



# Music / VAPA



## Annual Report FY 2022-23

Planning and Oversight Presentation

December 12, 2023

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Excellence • Equity • Engagement • Enrichment

### **BSEP Measure E1 Purpose:**

“providing quality instructional programs in music and the visual and performing arts for elementary and middle school students...”

### **BUSD Music/VAPA Mission:**

Providing equitable access to a quality music education for all students.



# PROGRAM OVERVIEW

## **VAPA's main programs:**

Instrumental Music for all 4th and 5th graders

Ensemble music classes grades 6-8

School-Day Arts Anchor funding (\$8,000 per school)

0.6 FTE Middle School Arts

After School Arts Anchor funding (\$8,000 for some schools)

## Staff

- 19 Full-time Fully-credentialed music teachers
- 1 VAPA Technician
- 1 Family Engagement & Equity Specialist (SY21)
- 1 VAPA Supervisor
- 15-20 Clinicians (coaches) at BHS

## Contracts and Expenses

- Instruments
- Repairs
- Contractors and Partnerships
- Arts Anchor / Arts Anchor Extension
- Theater budget 6-12
- Equity Budget

# Achievements

- In 2023-23 middle school music in BUSD reached representative enrollment of BIPOC students in music. A first and a milestone. 57% of BUSD 6th graders identified as a BIPOC sub-group and 54% of zero period and 7th period music students in BUSD were BIPOC.
- By the 2022-23 school year the percentage of **BIPOC Music staff had been raised from 4% to 47%.**
- During the first in-person instruction year post pandemic (2021-22), African American enrollment in middle school music classes had taken a huge hit and African American students made up 6% of our music program. However, **by 2022-23 African American participation had more than doubled to 14%.**

# Challenges

- One of our music teacher positions remained vacant for the entire year with no viable applicants.
- Though we reached major milestones in access and engagement improvements for students of color, we have exceeded target rates for each racial sub group (higher than 37% of a given group), Black/African American students are still only enrolled at a rate of 27%. This is still a huge growth for that group, but shows that our main goal should be increasing access and engagement for Black students.

# Variances

Underspending in the area of staffing can be attributed to an unfilled teacher vacancy.

Not all projected contractor funds were spent.

Overall deficit spending can be attributed to large instrument purchases and the recent addition of BHS Clinicians (music coaches) being added to the VAPA budget (from the BHS budget).

## Fund Balance Management

- 2022-23 fund balance is already being used for salaries impacted by the raises that went into effect with new bargaining unit contracts.
- Measure A fund balance has a spending plan in effect to be used for the purchase of large instruments.

# Program Measures

|   |              |
|---|--------------|
| Number of percent of fourth and fifth graders participating in instrumental music program           | 721/100%     |
| Number and percent of third grade students receiving general music classes                          | 623/100%     |
| Number and percent of TK-2 grade classrooms receiving instruction in music                          | 40/42%       |
| Number of MS and HS Music/VAPA courses offered 0 and 7 period                                       | 23           |
| Number of pd offerings for music and VAPA staff, participation rates                                | PD every Wed |
| Number and percent of staff who identify as person of color (hired by the end of 21-22)             | 47%          |
| BIPOC Students Enrolled in middle school (6th grade) compared to BIPOC middle school music students | 57% / 54%    |

## Important Stats



## Equity Initiatives in Music/VAPA

As the VAPA department continues to make equity its first priority, we continue to hire teachers that have a background/training in culturally responsive teaching as well as diverse musicological backgrounds. Our staff is continually becoming more diverse as well.

Orientations for all families and smaller orientations for BIPOC families were held via Loom and Zoom for 3rd and 5th grade parents.

Equity funds in the VAPA budget have been used for additional tutors at schools, partnerships and programs like the Golden State of Song (Freight&Salvage), and buses to Cazadero for parents with limited transportation.

For our entire Equity Plan, please see link in the VAPA google doc that accompanies this presentation.







## Equity Initiatives in Music/VAPA

**2) Orientations for all families and smaller orientations for BIPOC families were held via Loom and Zoom for 3rd and 5th grade parents.**

**Individualized check-ins with 5th grade BIPOC families by Jay Whittington regarding continuing music in middle school.**



## Equity Initiatives in Music/VAPA

3) “Symposium: Hip Hop is Folk” and “Golden State of Song” initiatives successfully delivered by Jay Whittington and Freight and Salvage.

