

# Music Coalition for LAUSD

Tuesday, May 3 at 6:30 PM  
Central Los Angeles High School #9  
Visual and Performing Arts

Brought to you by:  
Los Angeles Secondary Music Teachers Association  
&  
Los Angeles City Elementary Schools Music Association

# GOAL:

- To give the people in power (the voting public) strategies to get the Board of Education to rescind the RIF notices (pink slips) sent to music teachers so that children can be guaranteed access to a quality music education program
- *Targeted Strategies:* To send letters and emails, make phone calls, have face to face meetings, leading up to a Board presentation from the Music Coalition

# CORE VALUES

- Music education improves the quality of life for students.
- Music programs play an integral role within the wider community.
- All students have a right to a well-rounded education.
- Music education must start in the elementary schools. Middle and high school programs are dependent on the foundation set at the elementary level.

# A Complete Education Includes the Arts

A child's education is not complete unless it includes the arts. In fact, the current iteration of the federal Elementary and Secondary Education Act of 1965 (ESEA) (also known as the No Child Left Behind Act of 2001) lists the arts among the core academic subjects, requiring schools to enable all students to achieve in the arts and to reap the full benefits of a comprehensive arts education.

Music is vital to maximizing a child's full potential. Ensemble music making in schools (vs. private lessons) is an important part of a complete music education.

# MUSIC COALITION FOCUS

- A single body representing a unified voice is more powerful than any small group representing one school/idea.
- Conversations should always center on the best interest of the students.
- Focus on what students need in a well-rounded education rather than cuts to music programs.
- Never suggest other areas to cut.
- Never pit one area against another.

# FAQs

*Can't we just fundraise?*

Fundraising is a useful tool to supplement the program, but to ensure that students get consistent, sequential standards-based instruction, programs need to be supported by the leadership of the District in the form of General Funds.

*Aren't after school programs cheaper?*

- After-school music and visiting artist programs are wonderful sources of enrichment for students but they don't replace the learning gained from the study of music through a sequential, standards-based curricular program in school.

# SHRINKING ACCESS FOR STUDENTS

2009-2010	2010-2011	2011-2012
<p><b>160 elementary music teachers</b></p>	<p><b>123 elementary music teachers</b></p>	<p><b>39 elementary music teachers</b></p>
<p>At least one day of music instruction <b>for every elementary school</b></p>	<p><b>Some</b> schools have <b>no music</b> teacher.</p>	<p><b>Less than half</b> of LAUSD elementary schools have a music teacher.</p>
<p><b>383</b> (approx) K-12 music teachers, district-wide</p>	<p><b>363</b> (approx) music teachers, district-wide</p>	<p><b>204</b> music teachers, district wide. Many secondary programs decimated.</p>
<p>Honors Festivals for elementary and middle school.</p>	<p>Honors Festivals continued.</p>	<p><b>No Honors Festivals</b></p>

# Breakdown of RIF's

11 RIF'd Elementary Instrumental Teachers

38 RIF'd Elementary Vocal Teachers

3 RIF'd Elementary Instr/Vocal Teachers

**Total Elementary Music RIFs: 52**

79 RIF'd Secondary Instrumental Teachers

31 RIF'd Secondary Vocal Teachers

5 RIF'd Secondary Instr/Vocal Teachers

**Total Secondary Music RIFs: 115**

**Total Music Teachers RIF'd: 167**

**167 = 45% of all music teachers in LAUSD**



# RESULT:

- Approximately 167 RIF notices sent to teachers in music positions (includes multiple subject credentialed teachers) = \$14 million proposed cut for music education (less than 3% of the budget deficit)
- 115 secondary positions vacated due to RIFs
- 30 displaced teachers from the elementary program (will be reduced with school purchases)
- High likelihood that less senior teachers teaching marching band and orchestras will be replaced with more senior elementary general music teachers that may or may not have the skills and expertise to teach the classes.
- 85 secondary positions possibly available after displaced teachers are placed if the RIFs are not rescinded.

# ELIMINATED PROGRAMS = NO ACCESS

## 58 Total Programs Completely Impacted

3 elementary schools \* 26 middle schools \* 29 high schools

32nd Street/USC Performing Arts Magnet, 7	Fremont, 7	Peary, 8
Arleta HS, 2	Frost, 1	Pio Pico, 3
Audubon MS, 3	Gardena, 8	Portola, 1
Barack Obama MS, 7	Garfield, 5	Romer, 2
Belvedere MS, 5	Gompers, 7	San Fernando HS, 2
Burroughs MS, 3	Griffith, 5	Santee, 5
Byrd MS, 2	Hollywood, 3	Sepulveda, 1
Carnegie, 8	Hooper ES, 5	South East HS, 6
Carson HS, 8	Hillcrest ES, 3	South Gate HS, 6
City of Angels, 4	Lawrence, 1	Bernstein, 4
Cleveland 1	Le Conte, 3	Sun Valley HS, 2
Daniel Pearl HS, 1	Lincoln, 5	Venice HS, 3
Dorsey, 3	Marina del Rey, 3	Washington HS, 8
Downtown Business Mag, 4	Maywood, 6	West Adams Prep, 7
Edison MS, 7	Middleton ES, 6	Westchester, 3
El Sereno MS, 5	Monroe, 1	White MS, 8
Torres HS, 5	Mt. Gleason, 2	Wilson, 5
Emerson, 3	Muir, 7	Woodland Hills Acad, 1
Fairfax, 4	North Hollywood, 2	Wright, 3
	Nimitz, 6	

## DEEPLY IMPACTED SCHOOLS – LIMITED ACCESS

### **12 Total Programs Deeply Impacted**

6 middle schools \* 6 high schools

Central HS #9, 4

Hamilton, 3

Manual Arts, 7

Twain MS, 3

Millikan, 2

Narbonne, 8

Nightingale, 5

Panorama, 1

Reed, 2

Revere, 3

Van Nuys HS, 2

Wilmington MS, 8

# REVERSE ECONOMICS

When large music programs are cut, schools will either need to increase class sizes or hire additional classroom teachers.

## Comparison of non-music teacher load with a music teacher load

<b>FTE*</b>	<b>Position</b>	<b># of classes</b>	<b>Size of Classes</b>	<b>Total Class Load</b>
1.0	non-music teacher	5	40	200
1.0	music teacher	5	60	300
<b>2.0</b>	<b>Teachers</b>			<b>500 Students</b>

## Eliminate the music teacher but same amount of students

<b>FTE*</b>	<b>Position</b>	<b># of classes</b>	<b>Size of Classes</b>	<b>Total Class Load</b>
1.0	non-music teacher	5	40	200
1.0	replacement teacher	5	40	200
0.5	replacement teacher	2.5	40	100
<b>2.5</b>	<b>Teachers</b>			<b>500 Students</b>

\*FTE – Full Time Equivalent

# REVERSE ECONOMICS

- *The music teacher value is 1.5 teachers.* To eliminate music teachers in programs with high enrollment would actually cost the district more because the students still would have to be placed in classes.
- Worst case scenario: If 85 strong secondary music programs were eliminated due to RIFs, the District would have to commit 42.5 additional teachers to take on those extra students. That would cost \$3.74 million.

# OTHER SCHOOL DISTRICTS

School districts with significantly less per pupil funding than Los Angeles are retaining first year teachers (the Jurupa school district, funded at 7601/pupil is retaining first year elementary music teachers where as the LAUSD funded at 10,015/pupil is decimating elementary music education).

# ACTION STEP – GET NOTICED

- It is much harder to cut an arts program that is well known.
- Support in the community is directly related to people knowing the value of what you do.

*What are you doing to get noticed?*



# ACTION STEP – TELL YOUR STORY

Share your unique story:

- Media
- Superintendent
- Local District Superintendents
- Board of Education Members

# BOARD MEMBERS

Marguerite LaMotte

Steve Zimmer

Nury Martinez

Richard Vladovic

Yolie Flores

Tamar Galatzan

Monica Garcia

Identify programs affected according to Board districts and tailor the story towards the Board Member (Reed MS)

Identify accessibility problems in certain geographic regions

# MEDIA

- Use of news media: Hamilton, Reed, Nightingale
- OpEd letters
- Online media

*How do we get our stories out?*

# COMPELLING STORIES

- Gather stories of music education's impact from parents/students (Katherine Williamson)
- Describe your personal experience(s) as a parent, student and teacher with your school's music classes, teacher(s) and the school's music community. Why has this been important to you? Is this worth keeping and why?
- Identify outcomes-based evidence of the value of music education.
  - Research on lowering student dropout rates demonstrates that middle and high school students participating in music classes at school do not drop out of school.
  - Students who attend school just to participate in music programs help to support the budget with Average Daily Attendance (ADA) money. Many music classes have high enrollment numbers as well.

# COMPELLING STORIES

- Individualized story themes are the best, focused on student impact
- Long term effects:
  - 65% attrition if students do not begin their instruction before 6<sup>th</sup> grade; long term effect on middle and high school programs especially in strong feeder patterns
  - School morale
  - Student engagement in school
  - Drop out rates and reduced ADA
  - Involved families may search for another education option (private, charter)
  - Decreased support (VH1 Save the Music, Mr. Holland's Opus)
  - Vulnerable programs
  - Little representation of LAUSD in public events highlighting student achievement (BRAVO Award, VH1 Awards, Monterrey Jazz Festival, Playboy Jazz Festival, SCSBOA festivals, ACDA festival, Tournament of Roses Parade, Honors Festivals)
  - Award-winning programs obliterated such as Reed MS (Bravo Award), Manual Arts HS (Grammy in the Schools), among dozens of others

# BECOME CONNECTED

- *Music Coalition for LAUSD* – facebook group
- [www.lasmta.org](http://www.lasmta.org)
- [www.lacesmamusiced.org](http://www.lacesmamusiced.org)
- *Email:* [lausdmusiced@gmail.com](mailto:lausdmusiced@gmail.com)

# BECOME COMMITTED

Raise your hand if:

- You will write a letter or email to your Board Member.
- You will make a phone call to your Board Member.
- You will arrange a meeting with your Board Member.
- You will tell others to do the same.

# AREAS OF CONCERN

- My principal wants me to be a long term substitute.
- My principal will shut down the program if I am not the one in the position.