

**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  
Pasquale Scuderi, Assistant Superintendent for Educational Services**

**BACKGROUND INFORMATION**

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

For the first seven years of BSEP Measure A’s existence, this BSEP resource carried the entire cost of the two periods of release time music teachers, provided as a contribution to the General Fund. However, with enrollment growth and cost increases, the BSEP fund balance dwindled, and revenues were not keeping pace with projected costs. Therefore, beginning in 2014-15, the General Fund assumed half the cost of the music teacher release time, which reduced the BSEP contribution by an equal amount. For 2016-17, half of the release time FTE was funded by the General Fund and half contributed by BSEP (equivalent to 2.32 FTE).

In addition to the music teachers in the General Fund, BSEP provides supplemental music teachers for fourth and fifth grades to 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 that 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

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



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### **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 schools (Arts Anchor Allocations);
- Professional development for music teachers; year four 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, along with scholarships and tutors 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.

#### Highlights of the Music and VAPA program from 2016-17 include:

- All fourth and fifth graders participated in the music program, regardless of ability to pay for instruments.

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- 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 schools, with the addition of .2 FTE to fund a chorus class at Willard.
- As the VAPA department continues to make equity its first priority, we are happy to report that 75% (3 out of 4) of the new hires for 2016-17 were teachers of color and 75% were bilingual.

### **Progress toward Smart Goals**

A. Equity Goal #1: By 2016-17 offer chorus classes at all three middle schools.

**Result:** Goal was met by adding a 5th period chorus class at Willard 2016-17. Success of the class was limited due to Willard-specific scheduling difficulties. For 2017-18 chorus was moved to zero period and has been extremely successful (both in enrollment and in student learning).

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.