

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** BSEP Planning & Oversight Committee  
**FROM:** Pete Gidlund, Visual & Performing Arts Program Supervisor, and  
Pasquale Scuderi, Assistant Superintendent for Educational Services  
**DATE:** April 25, 2017  
**SUBJECT:** Recommendation for Expenditure of BSEP Funds for the Music,  
Visual and Performing Arts Programs in 2017-18

### **BACKGROUND INFORMATION**

The Berkeley Public Schools Educational Excellence Act of 2016 allocates 6.25% of the available revenues 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.<sup>1</sup>

### **Program Objectives**

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

### **Program Summary**

BSEP funds provide the instrumental and choral music program for grades 4-8 and supports arts instruction and professional development in arts integration in the elementary and middle schools. In March 2016, BUSD was recognized for the fourth year in a row by the NAMM Foundation as one of the Best Communities in the United States for Music Education 2016. Berkeley is one of 388 recognized districts across the United States and one of only five to receive the award in California.

### Music Program Summary

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 6<sup>th</sup> Grade Band, 7<sup>th</sup>-8<sup>th</sup> grade Band, two levels of Orchestra, Chorus, Jazz Band, and Guitar. Jazz Band is an afterschool elective four days a week at all three middle schools. Mariachi and Music meets two days a week at Longfellow. For 2017-18, there will continue to be two Orchestras and three Bands during zero period at King to accommodate

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<sup>1</sup> BSEP Measure E1 of 2016, Section 3.B.ii

the large number of students who have signed up for music. We will also be piloting a middle school dance program during zero period at all three middle schools.

#### Visual and Performing Arts Program Summary

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 \$2,000 per middle school.

### **BUDGET RECOMMENDATIONS FOR MUSIC, VISUAL and PERFORMING ARTS for FY 2016-17**

#### **Staffing**

<b>Release Time Music Teachers</b>	<b>\$218,484</b>
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<b>Release Time Transfer to General Fund</b>	<b>1.96 FTE</b>
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In accordance with the teacher contract, fourth and fifth grade teachers receive five 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 the BSEP fund is paying the other half of the FTE in the release time calculation through a transfer to the General Fund.

<b>Music Program Staffing</b>	<b>\$792,768</b>
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<b>Additional Fourth-Fifth Grade Music Teachers</b>	<b>3.91 FTE</b>
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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 2017-18 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.

<b>Middle School (6-8<sup>th</sup> grade) Music Teachers</b>	<b>3.28 FTE</b>
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Over 800 middle school students participate in the music program, requiring multiple before and after school sections in jazz, band, orchestra, chorus and guitar.

**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 0.6 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 that 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.

**Hourly Staffing \$15,000**

**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 - \$6,000**

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 - \$5,000**

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.

**Performing Arts Teachers for the Middle School \$120,490**

VAPA funds will continue to support afterschool performing arts courses in Dance and Jazz at the three middle schools. Jazz Band is provided at Willard and Longfellow, and music coaching is offered at King. Longfellow and Willard add .04 FTE from their site funds to support jazz class a fourth day of the week.

New this year, an additional 0.6 FTE will be allocated to pilot a zero period dance program comparable to our zero period music program at all three middle schools. Credentialed dance teachers will teach Modern/Hip-Hop dance 5 days a week. The rationale behind this expansion is to continue to offer diverse, equitable course offerings in the visual and performing arts.

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**Professional Development & Arts Anchor Schools** **\$80,000**

**Professional Development - \$10,000**

Since 2012, music teachers have participated in the year-long *Mills Teachers Scholars inquiry*. We will continue this program in 2017-18. The VAPA staff and Mills have worked together to incorporate DuFours-style PLC groups in compliance with the BUSD PLC initiative, and VAPA PD will remain committed to both styles. VAPA staff has also committed to make the main “lens” of inquiry equity-based. Because Mills views VAPA as a high-functioning model site which works independently utilizing fantastic teacher leadership, Mills has cut back their oversight to 50% and charges VAPA accordingly - \$5,000 (half of what we’ve paid in the past). This allows us to use the remaining \$5,000 for funding workshops and trainings for Professional Development in the area of Cultural Competency.

**Arts Anchor School Programs - \$70,000**

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.

In 2017-18, ten elementary schools plan to participate in the Arts Anchor program. The one school not participating has a part time visual art teacher on staff. 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.

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**Instruments and VAPA Instructional Materials** **\$113,400**

**Instruments - \$70,000**

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 purchase and repair in order to serve a larger overall population than was being served several years ago. \$41,000 is budgeted for instrument purchases, and \$29,000 for repairs, tuning and moving.

### **Materials - \$43,400**

The music library collection will continue to be expanded in 2017-18 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. \$37,000 is budgeted for music materials and supplies, and \$6,000 for drama production materials. The balance of the budget, \$400, is for memberships with the National and California Music Educators Associations, The Kennedy Center Partners in Education Program, and the Orff Music Association.

### **Mileage for Music Teachers; Festival Participation \$8,000**

Mileage reimbursement is needed for the elementary and middle school music teachers, who travel between 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.

### **Technology \$5,000**

A small technology budget for 2017-18 supports the maintenance, updating, and replacement of teacher iPads and office computer hardware and purchase of projectors for music teachers.

### **Performances and Exhibitions \$3,000**

BUSD participates in *March IS Art Education Month* each year with a variety of special events. VAPA monies support the custodians for Performing Arts Showcase and the Arts of the Run bus costs.

*Performing Arts Showcase:* The VAPA Department presents the Performing Arts Showcase, an afternoon of music performed by grades 5-12 at the Berkeley Community Theater. On March 26, 2017, roughly 1500 students participated in Choruses, Orchestras, and Bands by grade level. Participation in this event has more than doubled in the last several years. It is important to add that the Berkeley Community Theater might be off-limits due to construction at some point in 2018, which would make the Performing Arts Showcase impossible to stage in its current format. However, the budget item still stands because the VAPA staff is committed to showcasing the student's work district-wide each year. The Performing Arts Showcase will likely morph into a multi-venue, multi-artform showcase requiring a similar budget for music staff. This change might occur in 2017-18 but most likely in 2018-19.

*Arts on the Run:* In February 2017, three busloads of Berkeley High School performing arts students traveled to the three middle schools, to present a 50-minute sampler of the dance, drama, vocal and instrumental music opportunities at Berkeley High School to the eighth grade students who would soon be registering for their ninth grade classes at BHS. Experiencing the many options available for participation in the arts at BHS supports students in their transition from middle school to high school.

### **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 has an exciting new partnership opportunity 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. 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 school teachers district wide 2017-2020.

### **SMART GOALS:**

In addition to the overall program goals and objectives of described above, following are a few specific, measurable, achievable, relevant and time-bound goals for the year 2017-18.

1. By 2016-17, offer chorus classes at all three middle schools. **Goal met.**
2. By 2017-18, offer at least one “strum and drum” class (drumline, uke, guitar, chorus, world percussion) at each elementary that merits more than 3 music classes. **Approaching goal - classes added at Malcolm X and, Washington, and BAM.**
3. In 2017-18, music teachers will use technology in the 4th and 5th grade music classroom (interactive apps, having students play along to rock/hip-hop drum tracks, showing live performances, etc.) on a weekly basis. **Goal met.**
4. In 2017-18, pilot three middle school zero period dance programs for the purpose of equitably reaching more students through the arts.
5. By 2020-21, offer dance & movement professional development to all BUSD elementary teachers/sites through LINES Ballet partnership.

### **BUDGET SUMMARY**

A strong Music and VAPA program has been sustained over the life of the measure. In the last six years, there has been a significant increase in the number of fourth and fifth grade students, resulting in both increased music class sizes, additional FTE for classroom teachers, and decreased per student funding for books, instruments and supplies. Enrollment in middle school music classes has also increased dramatically over the years, as many more students now have the advantage of public music education in the elementary schools and are ready and eager to take advantage of the middle school offerings.

In summary, the recommendation for the expenditure of the BSEP funds in FY 2017-18 is:

**Revenue**

BSEP Revenue Allocation for FY 2017-18	1,756,301
Music Teacher Transfer to General Fund	<u>(218,484)</u>
<b>Total Revenue</b>	1,537,817

**Projected Expenditures**

Music Teachers and Program Staffing	1,011,252
Hourly Staffing	15,000
Middle School Performing Arts	120,490
Professional Development and Arts Anchor	80,000
Instruments, Instructional Materials, Contracts	113,400
Teacher Travel/Mileage Reimbursements	8,000
Technology	5,000
Performing Arts Showcase, Arts Bus	3,000
Collaborative Partnerships	12,400
Reserve for Personal Variance	40,000
Indirect Cost of 6.41%	<u>98,788</u>
<b>Total Expenses</b>	1,507,330

<b>Net Change to Fund Balance</b>	30,487
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**Fund Balance**

Estimated Beginning Fund Balance	230,000
Net Increase/(Decrease)	<u>30,487</u>
<b>Ending Fund Balance (June 30, 2018)</b>	199,513