

MUSIC, VISUAL AND PERFORMING ARTS

(BSEP Measure A, Resource 0853)

OVERVIEW: FY 2015-16

Purpose:

Providing quality instructional programs in music and the visual arts for elementary and middle school students. Revenues may be used for, but are not restricted to, providing qualified teachers and staff, professional development in the arts, musical instruments and instructional materials, services and equipment necessary to conduct these programs¹

Budget Managers: Pete Gidlund, VAPA Program Supervisor
Pasquale Scuderi, Assistant Superintendent for Educational Services

BACKGROUND INFORMATION

Fourth and fifth grade students receive music instruction twice per week during two of the five periods that are contractually required for classroom teacher preparation [aka “release time”] at those grade levels. The remaining three teacher preparation periods are filled with classroom instruction in science, art, or dance, with release time teachers paid for from the General Fund.

For the first seven years of BSEP Measure A’s existence, this BSEP resource carried the entire cost of the two periods of release time music teachers, provided as a contribution to the General Fund. However, with enrollment growth and cost increases, the BSEP fund balance dwindled, and cost projections were not keeping pace with revenues. Therefore, beginning in 2014-15, the General Fund assumed half the cost of the music teacher release time, which reduced the BSEP contribution by an equal amount.

In addition to the music teachers in the General Fund, BSEP provides supplemental music teachers for fourth and fifth grades to expand options for students at each music period, including brass, woodwind, and string classes. Students in fourth and fifth grade are scheduled into music classes of 12-18 students according to choice of instrument. Providing smaller classes to focus on one or two instruments ensures that all students will successfully meet grade level music standards. Without these supplemental teachers, classes would be at 24-26 students with fewer instruments taught in the same class. These supplemental teachers are paid for entirely by this BSEP resource. Instruments, instrument repairs, and materials are also funded by BSEP.

Beyond the fourth and fifth grades, this resource provides funding for music, and visual and performing arts instruction at the Middle Schools, as well as a Program Supervisor, Library

¹ BSEP Measure Section 3.B.ii.b

Fund Balance

Beginning: \$201,905

Ending: \$335,087

Increase: \$133,182

RESOURCE SUMMARY

Over the past several years, enrollment in fourth and fifth grade grew significantly, and along with it, the amount of required release time FTE, increasing from 4.40 FTE in 2011-12 to 4.56 FTE in 2013-14, and 4.64 in 2014-15. The demographic “bubble” appears to have diminished, for the present, with the release time calculation back down to 4.32. Half of the release time FTE is funded by the General Fund and half is contributed by BSEP (equivalent to 2.16 FTE).

STATUS REPORT

The foundation for Music, and Visual and Performing Arts (VAPA) in BUSD elementary and middle schools is provided through this BSEP funding. Following is an overview of the program currently funded through BSEP:

Core Music and VAPA Programs:

- Staffing and materials for the grades 4-8 Music Program, including music classes for all fourth and fifth graders;
- Staffing support for afterschool arts classes at the middle schools;
- Drama materials for grades 6-8;
- Support for the Berkeley Symphony Orchestra Music in the Schools Program (MITS) at eleven elementary schools;
- Professional development for classroom teachers in arts integration at ten elementary schools;
- Professional development for music teachers; year four of Mills Scholars inquiry work;
- Staffing support for outreach programs and partnerships such as Arts on The Run, Kennedy Center Partnership with Cal Performances, Berkeley Arts Education Steering Committee (BAESC), Cazadero Music Camp, The Music Connection (TMC), the Performing Arts Showcase, Berkeley Art Museum and Pacific Film Archive (BAMPFA), and Berkeley Repertory Theatre, along with scholarships and tutors for students in need.

Highlights of the Music and VAPA program from 2015-16 include:

- All fourth and fifth graders participated in the music program, regardless of ability to pay for instruments.
- Due to strategic hiring and scheduling, it has been possible to offer a wider selection of instruments, including ukulele, guitar, drumline, mariachi, and African drumming, while maintaining similar FTE.

- All students were provided with a well-functioning instrument of their choosing, grade level method books, supplemental sheet music, and necessary accessories such as strings, valve oil and cork grease.
- Music teachers continued “in house” cultural relevancy training. More and more teachers are taking the districts 3-day cultural competency training with Pamela Harrison-Small. As well, our teacher-leader run MILLS/PLC inquiry work focused on equity this year.
- Music teachers continued to use PBIS “You Rock” and “Out of Tune” slips in conjunction with “Toolbox” concepts with their grade 3-8 students.
- About 400 students played the National Anthem at a Giants game in May, with a smaller group of 150 playing the National Anthem at a Cal Baseball game in April.
- Collaborative partnerships provided workshops, tutoring, and performances by professional musicians for Berkeley students K-12.
- The middle school jazz bands played at Freight and Salvage and Yoshi’s.
- Many middle school students played and/or sang in multiple ensembles.
- The winter and spring concerts were very well-attended, especially at the middle schools, where the students played to packed houses. Nearly 2,000 family and community members attended the Performing Arts Showcase in March, 2016.
- For the Fourth year, BUSD was selected as one of the "Best Communities for Music Education 2016" by the NAMM Foundation. The award reads "For Outstanding Support of Music Education, Enriching the Lives of Children and Advancing Student Achievement."

Five-Point Equity Plan

The Music/VAPA Program has embarked on an Equity Plan in order to recruit for a more diverse staff, ensure cultural competency for all teachers, increase visibility and communication, provide parent advocacy opportunities, and support school restructuring to increase access to the arts. Substantial progress was made over the past year. Following is a report on the Five-Point Plan, along with a Sixth Point under development.

1) Recruit to Produce a Diverse Applicant Pool

- Program Supervisor Gidlund engaged in active recruiting, speaking at a number of different universities including Howard University and the Berklee College of Music.
- At the end of the 2015/16 school year ,we were able to hire 4 new music teachers, 3 of whom were people of color.

2) Cultural Competency Professional Development

- Music teachers continued “in house” cultural relevancy training.

- Teachers are taking the districts 3-day cultural competency training with Pamela Harrison-Small.
- Our teacher-leader run MILLS/PLC inquiry work focused on equity this year.

3) Form a Music Parent Equity Group

- Pete Gidlund served on the Jazz parent equity group in an observatory role.
- Plans are in the works for a Music Parent Equity Forum event in 2017 that will hopefully spark an official parent group.
- Steps are being taken to work with parent liaisons at each school to recruit students of color into music classes (middle) and events such as Cazadero Jumpstart (elementary).

4) Increase Visibility and Communication

- A draft of a BUSD music website has been created.
- Facebook and Instagram accounts were created and used successfully.
- Materials and current messaging have been revamped to feature diverse students.

5) Restructure School Systems to Create Equitable Music Opportunities

- We have worked with BHS to identify individual student schedules for potential conflicts between science labs and music classes.
- We have worked with BHS toward an agreement that AP music theory will remain on the schedule since it is a college pipeline course.
- Pete Gidlund joined the Berkeley High School redesign team in spring of 2016 in an observatory role. Presently the team is working in focused subcommittees on which many music and arts teachers serve. If this redesign leads to a 7-period day, there will mean more flexibility for all students to take classes in the arts, but that it would ultimately trickle into middle school structure as well.

6. NEW! Focusing Appropriate Equity Measures on 5th Graders

- As a result of Pete Gidlund's Master's research (on a Boatwright/Weinstein scholarship), the findings/recommendations warrant directing scholarships at 5th grade students rather than 6th graders who have already opted into middle school music.
- Following this shift, our teacher leader team decided at the end of the 2015-16 school year that all PLC and inquiry work should focus on 5th grade equity with a goal of higher 6th grade enrollment of students of color in music.
-

###