I am pleased to present you with our 2010 Annual Report. With your support, the Workshop has weathered a turbulent time to become a beacon of stability, as well as an unwavering voice for education reform through the arts. Now more than ever, students need to develop the critical thinking and problem solving skills that will help them succeed in the 21st century.

In 2010, our advocacy efforts took a great leap forward with the creation of our Advocacy Action Plan. We’re sharing our message of educational equity through the arts with lawmakers, stakeholders, and educators, so we can bolster the role of the arts in education. Our plan will guide us in using our voice strategically at the local, state and national levels.

Performing Arts Workshop’s programming continues to meet community need in a time of crisis. In 2010, we maintained our level of service to youth, despite a difficult economy. We also met a rising need for our after school programming by community centers and schools. The Workshop served more youth in out of school time and summer hours than in our entire 45-year history.

One of our proudest moments in 2010 was the completion of the Arts Residency Interventions in Special Education (ARISE) Project. Funded by the US Department of Education, ARISE evaluated the impact of performing arts programming on students with special needs. The evaluation results demonstrate the positive impact of the arts on student learning and in building educational equity for all young people:

- Participating students performed better on California state standardized tests, had higher attendance rates and improved critical thinking skills than students not participating in the project;
- Special needs students demonstrated an eagerness to be mainstreamed with their general education peers.

To ensure that our efforts can be sustained into the future, in 2010 we founded the Gloria Unti Legacy Society. Named after our visionary founder, the Gloria Unti Legacy Society encourages those who have supported the Workshop financially and otherwise to consider including us in their estate plan. Our shared legacy can be one of improving the lives of young people and our communities through the arts.

This letter is my first as Executive Director. I write with great pride in our board and staff whose commitment to this organization has kept us thriving in this difficult time. Executive transitions are normally a trying moment for any organization. The staff and board of Performing Arts Workshop have defied expectations in ensuring a smooth transition of leadership.

Performing Arts Workshop’s role has never been more critical. Your continued support ensures that young people have access to the education that they need and deserve to succeed in school, work and life in the 21st century.

Sincerely,

Jessica Mele
Executive Director
I write “metaphor” on the dry erase board, and ask my 8-year old poetry students to define it.

“Is that when a star falls out from the sky?”
“I think it’s a kind of medicine.”

Only a few brave kids dare to answer something this mysterious. Their faces say they’re tired, preoccupied. Some are staring down at their shoes.

Trauma and loss aren’t strangers to many of my students. Nestled in San Francisco’s often neglected Bayview District, this school is packed with children shouldering the weight of the neighborhood’s struggles. In class, students often fire insults at one another. It’s a challenge to get students to learn. Let alone excited to learn.

I offer an example: “A poem is a house that you build. The words you choose are the wood. Then you use tools that we’ve learned, like the five senses, rhythm, and line breaks to carve it into your perfect house that you can then invite people into.”

More heads nod. But some continue to stare down at the floor and fumble with their pink erasers. I dive deeper by relating it to real life: “My mom’s anger is a sudden rainstorm on a sunny day.” Ah-ha. Giggles, agreement, eyes are starting to light up.

“My mom gets mad real slow. She is a get-mad-turtle,” a student says.

“Nu-uh, my mom’s nice. She’s the ray of sunshine through the window,” someone else chimes in.

Five hands have now shot up into the air and are dying to share. The understanding and excitement is contagious. The students who came to class fidgety and distracted are now zipping their pencils across the page, racking their brains for a juicier way to describe the sky or their favorite food. Poetry is no longer a mystery.

At sharing time, the students are smiling and proud of their poems. They listen carefully to each performer and praise the vivid images that they hear.

At the end of class, a shy and quiet student waves me away from the others, gestures for me to bend down, and whispers: “Poetry is fun like the best birthday party.”

By Jennifer Chien, Performing Arts Workshop Teaching Artist

AN EFFECTIVE AND TESTED PROGRAM
Outside evaluators studied our work in the classrooms...

<table>
<thead>
<tr>
<th>Program Impacts</th>
<th>Special Ed Students</th>
<th>General Ed Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased proficiency in mathematics</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Improved language comprehension</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Improved critical thinking skills</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Reduced absenteeism</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Special Education students feel more confident about joining mainstreamed classrooms</td>
<td>✔</td>
<td>n/a</td>
</tr>
<tr>
<td>Special Education students feel more successful in the classroom and have an opportunity to be on “equal ground” with general education students</td>
<td>✔</td>
<td>n/a</td>
</tr>
</tbody>
</table>

83% of the teachers we partnered with witnessed improved student learning as a result of arts integrated lessons.
Elementary and middle school youth practice projecting energy and focus out to an audience. Performing Arts Workshop's in-school and after-school programs supplement arts programs that have been gutted from public education.

"[The teaching artist’s] enthusiasm, charm, and talent were contagious. She captivated the students’ attention and developed a trust with them that made them participate in the freedom of their inner selves.”

- Community Partner
“Thank you for helping me gain confidence.”  
—Ann, 4th grade, Robert Louis Stevenson Elementary School

Pre-schoolers demonstrate symmetrical, overlapping shapes in a Creative Movement lesson on “making positive and negative shapes in space.” Studies show that the arts build self-confidence and understanding of others.
This list reflects donations made between 07/01/09 and 06/30/10. Please let us know of any misspellings or inaccuracies.
### STATEMENT OF FINANCIAL POSITION  
**JUNE 30, 2010** (With Comparative Totals for 2009)

#### ASSETS

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$421,890</td>
<td>$36,768</td>
<td>$458,658</td>
<td>$496,341</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>131,176</td>
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<td>131,176</td>
<td>217,214</td>
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<tr>
<td>Inventory</td>
<td>1,071</td>
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<td>1,071</td>
<td>2,042</td>
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<tr>
<td>Prepaid expenses</td>
<td>8,417</td>
<td></td>
<td>8,417</td>
<td>5,811</td>
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<tr>
<td><strong>Total current assets</strong></td>
<td><strong>562,554</strong></td>
<td><strong>36,768</strong></td>
<td><strong>599,322</strong></td>
<td><strong>721,408</strong></td>
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<tr>
<td><strong>FIXED ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture and fixtures</td>
<td>56,743</td>
<td></td>
<td>56,743</td>
<td>54,451</td>
</tr>
<tr>
<td>Machinery and equipment</td>
<td>47,693</td>
<td></td>
<td>47,693</td>
<td>47,452</td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>63,555</td>
<td></td>
<td>63,555</td>
<td>63,555</td>
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<tr>
<td>Less accumulated depreciation</td>
<td>(72,298)</td>
<td>(72,298)</td>
<td>(53,197)</td>
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<tr>
<td><strong>Total fixed assets</strong></td>
<td>95,693</td>
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<td>95,693</td>
<td>112,261</td>
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<tr>
<td><strong>OTHER ASSETS</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Deposits</td>
<td>3,326</td>
<td></td>
<td>3,326</td>
<td>3,326</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>$661,573</td>
<td>$36,768</td>
<td>$698,341</td>
<td>$836,995</td>
</tr>
</tbody>
</table>

#### LIABILITIES AND NET ASSETS

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>$7,905</td>
<td>$-</td>
<td>$7,905</td>
<td>28,794</td>
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<tr>
<td>Accrued vacation pay</td>
<td>42,678</td>
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<td>42,678</td>
<td>37,119</td>
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<tr>
<td><strong>Total current liabilities</strong></td>
<td><strong>50,583</strong></td>
<td>$-</td>
<td><strong>50,583</strong></td>
<td><strong>65,913</strong></td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted - operations</td>
<td>410,990</td>
<td></td>
<td>410,990</td>
<td>368,737</td>
</tr>
<tr>
<td>Board designated</td>
<td>200,000</td>
<td></td>
<td>200,000</td>
<td>200,000</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>$-</td>
<td>36,768</td>
<td>36,768</td>
<td>202,345</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td><strong>610,990</strong></td>
<td><strong>36,768</strong></td>
<td><strong>647,758</strong></td>
<td><strong>771,082</strong></td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES AND NET ASSETS</strong></td>
<td><strong>$661,573</strong></td>
<td><strong>$36,768</strong></td>
<td><strong>$698,341</strong></td>
<td><strong>$836,995</strong></td>
</tr>
</tbody>
</table>

### STATEMENT OF ACTIVITIES  
**FOR THE YEAR ENDED JUNE 30, 2010** (With Comparative Totals for 2009)

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES AND SUPPORT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government contracts</td>
<td>$696,375</td>
<td>$-</td>
<td>$696,375</td>
<td>$679,271</td>
</tr>
<tr>
<td>Program service fees</td>
<td>121,569</td>
<td></td>
<td>121,569</td>
<td>108,652</td>
</tr>
<tr>
<td>Donations - foundations and corporations</td>
<td>43,108</td>
<td>131,500</td>
<td>174,608</td>
<td>202,820</td>
</tr>
<tr>
<td>Donations - individuals</td>
<td>50,476</td>
<td>$-</td>
<td>50,476</td>
<td>34,134</td>
</tr>
<tr>
<td>Investment Income</td>
<td>3,879</td>
<td>$-</td>
<td>3,879</td>
<td>9,046</td>
</tr>
<tr>
<td><strong>Sales, net of $954 and $672 in costs of sales in 2010 and 2009</strong></td>
<td>738</td>
<td>$-</td>
<td>738</td>
<td>132</td>
</tr>
<tr>
<td><strong>Net assets released from restrictions</strong></td>
<td>297,077 (297,077)</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total revenues and support</strong></td>
<td><strong>1,213,222</strong></td>
<td>(165,577)</td>
<td><strong>1,047,645</strong></td>
<td><strong>1,034,055</strong></td>
</tr>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program services</td>
<td>636,002</td>
<td>-</td>
<td>636,002</td>
<td>675,938</td>
</tr>
<tr>
<td>Artists-in-Communities</td>
<td>228,663</td>
<td></td>
<td>228,663</td>
<td>189,566</td>
</tr>
<tr>
<td>Advocacy</td>
<td>82,254</td>
<td>-</td>
<td>82,254</td>
<td>36,130</td>
</tr>
<tr>
<td><strong>Total program expenses</strong></td>
<td><strong>946,919</strong></td>
<td>$-</td>
<td><strong>946,919</strong></td>
<td><strong>901,634</strong></td>
</tr>
<tr>
<td>Support services</td>
<td>86,682</td>
<td></td>
<td>86,682</td>
<td>116,042</td>
</tr>
<tr>
<td>Fundraising</td>
<td>137,368</td>
<td></td>
<td>137,368</td>
<td>141,708</td>
</tr>
<tr>
<td><strong>Total support services</strong></td>
<td><strong>224,050</strong></td>
<td>$-</td>
<td><strong>224,050</strong></td>
<td><strong>257,750</strong></td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td><strong>1,170,969</strong></td>
<td>$-</td>
<td><strong>1,170,969</strong></td>
<td><strong>1,159,384</strong></td>
</tr>
<tr>
<td><strong>INCREASE (DECREASE) IN NET ASSETS</strong></td>
<td><strong>42,253</strong> (165,577)</td>
<td>(123,324)</td>
<td><strong>(125,329)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning of year</td>
<td>568,737</td>
<td>202,345</td>
<td>771,082</td>
<td>896,411</td>
</tr>
<tr>
<td>End of year</td>
<td><strong>$610,990</strong></td>
<td><strong>$36,768</strong></td>
<td><strong>$647,758</strong></td>
<td><strong>$771,082</strong></td>
</tr>
</tbody>
</table>

Administrative Staff

Executive Director
Jessica Mele

Artistic Director
Gary Draper

Program Director
Karena Salmond

Program Manager
Aurora King

Program & Communications Manager
Anne Trickey

Program & Administrative Assistant
Larry Jones

Media Intern
Sean Hennessey

Development Director
Brian Wiedenmeier

Individual Giving Coordinator
Beverly Mislang

Finance Director
Cathy Worner

Board Liaison
Linda Belden

Founder, Director Emeritus
Gloria Unti

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Monique Olivier

Vice President
Cyrus Wadia

Treasurer
Ron Reitz

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Katharine Gin

Wynne Bamberg
Karen Harris
Sajjad Masud
Annie McGeady
Debbie Molof
Adrienne Leight Rogers
Peter Rothblatt
Merti Walker

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Diane David
Tom DeCaigny
Diane Downing
Joanna Haigood
Geoff Hoyle
Margaret Jenkins
Robert Kikuchi-Yngojo
Carol Kocivar
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Nina Kwan
Carlene Laughlin
Jeanne Milligan
Donald Ohlen
Sheila Pressley
Dana Smith
Marilyne Solloway
Nancy Wang
Sonia Wong
Charles Wood
Jean Wood

It’s time to reinvent education for the 21st century. Creativity, collaboration, and problem-solving—skills gained through learning arts—are fundamental skills for the technological age.

Right now, the only way school districts and communities can provide high quality arts education is through a program like Performing Arts Workshop. But they can’t afford us without your donation.

Please make a gift today to help our children receive arts and music classes.

Your gift to Performing Arts Workshop makes a difference:

$60 gives 30 students one week of arts instruction
$250 gives 30 students one month of sequential arts instruction
$900 gives 30 students a semester-long course in Theatre Arts, Music, Dance or Creative writing

Go to our website to make a quick and secure online donation:
http://performingartsworkshop.org/pages/donate.html

Or mail a check to:
Performing Arts Workshop
1661 Tennessee Street, Unit 3-0
San Francisco, CA 94107

If you have any questions or comments, please feel free to e-mail us at info@performingartsworkshop.org.

The Staff and Board of Performing Arts Workshop are immensely grateful to our team of 30+ teaching artists. Their talents and commitment to young people help make life-changing experiences possible every day. Go to our website to read the bios of Workshop Teaching Artists:
http://performingartsworkshop.org/pages/workshop_artists.html

Photo credits: Teresa Kennett and Annie Dowie (headshot)