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## **Program Manager**

Pete Gidlund, Supervisor

## **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.”*

## **Rationale**

*What is the rationale for this program? Why is this program needed? What is the data that supports the need for this program?*

This program provides valuable Arts instruction addressing Core Arts standards required in every student’s educational program. VAPA also provides release time for BUSD teachers.

## **Goal**

*What is the goal of the program?*

The goal of the BUSD VAPA/Music Department is to provide a musical foundation in an equitable, culturally responsive and respectful classroom environment that facilitates cooperation and perseverance.

## **Description**

*What does the program do, how does it address the rationale and goal? How does this program serve focal students? What are the instructions, services, activities, and/or programs provided?*

BUSD Music is a world-class program that is unique in our commitment to deliver music education to EVERY student in the district. All students in Berkeley Unified study music for three years- general music in 3rd grade (Orff, singing, recorder, note-reading) and- our flagship program- all 4th and 5th graders choose an instrument that they study for 2 years twice a week in small instrument-alike groups with a teacher who specializes in that instrument. Our middle and high schools offer outstanding band, orchestra, chorus, guitar, and mariachi classes and ensembles.

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Our staff of over 19 full-time, fully-credentialed music teachers, a VAPA Technician, and Music Equity and Inclusion Specialist all work as a team, collaborate, learn together, and operate as an itinerant-but-cohesive music school within BUSD. We provide every student with an instrument and centrally manage sheet music, supplies, and instrument inventory as well as provide a hub for art professional development. Equity, inclusion, and representation continue to be integral values in our department.

### **Fourth-Fifth Grade Music**

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). 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 4th and 5th 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 2024-25 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. The total number of classes for the 2024-25 school year may need to be altered when school opens based on variances in enrollment.

### **Release Time Music Teachers**

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.

### **Middle School (6-8th grade) Music and Performing Arts**

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 2024-25, 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.

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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. 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**

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.

### **VAPA Technician**

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.

### **Visual and Performing Arts Program Supervisor**

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.

### **Middle School Music Tutors and Instructional Specialists**

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**

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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**

In order to properly staff and supervise 800 students rehearsing and performing in the annual events like Performing Arts Showcase, Jazz Girls Day, and other non-school-day concerts- teachers are paid hourly for their weekend work time, approximately nine hours per teacher.

### **Mileage for Music Teachers; Festival Participation**

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.

### **BHS Coaching**

The goal of this funding (BHS Coaching) is to create equitable access to music education for all Berkeley High Band and Orchestra students. \$51,436 would fund eleven professional musicians who will coach BAO students on a weekly basis in 2022-23. \$59,232 would fund professional musicians who will coach Jazz students on a weekly basis. The goal of this funding is to create equitable access to music education for all Berkeley High Band and Orchestra students.

### **Professional Development**

Since 2012, music teachers have participated in the year-long Mills Teachers Scholars inquiry- now called Lead By Learning. We will continue this program in 2023-24. VAPA staff has also committed to make the main “lens” of inquiry an equity-based one. This year, we plan to also include all middle school drama, visual art, and dance teachers in our Mills/Lead By Learning monthly meetings. This amount would also cover teacher hourly rate for 3 teacher leaders.

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.

### **Arts Anchor School Programs**

The purpose of Arts Anchor funding is to provide site support for multiple Arts disciplines. Sites can choose to fund arts programming in a discipline not otherwise offered or combine Arts Anchor funds with other funding to bolster current offerings. Class sessions could be arts-for-art's sake Arts instruction or may follow an arts integration model where arts standards are met in concert with core subject standards.

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. \$75,000 is budgeted for instrument purchases, and \$70,000 for repairs, tuning and moving.

### **Music Materials**

The music library collection will continue to be expanded in 2024-25 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. \$70,000 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.

### **Collaborative Partnerships**

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.

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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’s “Music in the Schools” 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 \$2,500 for travel expenses to the Kennedy Center Partners in Education annual meeting, which is required to maintain our Kennedy Center partnership.

### **Targeted Student Groups**

*Who is the program serving? Is the program serving all in the students district, which grades, specific student groups?*

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.

### **Berkeley Symphony ‘Elevate’ Program**

The Elevate program enables Berkeley Symphony to dispatch members of BSO to: 1.) BIPOC focused events like PANGEA (4th grade BIPOC focused music day camp), 2.) to school-day music classes to coach/tutor students, 3.) after school tutoring, and 4.) college audition coaching for BHS students- all as needed.

### **Family Engagement and Equity Specialist**

Our internal VAPA Equity Plan guides practices to create equitable access/inclusion to our programs. BMIE, our Parent Equity Group, provides connections 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.

The Equity Specialist advocates for students, communicates with parents/families, runs

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equity-focused events, manages funds/scholarships for private lessons, and convenes 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. Our 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.

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. 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. Additionally, active teacher recruiting is ongoing and has significantly increased diverse representation on our teaching staff.

#### **Additional Equity Activities**

A \$4,000 AA Studies Arts budget, and \$4,000 theater materials are available for BHS.

\$48,000 is available per year for afterschool Arts K-5. 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 6 elementary schools with \$8,000 each for after school arts programming.

\$15,000 for Berkeley Symphony's "Elevate" program (in addition to BSO's Music in the Schools program) let's BSO provide guest musicians for provide additional musicians for coaching and tutoring where needed.

\$45,000 for special events and programs coordinated by the coordinated by Family Engagement and Equity Specialist include, but are not limited to:

- B.I.P.O.C.- focused summer Music Immersion day camp for 4th and 5th graders
- College-level lecture series "Symposiums" multiple times per year for every secondary music student
- BIPOC-oriented and social justice-focused guest speakers and commissioned composers
- Special performances (where students perform) including rentals and guest artists.
- Convening a district-wide parent input/support group, which requires child care, guest speakers/facilitators.
- Hiring guests artists for coaching, tutoring, guest-teaching.

### **Changes from Prior Year**

Budgets for Instrument purchases, repairs/tuning, and materials/supplies have increased to account for rising costs.

### **Offerings, Access and Participation**

In 2023, we reached representative rates with 54% of our middle school music students being BIPOC (compared to a 57% BIPOC student body). We continue to make efforts to bring African American enrollment up (it is below target rate) and to begin to look at causes and possible solutions for the underrepresentation of students with IEPs in middle school music.

### **Resources and Information**

#### **Outcomes**

*Describe any outcomes to date, and intended outcomes for 2024-25. Refer to information included in the Data and Measure Section below. Describe by district-wide, school level, schools, and/or populations/communities served.*

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.

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.

Additional data on the “report card” segments of our equity plan.

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, including guidance on Prop 28 spending.

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, Berkeley Schools Fund, etc.

Supervisor hosts community advocacy groups and parent affinity groups.



**Budget**

The projected fund balance at the close of 2024-25 is \$540,129, ending Measure E1 with a positive balance.

**Data and Measures**

**Implementation and Participation Measures**

	2022-23	2023-24
Access and Participation <i>Staffing Allocations, Offerings and Activities, Participation rates</i>		
Number of percent of fourth and fifth graders participating in instrumental music program	100%	100%
Middle School enrollment in arts and music classes, disaggregated and compared to district enrollment	37%	Around 37%
Number and percent of third grade students receiving general music classes	100%	100%
Number and percent of TK-2 grade classrooms receiving instruction in arts and music (credentialed teacher or consultant)	40/42%	40/42%
Number of MS and HS Music/VAPA courses offered 0 and 7 period	23	23
Professional Capacity		
Recruitment and Retention Data, number and % of vacancies, retention rates	1 vacant out of 19	2 current vacancies (one of those covered by stip sub)
TSA supports for staff, consultations, coaching sessions,	1.0 FTE VAPA technician 1.0 FTE VAPA Equity Specialist 20 x clinicians @ BHS	
Number of pd offerings for music and VAPA staff, participation rates	PD every Wed	PD every Wed

	2022-23	2023-24
Number and percent of staff who identify as person of color	47%	TBD
Diversity, Equity and Inclusion		
Special Education measure	In 22-23 we found that 7% of middle school music students have IEPs compared to 14% represented in the student body.	
BIPOC Students Enrolled in middle school (6th grade) compared to BIPOC middle school music students	In 22-23 we found that 54% of middle school music students were students of color compared to 57% represented in the student body.	

**LCAP Outcome Measures**

LCAP Goal	How does the program support LCAP Goals?
1 - High quality classroom instruction & curriculum	<i>Our highly qualified staff of music teachers are engaged in constant collaboration, curriculum development and receive curriculum training regularly. Our mandatory 4th and 5th grade program means that ALL students in BUSD receive high-quality music instruction twice per week that addresses grade-level core arts standards.</i>
2 - Necessary and timely academic interventions	<i>VAPA teachers provide differentiated lessons at the elementary level and leveled classes at middle and high schools to reach a range of learners.</i>
3 - Safe, welcoming and inclusive climates	<i>Classes in the Arts are often where some of our most vulnerable students feel seen safe, and feel they can express themselves. A healthy, robust Arts program is essential to a safe, inclusive school climate.</i>
4 - Use of local and state measures to track progress	<i>Local and State measures do not track progress in Arts standards. We have tracked student participation and equitable access and continue to do so.</i>
5 - Increase	<i>We continue to work with independent study, MCKinney-Vento specialists, OFEE, and</i>

LCAP Goal	How does the program support LCAP Goals?
1 - High quality classroom instruction & curriculum	<i>Our highly qualified staff of music teachers are engaged in constant collaboration, curriculum development and receive curriculum training regularly. Our mandatory 4th and 5th grade program means that ALL students in BUSD receive high-quality music instruction twice per week that addresses grade-level core arts standards.</i>
access to school for students experiencing homelessness	<i>our own VAPA equity specialist on a case-by-case basis. Our abundant music offerings at all schools at a range of times including before and after school provide many choices that may fit an individual's particular needs.</i>

**Budget Details**

**Funding and Resources Overview**

Funding Source	2022-23	2023-24	2024-25 (Projected)
BSEP (include use of Fund Balance) BSEP Approved Budget Amounts	2,274,154	2,310,788	2,342,367
Schools Fund	15,000	0	0
General Fund	The General Fund pays for all 3rd grade music teachers and ½ of the 4th and 5th music instruction teachers. BSEP also reimburses the GF for a percentage of the GF portion of 4th/5th music instruction.		

2024-25 BSEP Budget Overview - Proposed

**Measure E1, Resource 0753**  
**Budget Summary for VAPA 2023-24**  
**March 12, 2024**

	Measure E1 <b>DRAFT</b> 2024-25
<b>Revenue</b>	<u>2024-25</u>
BSEP Revenue Allocation	2,357,445
Music Teacher Transfer to General Fund	(291,933)
<b>Total Revenue</b>	<u>2,065,512</u>
 <b>Expense</b>	
Music Teachers and Program Staff	1,469,127
Hourly Staffing	131,168
Focused Equity Initiatives	138,000
Professional Development & Arts Anchor Schools	104,075
Instruments, Materials & Supplies	228,000
Mileage & Festival Participation	10,000
Collaborative Partnerships	12,900
Reserve for Personnel Variance	80,015
Indirect Cost	169,082
<b>Total Expenses</b>	<u>2,342,367</u>
 <b>Net Change to Fund Balance</b>	 (276,855)
 <b>Beginning Fund Balance</b>	 816,984
Net Increase/(Decrease) in Fund Balance	(276,855)
<b>Ending Fund Balance</b>	<u>540,129</u>

**2024-25 Budget Details - Proposed**

<b>Music/VAPA 2024-25 Budget Details</b>	<b>2,342,367</b>
<b>Staffing</b>	<b>12.2 FTE</b>
4th /5th Grade Music Teachers	5.04
Middle School (6-8th grade) Music and Performing Arts Teachers	3.56
Middle School Arts Extension (0.2 per MS)	0.60
VAPA Technician	1.0
Visual and Performing Arts Program Supervisor	1.0
Family Engagement and Equity Specialist	1.0
<i>Note: Release Time Music Teachers cost is deducted from total program revenue - see <a href="#">2024-25 BSEP Budget Overview - Proposed</a> on previous page</i>	
<b>Total</b>	<b>\$ 1,469,127</b>
<b>Hourly Staffing</b>	
Middle School Tutors	4,000
Teacher subs	9,000
Teacher Hourly	7,500
BHS Coaching	110,668
<b>Total</b>	<b>131,168</b>
<b>Focused Equity Initiatives</b>	
AfAm Studies Materials	4,000
Equity Focused Events	45,000
Elementary Arts Extensions (after school arts anchor)	64,000
Berkeley Symphony 'Elevate' Program	25,000
<b>Total</b>	<b>138,000</b>

<b>Music/VAPA 2024-25 Budget Details</b>	<b>2,342,367</b>
<b>Professional Development</b>	
Professional Development	19,075
Elementary Arts Anchor Arts Anchor (\$8,000 for each school)	85,000
<b>Total</b>	<b>104,075</b>
<b>Instruments, Materials, Supplies</b>	
Instruments	75,000
Maintenance/Repair of Instruments	70,000
Music materials/supplies	70,000
Drama King	3,000
Drama Willard	3,000
Drama Longfellow	3,000
Drama BHS	4,000
<b>Total</b>	<b>228,000</b>
<b>Mileage &amp; Festival Participation</b>	<b>10,000</b>
<b>Collaborative Partnerships</b>	<b>12,900</b>
<b>Reserve for Personnel Variance</b>	<b>80,015</b>
<b>Indirect Cost</b>	<b>169,082</b>
<b>Total</b>	<b>2,342,367</b>