

**MUSIC, VISUAL AND PERFORMING ARTS**  
**(BSEP Measure A, Resource 0853)**

**OVERVIEW: FY 2016-17**

**Purpose:**

*Providing quality instructional programs in music and the visual arts for elementary and middle school students. Revenues may be used for, but are not restricted to, providing qualified teachers and staff, professional development in the arts, musical instruments and instructional materials, services and equipment necessary to conduct these programs<sup>1</sup>*

**Budget Managers: Pete Gidlund, VAPA Program Supervisor**

---

<sup>1</sup> BSEP Measure Section 3.B.ii.b

**BSEP ANNUAL REPORT: FY 2016-17**

Performing Arts Technician, professional development, and a number of events and activities related to the music and visual and performing arts program from fourth through eighth grades.

**2016-17 MUSIC/VAPA FUND – REVENUE AND EXPENDITURES**

**Release Time Teachers: Transfer to General Fund**

*Budget:*

**BSEP ANNUAL REPORT: FY 2016-17**

**Fund Balance**

*Beginning: \$335,087*

*Ending: \$461,033*

*Increase: \$125,946*

**RESOURCE SUMMARY**

There was a significant increase to fund balance during 2016-17, which was primarily due to turnover in music staffing, with several new teachers coming in at a much lower place on the salary schedule. The reduction in the central office VAPA Tech's position to .8 FTE also contributed to the decrease in program costs.

**STATUS REPORT**

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:

Core Music and VAPA Programs:

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

## BSEP ANNUAL REPORT: FY 2016-17

Due to strategic hiring and scheduling, we continue 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. More and more teachers are taking the district’s 3-day cultural competency training with Pamela Harrison-Small. As well, our teacher-leader run MILLS/PLC inquiry work focused on equity.

About 400 students played the National Anthem at an A’s game in April, with a smaller group of 150 playing the National Anthem at a Cal Baseball game in April.

Collaborative partnerships provided workshops, tutoring, and performances by professional musicians for Berkeley students K-12.

The middle school jazz bands played at Freight & Salvage and Yoshi’s.

Many middle school students played and/or sang in multiple ensembles.

The winter and spring concerts were very well-attended, especially at the middle schools, where the students played to packed houses. Nearly 2,000 family and community members attended the Performing Arts Showcase in March, 2017.

VAPA entered into a 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 Washington teachers . The partnership will most likely expand into district-wide PD plus service to more schools in coming years. This partnership also continues to qualify VAPA to receive support from the Kennedy Center.

For the first time ever, VAPA successfully offered Chorus classes at all three middle

B. Equity Goal #2: By 2017-18 offer at least one “strum and drum” class (drumline, ukulele, guitar, chorus, world percussion) at each elementary that merits more than three music classes.

**Result:** Strum & drum classes continue to expand in 2017-18. This was due to creative planning and scheduling done in the 2016-17 school year.

**Considerations for 2017-18:** Smart goal should be adjusted to schools with more than 4 classes. The pathway from strum & drum classes to middle school music needs to be clearly articulated.

C. Technology Goal: In 2016-17, 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.

**Result:** All music teachers received iPads as part of a special budget line item planned for 2016-17. All music teachers used iPads in their classrooms for video recording, audio recording, interactive music apps, positive behavior apps, communication with department and families, etc. Teachers also used iPads to collect and present data in PLCs during our Mills Teacher Scholars time.