

**hbo**

**BSEP  
VAPA/Music  
Annual Plan  
2021-22**



**April 13, 2021**

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# VAPA Program Overview

## 1. PROGRAM MISSION and VISION:

The BUSD VAPA/Music Department provides a musical foundation in an equitable, culturally responsive and respectful classroom environment that facilitates cooperation and perseverance.

## 2. BSEP MEASURE E1 STATED PURPOSE and USES:

“Providing quality instructional programs in music and the visual and performing arts for elementary and middle school students. Available Revenues may be used for, but are not restricted to, providing qualified teachers and staff, and professional development in the arts for elementary and secondary students. Musical instruments, instructional materials, equipment and necessary services may be provided for any K-12 school, as long as funds permit.”

## 3. BSEP FUND USE SUMMARY:

Funds allocated to BSEP provide the instrumental and choral music program for grades 4-8, and support arts instruction and professional development in arts integration in the elementary and middle schools.

All Fourth and Fifth Grade students receive music instruction twice per week. Four types of instruction are delivered—strings (orchestra), woodwinds and brass (band), world music (percussion, ukuleles, guitars).

In the middle schools, classes are electives, held five days a week, usually during zero period. Choices include 6th Grade Band, 7th-8th grade Band, two levels of Orchestra, Chorus, Jazz Band, and Guitar. Jazz Band is an after school elective four days a week at all three middle schools. Mariachi and Music meet two days a week at Longfellow. For 2019-20, there will continue to be two Orchestras and three Bands during zero period at King to accommodate the large number of students who have signed up for music.

The VAPA BSEP resource provides curriculum and professional development support to the district’s dance, drama and visual art teachers K-8 by providing workshops as well as facilitating meetings with their Berkeley High School peers on district Professional

Development days. In addition, there is financial support for conferences and professional development, and a middle school drama material allocation of \$3,000 per middle school.

#### **4. PROPOSED CHANGES OVER PRIOR YEAR PROGRAM:**

- VAPA Family Engagement and Equity Specialist: Increased from 10 hours/week in 2020-21 to 1.0 FTE in 2021-22
- Music Coach Stipends at Berkeley High: possibly assuming cost of the “leveling the musical playing field” initiatives from site funds.
- Equity Focused Events
- Music Immersion Programs
- Music Equity Support Groups

## 5. BSEP BUDGET SUMMARY

	<b><u>2021-22</u></b>
<b>Revenue</b>	
BSEP Revenue Allocation	2,009,569
Music Teacher Transfer to General Fund	<b>(253,547)</b>
<b>Total Revenue</b>	<b>1,756,022</b>
<b>Expense</b>	
Music Teachers and Program Staffing	1,296,913
Hourly Staffing	100,000
Focused Equity Intitatives	149,000
Professional Development & Arts Anchor Schools	95,900
Instruments, Materials & Supplies	183,500
Mileage & Festival Participation	10,000
Sheet Music Scanning	100,000
Collaborative Partnerships	12,400
Reserve for Personnel Variance	64,846
Indirect Cost (5.42%)	109,081
<b>Total Expense</b>	<b>2,121,640</b>
<b>Net Change to Fund Balance</b>	<b>(365,618)</b>
<b>Beginning Fund Balance</b>	<b>672,466</b>
Net Increase/(Decrease) in Fund Balance	<b>(365,618)</b>
<b>Ending Fund Balance</b>	<b>306,848</b>

## 6. BUSD BUDGET CONTEXT and SUSTAINABILITY NOTES

- General Fund provides staffing for 3rd grade and high school music and VAPA
- ECO funds support some classes at the high school level.
- The VAPA Supervisor collaborates for these programs as well as the BSEP funded 4-8th grade program.

*The draw-down on the fund balance includes one time costs, including sheet music scanning for \$100,000. The assumption of the BHS Equity initiatives for this year is also drawing on the fund balance and may be a candidate for COVID one-time funding, to be reviewed.*

### External Links:

- [VAPA Program Overview VIDEO Orientation](#)
- [VAPA Program Overview slide deck](#)

# VAPA Program

## Equity and Quality Measures

### 1. PARTICIPATION and OUTREACH:

*How do programs address issues of equity, access, and opportunity, including targeted funding and supports?*

We have a Family Engagement Specialist on staff.

A \$4,000 AA Studies Arts budget, \$40,000 per year savings for BHS digital music lab, and \$4,000 theater materials budget address high school Arts equity.

\$48,000 is available per year for afterschool Arts K-5.

Non-monetary equity initiatives carried out by music teachers include accountability around focal students and following them through 5-6 and 8-9 transitions, student mentorship programs, and managing scholarships for free music lessons.

Our [VAPA Equity Plan](#) has had success in 1) recruiting diverse teachers 2) provide cultural competency PD 3) forming parent equity group 4) increasing visibility and communication 5) changing structural barriers at schools and expanding course offerings.

Additionally, a group of \*new equity-aimed items are proposed here in this budget.

### 2. REPRESENTATION, DIVERSITY and INCLUSION:

*How do programs reflect and support the diversity of our families and students?*

Our internal VAPA Equity Plan guides practices to create equitable access/inclusion to our programs. BMIE, our Parent Equity Group, provides connection for families and a broader parent/community group is being planned and formed.

The VAPA Family Engagement and Equity Specialist works with students and families to break barriers and create access.

### 3. STAFFING/PROFESSIONAL DEVELOPMENT:

*How does staffing and/or professional development address equity and district goals?*

Active recruiting is ongoing and has significantly increased diverse representation on our teaching staff.

Culturally Responsive professional development is a key part of weekly staff meetings facilitated by VAPA supervisor, Mills Teacher Scholars, department book groups, and guest speakers/workshops.

Our VAPA Equity Specialist is making amazing headway running needs assessments, creating VAPA Equity Plan 2.0, supporting teachers, making home visits, etc. and this budget proposes making the position full-time.

#### **4. DATA/OUTCOMES:**

*What data/metrics could be used to report on outcomes? Are there SMART goals?*

Disaggregated demographic data on Middle/High School participation is ongoing.

Smart Goals have been used for equity based projects such as Chorus program development, providing afterschool arts K-5.

Next School year, VAPA will partner with BREA to do a participation audit similar to the 2015 and 2018 data gathering regarding students of color in music programs gr. 6-12.

#### **5. QUALITATIVE BENEFITS:**

*What elements are not quantitative but of significant value to the program and/or district?*

VAPA Supervisor consults for Facilities Dept. concerning Arts issues at sites.

VAPA Supervisor provides support for scheduling, curriculum, and staffing decisions in the Arts to principals K-12.

Supervisor maintains relationships with community Arts partners who provide services to students K-12 including Berkeley Symphony, Alonzo King LINES Ballet, The Kennedy Center (DC), Berkeley Rep, Freight & Salvage, Cal Performances, etc. Supervisor hosts community advocacy groups BMIE and BAESC.

#### **External Links:**

- [VAPA Equity Plan One-sheet](#)

- [VAPA Equity Plan Slide Deck](#)

# MUSIC, VISUAL and PERFORMING ARTS 2021-22

## Plan Details

### Staffing

**Release Time Music Teachers** **\$253,547**

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- Release Time Transfer to General Fund **2.12 FTE**

In accordance with the teacher contract, fourth and fifth grade teachers receive four periods of release time per week. The General Fund pays for the FTE for science, dance and art teachers who provide part of this release time. The General Fund is currently providing half of the cost of the FTE required for music teachers for the two periods per week of fourth and fifth grade teacher release time, and BSEP is paying the other half of the FTE in the release time calculation through a transfer to the General Fund.

**Music Program Staffing** **\$1,296,913**

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**Additional Fourth-Fifth Grade Music Teachers** **4.72 FTE**

Three music teachers are scheduled for the prep period of every two classroom teachers in order to offer a variety of options, including strings, woodwinds, brass, and world music. Several additional music teachers may be assigned for 4<sup>th</sup> and 5<sup>th</sup> grades as needed to provide an optimal learning environment and to allow for grade level groupings where there are combination classes. The total number of classes for the 2019-20 school year may need to be altered when school opens based on variances in enrollment. Music class sizes average 15:1 so that all students receive the instruction and coaching they need to be successful musicians. The BSEP fund bears the entire cost of these additional music teachers.

**Middle School (6-8<sup>th</sup> grade) Music and Performing Arts Teachers** **3.68 FTE**

VAPA funds will continue to support zero and seventh period performing arts courses at the three middle schools. Over 900 middle school students participate in the music program, requiring multiple before and after school sections in band, orchestra, chorus, jazz and mariachi.

**Middle School Arts Extension** **0.60 FTE**

This funding provides .2 FTE for each middle school to offer an arts course otherwise unavailable to students to be offered periods 0-7. This program was piloted in 2018-19 with 100% participation and funded Drama, Ceramics, and Media Arts at the three schools.

**Visual and Performing Arts Program Supervisor** **1.0 FTE**

This position supervises and evaluates 18 music teachers, plans all arts professional development, facilitates all arts partnerships, serves as liaison to Bay Area arts organizations and supports district arts teachers and programs. The Supervisor supports the four arts curricula and assessments as well as Standards and Common Core alignment. This person is the budget manager for all aspects of the VAPA resource in the BSEP measure, as well as for independent contracts and outside grants.

**VAPA Technician** **1.0 FTE**

The VAPA Technician keeps an ongoing database (library information software) of all instruments and sheet music. The VAPA Tech works with the music teachers to ensure they have the materials and supplies they need for their students. This person arranges for repairs, tracks purchase orders, places and receives orders, tracks teacher absences and repairs instruments when possible. In the fall and the spring, the VAPA Tech delivers and then picks up over 2,500 instruments from the school sites. The proposed FTE is an increase from the prior 0.6 FTE which has proved to be insufficient to tackle the tasks associated with supporting the VAPA program; a number of technical support tasks were falling to the VAPA supervisor.

**\*\*\*Family Engagement and Equity Specialist** **1.0 FTE**

The Equity Specialist will advocate for students, communicate with parents/families, run equity-focused events, manage funds/scholarships for private lessons, and convene parent and community groups. This 1.0FTE is a change from the prior 10 hrs. per week due to the sheer volume of tasks the Equity Specialist could be doing (as found in our initial needs assessment), but must turn down due to work hours.

**Hourly Staffing** **\$100,000**

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**Middle School Music Tutors and Instructional Specialists - \$4,000**

Instructional specialists provide individual and small group instruction to orchestra and band students by coaching chamber music groups and reinforcing classroom learning in small group settings.



**Teacher Substitutes for Special Events - \$9,000**

Substitutes for music teachers are necessary when those teachers attend Berkeley Symphony concerts, Cazadero Jumpstart Retreats, Arts on the Run, California Music Education Association student festivals, and music conferences.

**Teacher Hourly for Performing Arts Rehearsals - \$7,500**

In order to properly staff and supervise 800 students rehearsing and performing in the annual Performing Arts Showcase, teachers are paid hourly for their weekend work time, approximately nine hours per teacher.

**\*\*\*BHS Coaching - \$79,500**

Historically, this budget item landed on BHS BSEP Site Program Funds. \$33,000 would fund eleven professional musicians who will coach BAO students on a weekly basis in 2021-22. \$46,500 would fund professional musicians who will coach Jazz students on a weekly basis in 2021-22. The goal of this request is to create equitable access to music education for all Berkeley High Band and Orchestra students.

**Focused Equity Initiatives \$149,000**

**African American Studies Arts Expenses - \$4,000**

The African American studies program incurs arts expenses for which there is not currently a budget within BUSD. Similar to the drama budgets at each secondary school, this budget would pay for arts materials, repair for instruments (Afro Haitian drums), and buses for performance/recruitment field trips.

**BHS Digital Music Lab - \$40,000**

\$40,000 will be spent and/or saved (for the following year) on hardware and software for the BHS digital music lab. A temporary lab is currently being built, but will need supplementary items like keyboard controllers. And, in anticipation of new A-Building construction, a completely new lab will need to be built- including CPUs, keyboard controllers, projector/screen, microphones, etc.

**Elementary Arts Extension - \$64,000**

Due to the impact on the instruction day, it has been challenging to launch new arts classes during school-day hours. This funding provides up to 8 elementary schools with \$8,000 each for after school arts programming.

**\*\*\*Equity Focused Events - \$13,000**

All music festivals, exhibitions, showcases, guest speakers, commissioned pieces/composing sessions with B.I.P.O.C. composers, and by and showcases will be equity focused and managed/facilitated by the VAPA Supervisor and the VAPA Equity Specialist. These include our Arts on the Run event (which is equity-focused) and our “Performing Arts Showcase” (which we aim to produce for all 4 Arts Discipline, have a theme of diversity/inclusion, and host at multiple sites over multiple days), which together historically carried a budget of \$3,000.

**\*\*\*Summer and School Year Music Immersion Programs - \$25, 000**

The Summer Music Immersion program is three-day summer program focusing on Jumpstarting the B.I.P.O.C. student in their musical knowledge and performance abilities through collective and one-on-one musical instruction. This program would include an orientation for both P.O.C parents and their children regarding the B.U.S.D. music program, allowing early access to instruments, workshops in cultural music history, and several musical classes and musical activities to prepare them for the coming school year. The main cost here would be teacher hourly staffing, independent contractors, and student work program staffing.

The School Year Immersion program is a continuation of the current BHS mentor program merged into after school time and in conjunction with Cal Berkeley Volunteer organization T.M.C. This program provides high school and college mentors, a place to rehearse after school, at-school instrument storage, and audition workshops. Main expense would be staffing for audition workshops.

**\*\*\*Community-wide Music Equity Support Group \$3,000**

A community group will be formed with the purpose to inform and engage B.I.P.O.C families whose students are a part of BUSD music program. The activities of the parent group will include information regarding music resources, presentations from colleges and other musical programs along with creating a platform to address issues that are affecting their students’ success within the program. This will include a student council sub-group-to have agency and investment in their musical education and to create a platform of support advocacy and giving a voice to their needs within the BUSD music program. The main cost for these monthly events would be childcare/supervision.

**Professional Development & Arts Anchor Schools \$98,200**

**Professional Development - \$10,900**

Since 2012, music teachers have participated in the year-long *Mills Teachers Scholars inquiry*. We will continue this program in 2019-20. The VAPA staff and Mills have worked together to incorporate DuFours-style PLC groups in compliance with the BUSD PLC

initiative and VAPA Professional Development will remain committed to both styles. VAPA staff has also committed to make the main “lens” of inquiry equity-based.

**Arts Anchor School Programs - \$85,000**

The Arts Anchor school program provides professional development in arts to K-5 classroom teachers, utilizing modeling and coaching to encourage classroom teachers to integrate the arts into their curriculum. Teachers at Arts Anchor schools design the professional development focus as a team and work with an arts provider or a certificated arts teacher to plan integrated arts lessons. Classroom modeling and coaching are essential to deepen learning and understanding for all students, as well as greater teaching proficiency of the teachers. Principals and teachers report an increased level of confidence among classroom teachers in undertaking arts integration on their own. Classroom teachers eagerly choose curriculum and an art focus for the year; teachers who are new to the staff or who have not participated previously engage in the work. Dance and class plays have become “something we do at this school” and student displays throughout the school express the “student as artist” vision.

**Instruments and VAPA Instructional Materials \$183,500**

**Music Instruments- \$122,000**

The music program provides musical instruments to all fourth to eighth grade music students. Berkeley is one of the few California school districts that loans instruments so that students of all financial levels have equal access to the program. In addition, students are supplied with music method books and workbooks, recorders, reeds, strings, all instrument accessories and sheet music, and classrooms are outfitted with music stands, music carts and music storage units. Instruments are repaired as needed and new ones purchased to replace those that are beyond repair.

Growth in student enrollment over the last several years has had an impact on the music program. While current projections are for slower overall enrollment growth affecting the elementary grades for another three years, the middle school program participation continues to grow. There is an ongoing demand for instrument purchases and repairs in order to serve a larger overall population than were being served several years ago. \$68,000 is budgeted for instrument purchases, and \$54,000 for repairs, tuning and moving.

**Music Materials - \$56,500**

The music library collection will continue to be expanded in 2020-21 to help students grow and develop as musicians. As the number of students enrolled in music classes continues to increase at the middle schools, so does the need for additional instruments,

repairs and instructional materials. As the students become more proficient, more sophisticated instruments must be provided. \$40,000 is budgeted for music materials and supplies, and \$13,000 for drama/theater production materials (\$3000 per middle school and \$4,000 for BHS). The balance of the budget, \$3,500, is for memberships with the National and California Music Educators Associations, The Kennedy Center Partners in Education Program, and the Orff Music Association.

**Technology - \$5,000**

A small technology budget for 2020-21 supports the maintenance, updating, and replacement of teacher iPads and office computer hardware and the purchase of projectors for music teachers.

**Mileage for Music Teachers; Festival Participation \$10,000**

Mileage reimbursement is needed for the elementary and middle school music teachers, who travel among three or four schools a day and five to seven schools during the course of the week. Middle school teachers understand the tremendous educational opportunity provided by participation in local chorus, band and orchestra festivals. Students play for adjudicators who give the chorus, band or orchestra a score with comments. In addition, guest conductors work with the ensembles in clinics. The registration fees are covered and teachers raise funds for the buses to transport students.

**Sheet Music Scanning \$100,000**

This budget will remain at the same amount. During 2021-22, we will digitize the VAPA library. It is similar in size to that of the BHS library, which we digitized this SY.

**Collaborative Partnerships \$12,400**

Thanks to BSEP funding, the VAPA program is able to leverage contributions towards collaborative partnerships with the Berkeley Symphony Orchestra, Cal Performances, Alonzo King LINES Ballet, and the Kennedy Center to provide expanded opportunities for our students at a fraction of the full cost of these programs.

The Berkeley Symphony Orchestra (BSO) *Music in the Schools* Program provides BUSD elementary schools with an exciting educational program. Our students benefit from Symphony visits to schools in the fall for *Meet the Symphony* concerts, as well as Symphony musicians visiting with our K-5 classrooms, and *I Am a Performer* concerts at many schools in February.

Cal Performances provides our teachers with the opportunity to attend workshops and have guest artists visit their classes in conjunction with "School Time Performances." The Kennedy Center provides KC Partners with unique collaborations - this year the BUSD

continues its partnership with the Alonzo King LINES Ballet, a contemporary ballet company which draws upon a diverse range of cultural influences to inspire our students.

The VAPA budget includes contributions toward these partnerships, with \$10,000 to support the Berkeley Symphony Orchestra program at the eleven K-5 schools and residencies at middle and high schools, \$400 to support custodial time for Cal Performances in the classroom workshops, and \$2,000 for travel expenses to the Kennedy Center Partners in Education annual meeting, which is required to maintain our Kennedy Center membership. By association, the Kennedy Center oversees our partnership with the Alonzo King LINES Ballet, which provides dance instruction and teacher PD to Washington elementary and will provide BUSD with general dance PD to elementary teachers district wide 2019-2020.

## Measure A Funds for VAPA

In addition to the expenditure of funds from BSEP Measure E1, the remaining fund balance from the BSEP Measure A resource for Music, Visual and Performing Arts (Resource 0853) is sufficient to provide for this program need for 2021-22:

**Deferred Maintenance Initiative** **\$100,000**

In order to maintain the quality of our larger instruments and address deferred maintenance issues, up to \$200,000 of Measure A fund balance will be used to repair or replace larger assets such as pianos, as well as to make a few necessary major purchases of large brass instruments and string instruments which had been deferred during the previous Measure. This special use of funds provides the opportunity to strategically address a delayed investment in our district assets. Some expenditures have been made during 2019-20 and unspent funds will be available to support this effort.

### **Budget Summary for Music/VAPA for 2021-22 Measure A, Resource 0853**

#### **Expense**

**Deferred Maintenance** **190,000**

**Indirect Cost** **10,298**

**Total Expense** **200,298**

#### **Fund Balance**

**Beginning Fund Balance (Measure A)** **404,628**

**Net Increase/(Decrease)** **(200,298)**

**Ending Fund Balance** **204,330**