundbreaking ceremony day for Inner-City Arts new campus at 7th and Kohler St.



2008 | Inner-City Arts’ campus expansion project completed by Michael Maltzan Architecture.

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## 1992

Inner-City Arts receives the first of several multi-year Title VII grants from the U.S. Department of Education supporting student achievement and the development of teacher training programs.

A gift from S. Mark Taper Foundation enables the purchase of a 8,000-square-foot auto body shop at the corner of Kohler and 7th Street, establishing a permanent home for Inner-City Arts.

## 1995

Inner-City Arts partners with California Institute of the Arts (CalArts), adding animation to the Inner-City Arts core curriculum and an intensive weekend program in animation for high school students.

Inner-City Arts begins a collaboration with researchers at University of California, Los Angeles (UCLA)'s Graduate School of Education and Information Studies to evaluate the effectiveness of its programs.

## 1998

Inner-City Arts receives its third U.S. Department of Education Title VII grant, Project ALL (Arts for Language and Learning), to develop new programs targeting the needs of English Language Learners.

## 2001

Researchers at UCLA confirm the effectiveness of Inner-City Arts programs for high-poverty children.

\$1 million grant from The Annenberg Foundation establishes the Inner-City Arts - Annenberg Professional Development Program.

Inner-City Arts receives the President's Committee on the Arts and Humanities Coming Up Taller Award.

## 2002

\$1.24 million grant from the State of California supports Inner-City Arts' campus expansion project.

Project ALL evaluation confirms the impact of Inner-City Arts programs on student achievement.

Professional development programs receive accreditation from LAUSD.

## 2003

Inner-City Arts Artistic Director and Co-Founder Bob Bates receives Use Your Life Award from Oprah's Angel Network and Inner-City Arts is gifted \$100,000.

## 2004

Inner-City Arts record of success and innovation is featured as a case study by Harvard University's prestigious Bruner Loeb Forum.

## 2005

With the support of a U.S. Department of Education Arts in Education Model Development and Dissemination Grant, Inner-City Arts staff develops a nationally recognized program for low-performing middle school students, Artists in the Middle (AIM).

## 2006

The Annenberg Professional Development Program Teachers Institute collaborates with UCLA's Graduate School of Education and Information Studies Center X Teacher Education Program to provide arts training for new teachers committed to working in high-poverty schools.

Board members Monica and Philip Rosenthal contribute \$2 million toward building The Rosenthal Theater.

## 2007

A grant from DreamWorks Animation SKG establishes the DreamWorks Animation Academy at Inner-City Arts.

## 2008

The Annenberg Professional Development Program Teachers Institute becomes two accredited UCLA courses in the Graduate School of Education and Information Studies.

## 2009

\$1 million gift from the Gloria Kaufman Dance Foundation establishes the Gloria Kaufman Dance Academy at Inner-City Arts.

Inner-City Arts receives the prestigious Rudy Bruner Award for Urban Excellence.

Inner-City Arts launches the High School Visual and Performing Arts Institutes programs, serving more than 100 students its first year.

## 2011

The Duke and Duchess of York, Prince William and Kate Middleton, visit the Inner-City Arts campus to promote arts education and publicly support Inner-City Arts' efforts.

## 2013

Inner-City Arts launches the Work of Art Program, designed to prepare young adults for college and career.

## 2014

Inner-City Arts celebrates its 25th anniversary.

The Walt Disney Company Foundation partners with Inner-City Arts to launch and expand the Creativity Lab with a grant of \$1 million dollars.

## 2015

The Inner-City Arts Founder's Board is launched with 30 members, including co-founders Bob Bates and Irv Jaeger.

Inner-City Arts receives the Arts Innovation and Management grant from Bloomberg Philanthropies, for capacity-building in fundraising.

# LEARNING AND ACHIEVING THROUGH THE ARTS (LATA)

## In school day arts instruction for students K-8

Inner-City Arts' flagship program, Learning and Achieving through the Arts (LATA), is a partnership with LAUSD and other school districts within Los Angeles County, bringing K-8 students to Inner-City Arts' dedicated studio environment during the instructional day to participate in in-depth, sequential arts curriculum.

In our studios, teaching artists encourage learning, emphasizing individual exploration, skill acquisition, language development and community building through collaboration and shared reflection.

Classroom teachers are required to participate in arts activities alongside their students. This encourages teachers to see their students as fellow creative beings, and enhances the understanding of their students' varied learning styles. As a result, teachers garner more tools to integrate the arts into their academic instruction.

Each session culminates with a student presentation for their peers and family members, who are invited to Inner-City Arts to celebrate and share in their children's creative work.



## FEATURED STUDIO

### Creativity Lab

*Test, Evaluate and Adjust Design*

In the Creativity Lab the paint brush and colors of art are transformed as they integrate with the basic principles of science, technology, engineering and mathematics (STEM).

Students create complex structures from simple modular materials. They learn to use tools and solve problems by working in teams. They face challenges and overcome obstacles. Through experimentation, problem solving, persevering, and reworking, they are drawn more deeply into their own creativity.

Due in large part to The Walt Disney Company's generous support, the Creativity Lab has emerged as a stimulating and supportive environment where youth can explore their creative and adaptive capabilities.

# INSTRUCTIONAL DAY PROGRAM

More than  
**5,000**

**K-8 STUDENTS** come to the Inner-City Arts' campus during the school day

Students receive

**20**

**HOURS OF INSTRUCTION** in a single arts discipline over the course of an 8-week session

**83%**

of Inner-City Arts students are identified by LAUSD as socioeconomically disadvantaged

Students come from

**74**

**TITLE ONE SCHOOLS** throughout the Los Angeles area

**1:8**

**STAFF-TO-STUDENT RATIO PER CLASS**

**EIGHT**

**DIFFERENT ART FORMS** are taught in the Learning and Achieving Through the Arts program (LATA)

Approximately  
**50%**

of these students are **ENGLISH LANGUAGE LEARNERS**

This includes  
**TEACHING ARTIST  
STUDIO ASSISTANT  
CLASS TEACHER  
VOLUNTEERS**

Animation  
Ceramics  
Creativity Lab  
Dance  
Drama  
Media Arts  
Music  
Visual Arts

**} 8**



*Aly Antonio painting his mandala in the Visual Arts Studio.*

“ I like art  
because I can  
express how I  
am feeling. ”

*Brandon M., 3rd grade student*

# THE VISUAL, MEDIA & PERFORMING ARTS INSTITUTES

## After school and weekend workshops for middle and high school students

The Inner-City Arts Visual, Media and Performing Arts Institutes offer introductory and sequential workshops which provide access and exposure to middle and high school students in a wide variety of art forms.

Taught by teaching artists who specialize in creative youth development, each Institute encourages students to experiment and develop the creative, social and emotional skills that help them grow as individuals. Each Institute also allows students to find their voice, gain confidence and self-awareness, and build a community of peers through the arts.

Students learn nonjudgmental ways to engage in creative and collaborative dialogue. They build empathy, respect and understanding through exploring differing points of view.

These workshops offer a variety of opportunities for youth depending on their level of interest and skill in a specific art form.



### FEATURED STUDIO

## Introduction to Digital Music Production

In Digital Music Production teens learn how to produce their own beats. Under the guidance of teaching artists from our partners at Sessions LA, students learn to use music software and MIDI keyboards to program drums and digital instruments, remix tracks, and produce and record their very own music.

From creative concept to completed track, this workshop engages students in the unique process of producing digital music and provides valuable lessons in artistic experimentation in a learning environment where they are inspired by the musical stylings of professional artists, by their peers, and by their own creative voice.

# STUDENT PROGRAMS



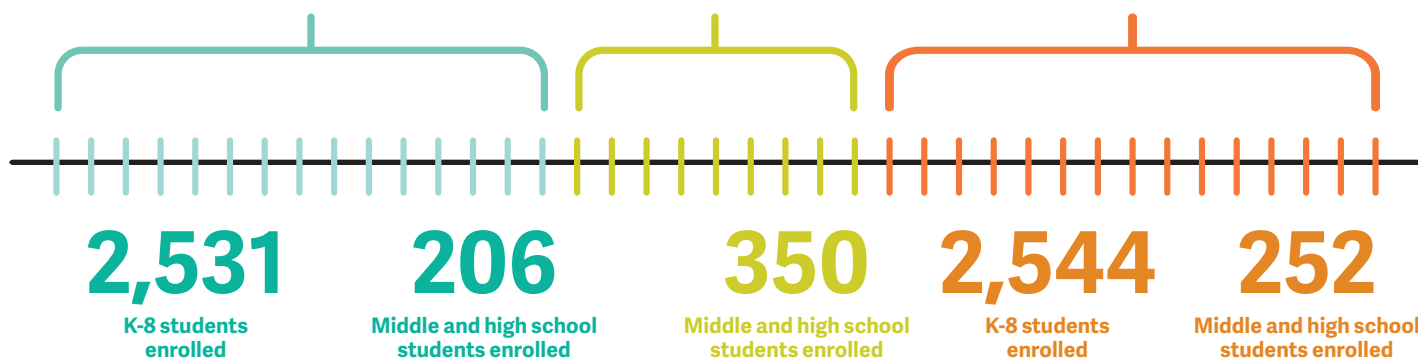
WINTER & SPRING SESSION



SUMMER SESSION



FALL SESSION



36

weeks of programming  
are offered in a  
calendar year



800+

middle and high  
school students attend  
after school and  
weekend workshops at  
Inner-City Arts

10-15

students enrolled per  
workshop



2-3 hours

time in an average  
workshop per week

20+

workshops  
offered



*Singing Workshop performance | (left to right) Nikolai Makela, Pilli Jaquez and Cecilia Sutherland*

**“ At Inner-City Arts,  
I have been able to  
connect with others. By  
creating art, I am also able  
to reflect on what it is I have  
to offer the world. The arts  
have opened me to new  
perspectives while  
sharpening my own. The arts  
bring balance to our world  
and they are vital. ”**

**Atziri M. 11th Grade, Visual, Media & Performing Arts Institutes**

# WORK OF ART

## College and Career Preparation

**Work of Art is a college and career exploration program designed to prepare teens with the skills, training and real-world experience necessary to prepare them for life beyond high school.**

The Work of Art program provides a safe space for teens to identify and explore their career interests and aptitudes, with a supportive community of peers and adults.

Students engage in creative career exploration and personal discovery workshops, one-on-one consultations with a programs manager, seminars, field trips and shadow days with partner companies. Partners also advise and consult students at an annual Inner-City Arts career fair and through Inner-City Arts-funded externships (see list below).

These invaluable experiences prepare students as they look to higher education and the creative career possibilities available to them in the future.

*The following organizations have generously contributed and supported The Work of Art program's career activities: Art Los Angeles Contemporary, Children's Institute, CO Architects, Craft and Folk Art Museum, Disney Imagineers, Disney Television Animation, DreamWorks, The Enso Collaborative, Flourish Foundation, The Fowler Museum at UCLA, Invertigo Dance Theatre, LACMA, LA Downtowner, Los Angeles Clippers, The Maestro Foundation, Michael Maltzan Architecture Inc., Marciano Art Foundation, Brooke Mason Photography, Mattel, Alexander McQueen, Midnight Oil, New Film Makers LA, New Form Digital, Nickelodeon, Night School Studio, Pancake Epidemic, PARTYBABY, Pasadena Arts Center, Penny Lovell Styling (represented by The Only Agency), Poser Productions, Psychitecture.com, OW! (Online Worlds) Entertainment, Rio Hondo College, Robert Kuo Gallery, SoundHound, Tape Echo Music LLC, Tender Greens, Trader Joe's, Tribune/WGN, Clare V Bags, Versa Style Dance, Wallaby Financial (Bankrate Inc.), Warner Bros. Records, Wells Fargo, WORKS ADV*



## FEATURED STUDENT

### Jose Flores, 17

"I remember my first time stepping into the artistic environment of Inner-City Arts. I was shy and nervous and did not see myself 'doing art,' nonetheless, being a part of the creative economy.

Thanks to Work of Art, I have had multiple opportunities in the film industry that have taken me out of my comfort zone. I've worked as a production assistant for a pilot web series and was also an extern for New Filmmakers LA.

Recently, while working at an awards ceremony for New Filmmakers LA, I thought to myself, 'Wow! How did I get here?' The answer ... this Work of Art program. I worked hard, and saw that I was able to work with others to make things happen, I became more aware of how to network, but most importantly, I grew as a human being."



Imagine Awards 2016 | Pictured left to right: Max Newman, Ben Liebeskind, Raven Brazfield, Lesley Ordoñez, Holli Hornlien, Erika Andrade, Werner Quintanilla

# ARTISTS IN THE MIDDLE

## Summer Creative Engagement for Middle School Youth

*Artists in the Middle* is a program designed specifically for 6th, 7th and 8th grade students during the summer months.

Bridging the opportunity gap is about building strong connections and pathways — those pathways which lead youth from one experience to the next, one school to the next, one phase of life to the next. Adolescence brings dramatic changes that require a radically different and unique approach. Currently, there are few programs available to middle school youth during the summer.

The Artists in the Middle program aims to provide a fun, creative and immersive experience for its young adolescent participants. Students self-select their courses and develop skills in new visual and performing art studio settings. Workshops offered cover a wide range, such as filmmaking, visual arts, media arts, creativity lab, ceramics, drama, dance and digital music. Throughout the summer our middle school students are encouraged to make new friends and build a new supportive community while experiencing individual creative success.



### FEATURED STUDIO

## Filmmaking

*Lights, Camera, Action!*

In Filmmaking, middle school students work together with their peers in small groups to create two to three short video projects. Together, they create, plan and film projects every day.

Utilizing digital cameras, filming equipment, Macbooks and iMovie software, these students develop new technical skills and gain computer literacy.

In this class, students are encouraged to cultivate their ideas, take creative risks and develop the confidence to tell the stories they want to share. From story board to finished film, students have a unique opportunity to collaborate with each other while experimenting with the visual, media and performing arts.



# THE ROSENTHAL THEATER

## Performance arts for the community

**Funded by Inner-City Arts supporters Monica and Philip Rosenthal, The Rosenthal Theater is a beautiful, state-of-the-art, black box theater part of the Inner-City Arts campus.**

Since its opening in 2008, The Rosenthal Theater has become a creative home for diverse and innovative performance, education, and engagement and nurtures the creative spirit of the community.

The Rosenthal Theater seeks to deepen the live performance experience for kids and their families through The Big Orange Door and Young Audiences series, where professional theater partners present performances for Inner-City Arts' students. These activity-filled theater events enable them to experience and enjoy new art forms while engaging with local and global artistic practices.

The theater also provides learning opportunities for Inner-City Arts' middle and high school students by exposing them to the world of theater and production, while providing space for them to practice and perform their work.

Through its signature monthly open mic nights hosted in partnership with other LA-based performance arts groups and organizations, The Rosenthal Theater has also become a creative hub for the local community by presenting a platform for budding artists.



*Richard Cabral at  
Behind the Mic*

## FEATURED SERIES

### Behind the Mic

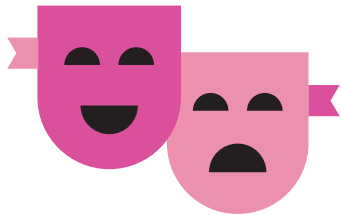
A regular series of open mic events creates opportunities for Inner-City Arts' students and members of the local creative community to hone their talents, and present their work to a live audience.

The Behind the Mic series features poetry, musical performances, and spoken word. Each evening is presented in partnership with local community arts organizations.

#### Partners featured in 2016:

- Eastside Poetry
- Lineage Entertainment Group
- Luminary Tribe
- The Roots and Wings Project
- Say Word LA
- Street Poets, Inc

# COMMUNITY ARTS ENGAGEMENT



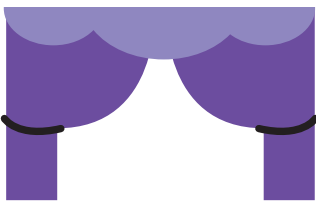
**11,000+  
Attendees**

Inner-City Arts students, teachers, administrators, community and family members attended performances in The Rosenthal Theater



**4,000+  
Students**

Young student audience members attended performances at The Rosenthal Theater in 2016



**Performances  
and Presentations**

## **The Arena**

An open space series that supports the development of ideas in process

## **Young Audiences Series**

Special performances for students during the school day of ideas in process

## **The Big Orange Door**

Special performances for families and friends

## **Behind the Mic**

Open mic nights hosted by community partners

## Theater Partners



- Deaf West Theatre
- Eastside Poetry
- Grand Performances
- Hereandnow Theatre Company
- Hero Theatre
- Klezmer Juice

- Lineage Entertainment Group
- One Grain of Sand Puppet Theater
- Say Word
- Sessions LA
- Street Poets, Inc
- The Roots and Wings Project

- Viver Brasil
- Watts Village Theater Co.
- Wild Horse Singers and Dancers
- Urban Possibilities



**“ We are honored to have the opportunity to grow under the mentorship and guidance available to us at The Rosenthal Theater. Through the Arena series, we’ve been given opportunities to teach and an affordable space in which to create and develop our art. ”**

**—Elisa Bocanegra, Artistic Director, Hero Theatre**

# PROFESSIONAL DEVELOPMENT INSTITUTE

**Develops and deepens arts and creative practices for educators and the community**

**The Professional Development Institute supports public education through a rigorous program designed to provide administrators, classroom teachers and teaching artists with engaging and meaningful strategies for integrating arts and creativity into the core curriculum, creating arts-infused learning environments.**

In the Professional Development Institute programs have been developed that serve educators throughout their careers, providing multiple points of access as they progress as professionals. These range from single workshops to multi-session programs over two months to two years.

Participants, many of whom had no arts instruction in their own K-12 education, learn to build bridges between the arts and other subjects. This experience enables them to more fully engage students in their own learning process, enhancing their ability to achieve academic, personal and interpersonal success.

Even after participants complete a workshop, the Institute remains a resource for continuing engagement for educators, where they can share and exchange best practices, thus building a community around their quest for professional excellence.



## FEATURED SERIES

### Education, Arts, and Social-Emotional Learning (EASEL)

Through hands-on work in the arts, EASEL supports school administrators – elementary principals, assistant principals and instructional specialists – in creating an environment that taps into the arts as a path for enhancing social-emotional learning and transforming school culture.

#### THE PROGRAM

- Equips administrators with the tools necessary to implement social-emotional and brain research-based teaching in their schools' classrooms
- Provides strategies for bridging the arts with Common Core State Standards to support English Learners
- Encourages school leaders to utilize the arts to build safe school and classroom environments that foster creativity and innovation
- Provides tools and strategies to foster a 21st century learning environment that nurtures collaboration, critical thinking, communication and creativity to ensure that underserved students have greater access to college and career readiness

# PROFESSIONAL DEVELOPMENT

742

## ADMINISTRATORS, CLASSROOM TEACHERS AND TEACHING ARTISTS

participated in programs designed to help transform their classrooms and schools into arts-infused spaces.

276

## EDUCATORS IN TRAINING —

UCLA and Mount Saint Mary's University credential/Masters of Education students received sustained, intensive training in the arts and creativity, providing a practical foundation for innovative teaching methods.

1,494

## EDUCATORS

participated in a variety of professional development programs at Inner-City Arts.

250

## COMMUNITY MEMBERS AND PARTNER ORGANIZATIONS

engaged in Inner-City Arts workshops and presentations locally and nationally.

226

## K-8 CLASSROOM TEACHERS

engaged in creative activities alongside their students in our school day program and attended workshops designed to bridge studio and classroom practices.



*Creativity in the Classroom participants | (left to right) Sauri Armenta, Kelsey Calhoun, Nicholas Vu and Whitney White*

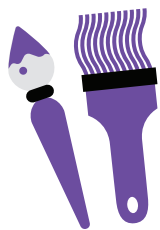
**“ Because of  
Inner-City Arts, I am  
the best teacher I can be—  
participation changed my  
life as a teacher because it  
helped me align my best  
intentions of working with  
children and being in the  
classroom with creative  
and solid pedagogical  
practices.”**

**Elizabeth Sanvinovich, 5th grade Teacher, Frank Del Olmo Elementary School**

# WHAT FUELS OUR WORK

We are grateful to our private donors who provide 96% of the revenue necessary to implement our programs. These include individuals, foundations and companies primarily from our Los Angeles community.

We are extremely proud of our growing circle of annual fund donors at all levels of giving. In particular, we are grateful for the gifts made by our devoted board, staff and volunteers, and those within their circles of influence. The dedication and generosity of our supporters makes our work possible.



27

TEACHING ARTISTS,  
CONTRACTORS, AND  
STUDIO STAFF



1,011

UNIQUE INDIVIDUAL  
DONORS



350

ACTIVE VOLUNTEERS



27

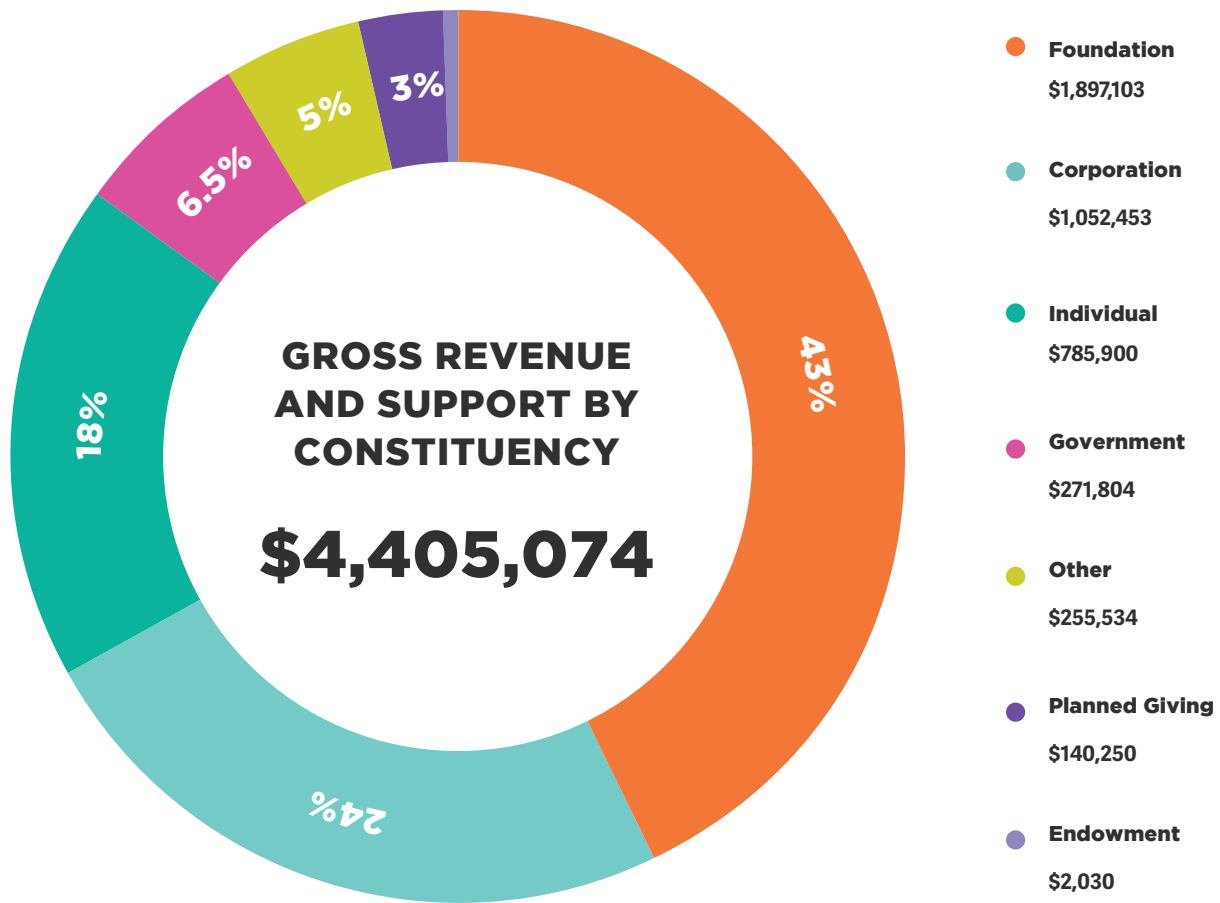
BOARD MEMBERS



6,100

HOURS OF VOLUNTEER  
SERVICE

# FUNDING AT A GLANCE



## STATEMENT OF ACTIVITIES

*This page reflects preliminary unaudited financial data.*

### Revenue and Support

|                                      |                       |
|--------------------------------------|-----------------------|
| Government Grants                    | \$271,803.65          |
| Contributions                        | \$2,561,803.51        |
| In-Kind Contributions                | \$28,263.15           |
| Special Events, Net of Related Costs | \$800,313.81          |
| Earned Income                        | \$334,340.14          |
| Investment Income                    | \$265,863.91          |
| <b>Total Net Revenue</b>             | <b>\$4,262,388.17</b> |

### Budget

|                            |                       |
|----------------------------|-----------------------|
| Programs Services          | \$2,869,642.81        |
| General and Administrative | \$499,411.59          |
| Fundraising                | \$579,777.56          |
| <b>Total Expenses</b>      | <b>\$3,948,831.96</b> |

## EARNED INCOME

### Campus and theater rentals

#### Fees for service

Recent changes to the Local Control Funding Formula and other Statewide legislation, have recently made it possible for schools to pay a fee for some of their participation in Inner-City Arts programs. However, this amounts to approximately 7% of total program costs.

## CONTRIBUTIONS

### Events

- Artist Invitational
- Summer on 7th
- Imagine Awards

### Individual donors

#### Staff donations

#### Corporate donors

#### Foundation grants

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# DONOR LISTING

## CHAMPIONS OF THE ARTS

The following individuals, foundations, corporations and public agencies have each contributed a cumulative total of more than \$1 Million throughout Inner-City Arts' history. The tremendous scope of their giving is matched only by their dedication to supporting the creative development of the children of Los Angeles.

AEG / Staples Center Foundation

The Ahmanson Foundation

The Annenberg Foundation

California Department of Parks and Recreation

Vera R. Campbell Foundation

The Walt Disney Company

Doug and Robin Hinchliffe

Glorya Kaufman Dance Foundation

Monica and Philip Rosenthal and the Rosenthal Family Foundation

S. Mark Taper Foundation

The Alissa and Michelle Tishler Memorial Fund

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Inner-City Arts is proud to recognize the many foundations, corporations, public agencies, event sponsors and individual donors that generously support our vision for creative exploration. The following donors have contributed between January 1, 2016 to December 31, 2016.

### \$200,000+

Alan Berro\*

Vera R. Campbell Foundation

DreamWorks Animation Charitable  
Foundation, Inc.\*

The Walt Disney Company

### \$199,999 - \$100,000

The Ahmanson Foundation

The Angell Foundation

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The Lee Graff Foundation\*

The Hearst Foundations

Los Angeles Unified School District

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The Estate of Richard Seidel

S. Mark Taper Foundation\*

### \$49,999 - \$20,000

AEG

Geoffrey Anenberg

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The Otis Booth Foundation

The Louis L. Borick Foundation

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 FOSart USA & Panama  
 The J. Paul Getty Trust  
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| Marc Pally                   | Debbie Share                         | Lawrence Uhl and Valery Casey      |                                             |

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Co-Founder and Artistic Director

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Associate Director of Education

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Director, The Rosenthal Theater

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## TEAM

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Teaching Artist, Creative Writing

**Susie Buckman**  
Inventor & Instructor, Creativity Lab

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Volunteer Manager

**Wendy Cruz**  
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**Myrna Cristerna**  
Theater Associate

**Jeseca Dawson**  
Institutional Giving Coordinator

**Dana Eitches**  
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**Peter Gilman**  
Individual Giving Coordinator

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Program Coordinator

**Anisa Hamdan**  
Program Manager

**Marissa Herrera**  
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**Holli Hornlien**  
Program Manager

**Erica Larsen**  
Teaching Artist, Animation & Multimedia

**Mindy Lee**  
Teaching Artist, Graphic Design

**Joannza Lo**  
Teaching Artist, Animation, Multimedia & Graphic Design

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**Valerie Miller**  
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**Lizbeth Navarro**  
Teaching Artist, Ceramics

**Eva Perez**  
Teaching Artist, Visual Arts

**Beth Peterson**  
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**Luciano Pimienta**  
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**Michelle Solorio**  
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**Susan Truong**  
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**Jessie Tucker**  
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**Edlin Velasquez**  
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**Angela Villarreal**  
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**Sadie Yarrington**  
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**Paula Perlman**  
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**Here, you can make your own art,  
find it in your soul,  
and find happiness in your life.**

**—Anthony V., 5th Grade**

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