

MUSIC, VISUAL AND PERFORMING ARTS

BSEP Measure E1, Resource 0753

BSEP Measure A, Resource 0853

ANNUAL REPORT: FY 2020-21 PROGRAM UPDATE: FY 2021-22

Measure E1 Purpose:

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.¹

Budget Manager: Pete Gidlund, VAPA Program Supervisor

BACKGROUND INFORMATION

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

Half of the cost of music release time teachers is funded by BSEP and half is funded by the General Fund. BSEP also provides supplemental music teachers for fourth and fifth grades in order to provide smaller classes and 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 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, a Visual and Performing Arts Technician, professional development, and a number of events and activities related to the music and visual and performing arts programs from fourth through eighth grades.

STATUS REPORT

Highlights of the Music and VAPA program July 2020 - June 2021

¹ BSEP Measure E1, Section 3.B.ii

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:

- 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 (Arts Anchor Allocations);
- Professional development for music teachers; year five of Mills Scholars inquiry work;
- Staffing support for outreach programs and partnerships such as Arts on The Run, Berkeley Arts Education Steering Committee (BAESC), Cazadero Music Camp, The Music Connection (TMC), the Performing Arts Showcase, and Schools Fund grants for things like arts provider residencies and music lesson scholarships for students in need.
- Staffing support for partnerships with community arts organizations such as Cal Performances, Berkeley Art Museum and Pacific Film Archive (BAMPFA), Berkeley Repertory Theatre, MOCHA, Freight & Salvage, KALA, The Kennedy Center (DC), and the Alonzo King LINES Ballet.
- All fourth and fifth graders participated in the music program, regardless of ability to pay for instruments.
- Due to strategic hiring and scheduling, we continued 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 responsiveness training. As well, our teacher-leader run MILLS/PLC inquiry work focused on equity.
- Collaborative partnerships provided workshops, tutoring, and performances by professional musicians for Berkeley students K-12.
- Many middle school students played and/or sang in multiple ensembles.
- The winter concerts were very well-attended, especially at the middle schools, where the students played to packed houses.

- VAPA maintained its successful new Kennedy Center “Partners in Education” partnership with the Alonzo King LINES Ballet, who is offering in-class dance integration training and out-of-class professional development for BUSD teachers.
- Brand new After School arts funding- our Arts Anchor Extension provided the following resources to provide equitable arts opportunities for our students:

0.6 FTE funding Middle School Arts electives:

- King- Ceramics
- Willard- Drama
- Longfellow- Digital Arts

\$8,000 funded after school Arts at eight Elementary Schools

Music/VAPA Program Achievements and Challenges

ACHIEVEMENTS-

- *Our complete music schedule was up and running virtually via zoom starting day 1 of the school year. We offered all our regular instruments, the same number of sections, all grades TK-12.*
- *VAPA still provided instruments to all students. Though the Ed Hub had moved out of our facility, VAPA Tech Diana Lee and the VAPA supervisor ran a drive-thru, contactless music distribution hub that distributed thousands of instruments to student grades 4-12, music activity packets (with recorders) for third graders, distributed sheet music and supplies like reeds, and even did on-the-spot repairs.*
- *Our first VAPA Family Engagement and Equity Specialist, Jay Whittington, was hired in January at 0.25 FTE. She spent most of spring 2021 completing a needs assessment and subsequent Phase 2 VAPA Equity Plan for VAPA Music.*
- *Our inquiry/equity work with Mills Teacher Scholars focuses on the theme of JOY in the virtual music classroom this year.*
- *Our music team pivoted in April to provide IN-Person music instruction to provide teacher preps for the “phase 2 reopening”. Teachers instructed morning classes itinerantly at school sites and then maintained a virtual schedule of combined music classes from home in the afternoon. VAPA made strategic purchases of drum pads, ukuleles, percussion instruments, and buckets (for drumming) so that students could play non-wind instruments and stay in their classroom cohorts.*

CHALLENGES-

- *Many Partnerships/contractors were not able to continue their work.*

- *School-day and after-school Arts Anchor funding was largely unused due to virtual learning.*
- *Many instruments not returned / unaccounted for.*
- *Proposed digitization project still on hold, due to companies not being able to scan sheet music without destroying/compromising the original in the process.*
- *Our virtual music program was poorly attended due to a shift to the optional status of specialty classes.*

Fund Balance Management:

Underspending due to distance learning and contractors could not come on campus., e.g Arts Anchor Funds, music coaches, field trips, and special events.

The intended uses of fund balance in 2021-22 and in subsequent years:

- 2021-22 and subsequent budgets will require a fund balance to provide same or increase level of services, e.g high school music coaches, additional of Equity Specialist, equity events and programs
- Additional uses include one time expenditures e.g., new instrument purchases.

Program Update 2021-22 School Year:

The full in-person nature of this school year's instruction allows us to build back all programs (i.e. full mandatory participation in 3rd-5th music restored, Arts Anchor money being utilized, etc.).

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.

In Spring 2019 a group called Berkeley Music Inclusion and Equity (BMIE) formed and has become more active and vibrant since March. The group is made up of parents, students, music teachers, and VAPA supervisor; with a primary goal of supporting families of color in a way that provides information on and access to BUSD VAPA's music program.

We have hired a VAPA Equity Specialist, Janeare Whittington, whose job is analogous to that of the OFEE staff, but will meet specific needs of the Music Department and report to VAPA Supervisor. Liaison to students/families of color; assist with communication, provide support and training for staff.

New budget items come into effect this year that address specific equity issues: An arts budget

for BHS African American Studies (field trips/supplies), building reserve for future digital music lab at BHS, expanded drama materials budget gr. 6-12, as well as many BIPOC programs and equity focused events and initiatives.

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
MUSIC/VAPA (Measure E1, Resource 0753)
Revenue and Expenditures
Comparison Report FY 2020-21

Purpose:

Six and a quarter percent (6.25%) of the Available Revenues shall be allocated annually to 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.

Budget Manager: Pete Gidlund, VAPA Program Supervisor

	Adopted Budget 2020-21 as of 07/01/20	Unaudited Actuals 2020-21 as of 06/30/21	Adopted Budget vs. Unaudited Actuals 2020-21 Variance	Notes
REVENUE	1,744,589	1,766,536	21,947	<i>Revenue increases due to receipt of prior year and additional current year revenue in 2019-20</i>
EXPENDITURES				
Certificated Salaries	853,134	866,876	13,742	
Classified Salaries	70,842	61,293	(9,549)	
Employee Benefits	311,203	284,569	(26,634)	
Books & Supplies	182,500	161,155	(21,345)	
Unallocated Reserve	39,284	0	(39,284)	<i>Reserved for Personnel Variance</i>
Contracted Services	294,200	79,862	(214,338)	<i>Underspending due to distance learning and contractors could not come on campus., e.g Arts Anchor Funds, music coaches, field trips, and special events.</i>
Indirect Costs	94,708	81,302	(13,406)	
TOTAL EXPENDITURES	1,845,871	1,535,057	(310,814)	
NET INCREASE (DECREASE)	(101,282)	231,479	332,761	
FUND BALANCE ANALYSIS				
Beginning Fund Balance	842,936	842,936	0	
Net Increase (Decrease) in Fund Balance	(101,282)	231,479	401,949	
Ending Fund Balance	741,654	1,074,415	401,949	<i>The fund balance grew due to changing needs during Distance Learning. Many regular annual contracts and services could not occur.</i>

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BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
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	Adopted Budget 2020-21 as of 07/01/20	Unaudited Actuals 2020-21 as of 06/30/21	2nd Interim Budget vs. Unaudited Actuals 2020-21	Notes
REVENUE	0	0	0	
EXPENDITURES				
Certificated Salaries	0	0	0	
Classified Salaries	0	0	0	
Employee Benefits	0	0	0	
Books & Supplies	190,913	47,503	(143,410)	<i>Underspending due to distance learning impact on staff capacity</i>
Unallocated Reserve	0	0	0	
Contracted Services	0	25,999	25,999	<i>funds used for instrument deferred maintenance</i>
Indirect Costs	9,087	3,499	(5,588)	
TOTAL EXPENDITURES	200,000	77,001	(122,999)	
NET INCREASE (DECREASE)	(200,000)	(77,001)	122,999	
FUND BALANCE ANALYSIS				
Beginning Fund Balance	293,686	293,686	0	
Net Increase (Decrease) in Fund Balance	(200,000)	(77,001)		
Ending Fund Balance	93,686	216,685	122,999	<i>Slowing of Fund Balance uses due to distance learning impact on staff capacity</i>