



Burbank Unified School District Arts for All Plan

2012 – 2022

Matt Hill, Superintendent

Board of Education

Larry Applebaum, President

Steve Ferguson, Vice President

Dr. Roberta Reynolds, Clerk

Dr. Armond Aghakhanian, Member

Charlene Tabet, Member

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**Burbank Unified School District
Instructional Services
ARTS FOR ALL STRATEGIC PLAN 2012-2022**

EXECUTIVE SUMMARY

Introduction

In 2004, The Los Angeles County Arts Commission invited the Burbank Unified School District to participate in the 2004/2005 Community Arts Education Project (CAEP), a key strategy in the *Arts for All: Los Angeles County Regional Blueprint for Arts Education*. Arts for All (AFA) is a 10-year strategic plan to restore dance, music, theatre, and visual arts to the classroom, within the school day in Los Angeles County, and provides technical assistance to school districts to build their capacity to provide arts education through the adoption of a policy, a long-range plan and a budget. Districts that participate in the project become eligible to access funds from the Arts for All Pooled Fund. The stated mission of *Arts for All: Los Angeles County Regional Blueprint for Arts Education*: “To bring about systemic change in the 82 school districts of Los Angeles County in order to implement comprehensive, sequential K-12 arts education for every public school student in the County, adopting curricula in alignment with the State Board of Education-approved Visual and Performing Arts (VAPA) Framework.

The Burbank Unified School District was selected based on demonstrated leadership, readiness to engage in an arts education planning process, and strong indicators of district and community support. Community stakeholder representatives convened as the District’s first Community Arts Team (CAT) in 2004 and in December 2005, the Burbank Unified School District Board of Education adopted its first strategic plan. The 2005-2012 BUSD Arts for All Plan prioritized goals in six focus areas: Curriculum Development and Assessment; Professional Development, Program Administration and Personnel, Instructional Materials and Equipment, Partnerships and Collaborations, and Funding.

Major outcomes of the 2005-2012 BUSD Arts for All Plan included:

- Burbank Unified School District Board Policy 6142 Instruction –Arts Education (see appendix A)
- A full time District Visual and Performing Arts Teacher on Special Assignment
- The establishment of the Burbank Arts for All Foundation (formally know as Burbank Arts Education Foundation)
- Reestablished BUSD Elementary Music Program – 2 FTE Credentialed Music Teachers hired to instruction general music in grades 2-5
- State standards-based Elementary Visual Arts and Music curricula
- Increased and improved arts instructional materials and equipment in elementary and secondary schools
- Professional development in both discrete and integrated arts instruction for specialist and generalist K-12 teachers
- District wide School Arts Survey data collection of District arts instructional programs (2009)

Focus Area 7: Communication Strategies and Goals was added by the Arts for All Steering Committee in May 2007.

In 2012, a second BUSD Community Arts Team (CAT) – comprised of teachers, administrators, community business, non-profit organizations, and parents – convened to review progress and renew commitment to continued growth. The objective this time was to develop new, updated goals to better reflect growth and address challenges to achieving equal access to a quality, standards-based visual, media, and performing arts education for all Burbank Unified students.

Progress to date on 2012-2022 BUSD Arts for All Plan Goals:

- Expanded Elementary Music Program to weekly instruction for grades 2-5 by adding 3 additional credentialed music teachers for a total of 5 fulltime elementary music teachers
- Restored a District Instrumental Repair and Replacement Budget through the Local Control Accountability Plan
- Increased funding to support secondary visual arts materials and supplies budget
- Developed K-5 sequential, standards-based curriculum in Theatre and Dance
- Provided professional development in Theatre, Dance, Visual Arts, and Music for K-5
- Trained more than 150 elementary and secondary teachers in arts integration instruction to meet Common Core standards
- Increased access to Broadcasting and Animation for Burbank and John Burroughs high school students
- Developed middle school digital arts programs for Jordan, Muir, and Luther middle schools
- Miller, Providencia, Stevenson, McKinley, and Washington elementary schools awarded California Department of Education “Exemplary Arts Program” recognition
- Piloted and expanded theatre arts integration strategies to increase English Language Development student achievement in middle schools
- Completed School Arts Survey data collection in 2012 and 2015

Since 2012, Burbank Unified has appointed new school site and District level administrators, including Superintendent Matt Hill in 2015. Common Core standards have been implemented, and BUSD has benefitted from numerous grants. Expanded community partnerships and improved funding from the State of California have supported growth in all visual, media, and performing arts instructional programs. With these areas of progress in mind, Superintendent Hill requested a review of the 2012-2022 Arts for All Plan and in January 2016 a new CAT was convened to consider revisions and additions to the strategic plan.

The group convened January 2016 - April 2016. Ideas and proposed goals generated by the team members were shared with additional stakeholders including K-12 principals, K-12 visual, media, performing arts and generalist teachers, English Language Development and Special Education administration, Burbank Arts for All Foundation members, and finally, with the Superintendent, Assistant Superintendents, and Directors before a final draft of the BUSD Arts for All Plan was submitted to the School Board on June 2, 2016 for ratification.

The Burbank Arts for All Plan

The BUSD Arts for All Plan is rooted in the California Model Arts Program (MAP) structure used by the LA County Arts Commission since the inception of Arts for All. 2016 CAT members reflected and agreed to collaborate with the following elements in mind:

Content

Sequential Standards-Based Curriculum
Instruction & Methodology (Integrated & Discrete)
Student Assessment (performance assessments)
Professional Development
Frequency/consistency of delivery

Sustainability

Leadership
Communication
Students
School Board
Advocacy
School/District/State Policy
Adequate Funding
Community
Support/Engagement/Collaboration (Family, Parent, Civic, Non-profit, Trustees)
Professional Development
Frequency/consistency of delivery

Infrastructure

Adequate Funding
Facilities & Equipment
Partnerships & Collaboration
Program Administration & Personnel
Professional Development
Frequency/consistency of delivery

Mission Statement

Every student in the Burbank Unified School District will have access to a high-quality, standards based sequential arts education programming PK-12.

Vision

Over the next 10 years as a result of our actions we will see:

- Build and sustain a culture that values arts education and is recognized for excellence.
- All K-12 students will have access to sequential, standards-based art education that includes authentic discrete and integrated learning experiences.
- Established visual, performing, and media arts College and Career Readiness Pathways.
- Scheduling that supports and improves student access to arts instruction before, during, and after school.
- Well maintained state-of-the-art facilities, materials, and equipment that provide creative spaces and resources for all arts programming.
- Robust annual funding dedicated to arts programs for every school site and discipline.
- Effective communication, collaboration, and outreach with community partners at district, school site, and course levels.
- Ongoing professional development and additional staffing to support and provide arts education.

Focus Areas of the Burbank Arts for All Plan include:

1. Standards Based Curriculum, Student Assessment & Professional Development
2. Program Evaluation; Program Administration
3. Scheduling, & Personnel
4. Partnerships and Collaboration
5. Facilities, Instructional Materials, Supplies, Equipment, & Technology
6. Funding
7. Communication and Advocacy

Goals and Objectives - At-A-Glance

Focus Area 1: Standards Based Curriculum, Student Assessment & Professional Development

Goal: Provide equal access to a sequential, standards based, and comprehensive arts education for all Burbank Unified School District (BUSD) students PK-12.

- 1.1 Include arts goal in all School Site Single Plans for Student Achievement (SPSA) and recommend sites to develop District aligned Site Arts Plans.
- 1.2 Provide weekly instruction in dance, theatre, music, visual arts, and digital media to all elementary and Special Education Early Development (SEED) program students.
- 1.3 Provide instruction in dance, theatre, music, visual arts, and digital media for all secondary, including Foothill Area Community Transition Services (FACTS) and Magnolia Park students, through elective courses/ pathway courses, and artist in residency programs.
- 1.4 Provide articulated pathways in visual, performing, culinary, and media arts in grades 9-12.
- 1.5 Provide District Professional Development in discrete and integrated arts instruction for JK-12 teachers and administrators.
- 1.6 Ensure District JK-12 arts curriculum is aligned and standards based.
- 1.7 Assess student progress towards achieving grade level and course standards JK-12.

Focus Area 2: Program Evaluation

Goal: Conduct program evaluations on an ongoing basis and discipline specific articulation meeting for continuous program improvement.

- 2.1 Conduct district wide Arts for All Survey.
- 2.2 Develop Arts Goals at each elementary and secondary school site to meet the needs of ALL students.

Focus Area 3: PROGRAM ADMINISTRATION, SCHEDULING, & PERSONNEL

Goal: Develop Scheduling that provides greater access for students to the arts in-school and after-school.

- 3.1 Hire additional staff as needed to implement comprehensive JK-12 arts education in all arts disciplines.
- 3.2 Provide artist in residencies to ensure every JK-12 student has access to weekly instruction in dance, theatre, music, visual, or media arts.
- 3.3 Allow for secondary sites to adopt alternative scheduling, 0/7th VAPA period outside of the regular school day (pending required contract negotiations).
- 3.4 Hire full-time auditorium manager/CTE Credentialed teachers for John Burroughs and Burbank High Schools.
- 3.5 Support for facilities department to maintain and improve instructional and performance spaces in all schools.
- 3.6 Provide additional support (staff, consultants, volunteers) for District Arts & CTE Coordinator and VAPA TOSA.

Focus Area 4: Partnerships & Collaboration

Goal: Expand and develop sustained partnerships with community.

- 4.1 Strategically engage community partners to support district and school site Arts for All goals to ensure student access to arts instruction (donations, time, money, and other resources).
- 4.2 Develop arts focused Work Based Learning (WBL) and Mentor Programs for students and teachers in all high schools.
- 4.3 Provide parent and student arts programs to support student achievement in the arts.
- 4.4 Increase student access to offsite learning (museums, work place, performances, etc.).
- 4.5 Maintain District Protocols for requesting, receiving, and acknowledging in kind and monetary donations.
- 4.6 Provide and maintain resources and support for schools-community partnership development.
- 4.7 Engage elected officials to support arts education.
- 4.8 Continue ongoing collaborative relationship with Burbank Arts for All Foundation (BAFA).

Focus Area 5: Facilities, Instructional Materials, Supplies, Equipment, & Technology

Goal: Well-maintained state-of-the-art facilities and infrastructure supporting the arts.

- 5.1 Provide and maintain all school sites with sufficient facilities used for visual, culinary, media, and performing arts instruction.
- 5.2 Provide and maintain all school sites with sufficient instructional materials and supplies used for visual, culinary, media, and performing arts instruction.
- 5.3 Provide and maintain all school sites with sufficient equipment used for visual, culinary, media, and performing arts instruction.
- 5.4 Provide and maintain all school sites with sufficient technology used for visual, culinary, media, and performing arts instruction.

Area 6: Funding

Goal: Robust, Ongoing, Financial Support

- 6.1 Designate BUSD funds for Arts for All Programs.
- 6.2 Identify and secure potential sources of funding outside the BUSD budget.
- 6.3 Continue to develop strong Alliance with Burbank Arts for All foundation to optimize use of resources.
- 6.4 Seek supporting grant funds for professional arts programs and performances.
- 6.5 Support School sites in developing parent/ community fundraising strategies.
- 6.6 Dedicated BUSD funds used for transportation and field trips.

Focus Area 7: Communication & Advocacy

Goal: Higher visibility and recognition of the excellence of the arts in all BUSD school.

- 7.1 Optimize technology to communicate BUSD Arts for All message.
- 7.2 Provide opportunities for communication between elementary, middle, and high school to ensure sequential instruction.
- 7.3 Improve internal communications between school sites, facilities, and technology departments.
- 7.4 Develop high visibility events to promote and support the arts.
- 7.5 Identify and utilize more community venues for arts displays.
- 7.6 Create means with which to communicate progress to Burbank Unified School District community.
- 7.7 Communicate BUSD Arts for All process and needs in order to boost support for arts education.

Focus Area 1: Standards Based Curriculum, Student Assessment & Professional Development

Goal: Provide equal access to a sequential, standards based, and comprehensive arts education for all Burbank Unified School District (BUSD) students PK-12.

Success Indicator: Sequential standards-based arts instruction is offered for all students at all grade levels.

District Actions	Implementation Task	Responsibility	Status
<p>1.1 Include arts goal in all School Site Single Plans for Student Achievement (SPSA) and recommend sites to develop District aligned Site Arts Plans.</p>	<ul style="list-style-type: none"> a. Principal consult with District Arts Coordinator to develop arts specific goal in Single Plan for Student Achievement. b. Develop arts integration goal for supporting Title I. c. Conduct site analysis of arts instructional programs including School Arts Survey data. d. Convene site Community Arts Team. e. Write Site Arts Plan. 	<p>Superintendent Assistant Superintendent of Instruction Assistant Superintendent of Curriculum and Assessment Director of Elementary Director of Secondary</p>	
<p>1.2 Provide weekly instruction in dance, theatre, music, visual arts, and digital media to all elementary and Special Education Early Development (SEED) program students.</p>	<ul style="list-style-type: none"> a. Provide integrated curriculum in theatre, dance, visual arts, media arts, and music. b. PK-5 Classroom teacher provided discrete and integrated instruction in dance, theatre, music, visual, and media arts. c. Provide teaching artists workshop series in grades K-5. d. Include Visual and Performing Arts (VAPA) dance standards based instruction in District PE program of instruction. e. Increase elementary music instructional minutes at every school serving JK-5 students. f. Create elementary instrumental programs at each elementary school. g. Align elementary school instrumental programs with feeder middle school instrumental programs to ensure sequential learning (as funding allows). h. Site principals will align supplemental VAPA programs with District adopted Arts for All Plan. i. Provide SEED program with artist in residency programs to support arts instruction. 	<p>Assistant Superintendent of Instruction Director of Elementary Site Principals Teachers Arts & CTE Coordinator VAPA TOSA</p>	

<p>1.3 Provide instruction in dance, theatre, music, visual arts, and digital media for all secondary, including Foothill Area Community Transition Services (FACTS) and Magnolia Park students, through elective courses/ pathway courses, and artist in residency programs.</p>	<ul style="list-style-type: none"> a. Align VAPA middle school courses with high school pathways courses to ensure foundational instruction and learning. b. Include Dance in the elementary schools and middle schools as option or unit in PE K-8. c. English Language Development (ELD)/ Special Ed./ Intervention Teacher professional development in arts integration. d. Artist in Residencies for ELD and Special Ed. classes. e. Encourage current secondary school media teachers to obtain Career Technical Education (CTE) Credential in Digital Media & Entertainment. f. Provide mandatory full day training in arts advisement to all secondary counselors to ensure students and parents are informed regarding graduation requirements, college admissions for VAPA programs, and the role of arts education in preparing student for careers in creative industries. g. Add dance, drama, orchestra, and Stage Craft/Theatre Tech instruction to all middle schools through electives, College and Career Pathways, and compatible subject courses (i.e. Dance can be offered through Physical Education). h. Add orchestra instruction to every secondary school. 	<p>Assistant Superintendent of Curriculum and Assessment Director of Secondary Site Principals Teachers Arts & CTE Coordinator VAPA TOSA</p>	
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<p>1.4 Provide articulated pathways in visual, performing, culinary, and media arts in grades 9-12.</p>	<ul style="list-style-type: none"> a. Review secondary visual arts courses, course descriptions, curriculum, and sequence based on state standards and industry trends. b. Develop Visual Arts Pathway and articulation agreements with local Community Colleges. c. Review secondary music courses and curriculum. d. Develop Music Pathway and articulation agreements with local Community Colleges. e. Review secondary theatre courses and curriculum. f. Develop Theatre Arts Pathway and articulation agreements with local Community Colleges. g. Review secondary dance courses and curriculum. h. Develop Dance Pathway and articulation agreements with local Community Colleges i. Review secondary culinary arts courses and curriculum. j. Develop Culinary Arts Pathway and articulation agreements with local Community Colleges. k. Review secondary digital media courses and curriculum. l. Develop Digital Media Arts Pathway and articulation agreements with local Community Colleges. m. Review Stage Craft/Theater Tech Pathway and articulation agreements with local Community Colleges. n. Develop Stage Craft Theater Tech Pathway. 	<p>Assistant Superintendent of Curriculum and Assessment Director of Secondary Secondary Principals Arts & CTE Coordinator CTE Counselor VAPA TOSA Teachers</p>	
<p>1.5 Provide District Professional Development in discrete and integrated arts instruction for JK-12 teachers and administrators.</p>	<ul style="list-style-type: none"> a. Include arts integration JK-5 Professional Development in annual Arts for All goals b. Develop site arts survey (focus on specific site needs in professional development, assessments, curriculum, funding, materials, equipment, technology, and space) c. Use School Site Survey data (see 2.1) to determine annual professional development needs and offerings for JK-12 teachers and administrators. d. Create annual District Arts Professional Development Plan e. Secure funding for District-wide and site based arts professional development (see focus area 2.2). f. Provide training for principals in observing and evaluating the arts 	<p>Superintendent Assistant Superintendent of Curriculum and Assessment Assistant Superintendent of Instruction Director of Elementary Director of Secondary Secondary Principals Arts & CTE Coordinator VAPA TOSA Teachers</p>	

<p>1.6 Ensure District JK-12 arts curriculum is aligned and standards based.</p>	<ul style="list-style-type: none"> a. Secondary VAPA teachers meet annually with District Arts Coordinator. b. Provide release time for JK-12 teachers to review and collaborate on curriculum and program alignment. c. Inform administrators on course and curriculum change recommendations. d. Apply for UC a-g requirement approval for all new arts courses. 	<p>Assistant Superintendent of Curriculum and Assessment</p> <p>Assistant Superintendent of Instruction</p> <p>Director of Elementary</p> <p>Director of Secondary</p> <p>All Principals</p> <p>Arts & CTE Coordinator</p> <p>VAPA TOSA</p>	
<p>1.7 Assess student progress towards achieving grade level and course standards JK-12.</p>	<ul style="list-style-type: none"> a. Develop performance and rubric based assessment tools in JK-12 visual, culinary, performing, and media arts. b. Provide professional development in use of art assessment tools. c. Upload assessment tools to District Arts for All webpage. d. Align secondary arts course assessments District-wide. e. Align student assessment with progress reports. 	<p>Superintendent</p> <p>Assistant Superintendent of Curriculum and Assessment</p> <p>Director of Elementary</p> <p>Director of Secondary</p> <p>All Principals</p> <p>Arts & CTE Coordinator</p> <p>VAPA TOSA</p> <p>Teachers</p>	

Focus Area 2: Program Evaluation

Goal: Conduct program evaluations on an ongoing basis to ensure a quality arts education for all.

Success Indicator: Evaluations are in place for all arts education programs and conducted on a regular basis.

District Actions	Implementation Task	Responsibility	Status
2.1 Conduct district wide Arts for All Survey.	<ul style="list-style-type: none"> a. Present overview at Elementary and Secondary Principal meetings about changes to survey and the new report formats available. b. Set deadline for survey results to be uploaded. c. Receive results from Arts for All. d. Compare results of the Arts Survey to previous years data (2009, 2012, 2015). e. School sites will implement recommended changes. 	Independent Research Consultant or LA County Arts Commission Arts & CTE Coordinator VAPA TOSA All Principals VAPA Teachers	
2.2 Develop Arts Goals at each elementary and secondary school site to meet the needs of ALL students.	<ul style="list-style-type: none"> a. Using the results of the Arts for All survey, each site will develop and/or update their School Site Arts Plan. b. Annually, each school site will evaluate their progress towards achieving BUSD Arts for All goals and School Single Site Plans (see focus area 1.5). 	Director of Elementary Director of Secondary All Principals Arts & CTE Coordinator VAPA TOSA Teachers Site Community Stakeholders	

Focus Area 3: Program Administration, Scheduling, & Personnel

Goal: Develop scheduling that provides greater access for students to the arts in-school and after-school.

Success Indicator: Changed school schedule creates more equitable access to the arts for all students during the school day.

District Actions	Implementation Task	Responsibility	Status
<p>3.1 Hire additional staff as needed to implement comprehensive JK-12 arts education in all arts disciplines.</p>	<ul style="list-style-type: none"> a. Provide information, resources, and training for secondary counselors in VAPA advisement. b. Hire additional Music Credentialed teachers to provide weekly general music instruction to all students in grades JK-5. c. Hire middle school PE credentialed teachers with expertise in dance (pending California Dance Credential) for grades 6-8. d. Hire credentialed middle school teachers for Jordan and Luther middle schools with expertise in theatre arts (maintain Muir theatre arts teacher) pending California theater credential. 	<p>Director of Human Resources Director of Elementary Director of Secondary All Principals Arts & CTE Coordinator VAPA TOSA</p>	
<p>3.2 Provide artist in residencies to ensure every JK-12 student has access to weekly instruction in dance, theatre, music, visual, or media arts.</p>	<ul style="list-style-type: none"> a. Match artist in residency programs to identified site gaps as determined by (School Arts Survey, staff annual survey, number of students with pre-requisite skills enrolled in secondary arts programs from feeder schools). b. Collaboration between site principal and District Arts Coordinator to determine if gaps can be bridged with professional development or artist in residence program. c. Identify District-wide goals vs. site goals to determine if funding should be included in District grant proposals, funded by District, or funded at site level. d. Post links to qualified teaching artists for sites to use on District Arts for All web page. e. Utilize Los Angeles County Arts Commission (LACAC) www.laartsed.org teaching artist roster. f. Provide an annual workshop for artists in residence who are interested in working with BUSD (clearly communicate approval process, fingerprinting, TB testing, etc. while also creating an artist in residency database for BUSD Arts for All). 	<p>All Principals Arts & CTE Coordinator VAPA TOSA</p>	

<p>3.3 Allow for secondary sites to adopt alternative scheduling, 0/7th VAPA period outside of the regular school day (pending required contract negotiations).</p>	<p>a. Identify scheduling issues that impeded student access to arts education (pre-requisite requirements, courses offered only once a day, number of students having to choose arts vs. AP, intervention, or other classes, availability of qualified teachers). b. Collaborate with local Community Colleges and universities to provide dual enrollment courses. c. Establish protocol for sites to follow when considering alternative scheduling (union contract, dual enrollment, partner sponsored programs).</p>	<p>Assistant Superintendent Curriculum and Assessment Director of Secondary Secondary Principals *BTA/CTA Approval</p>	
<p>3.4 Hire full-time auditorium manager/CTE teachers for John Burroughs and Burbank High Schools.</p>	<p>a. Expand current CTE Stage and Technical Theatre teacher positions to full-time positions that include auditorium management (as funding allows). b. Define role and responsibilities of auditorium manager (Stage and Technical Theatre course instruction, oversee space and event scheduling, inventory and maintenance of equipment).</p>	<p>Assistant Superintendent of Curriculum and Instruction Director of Secondary Secondary Principals</p>	
<p>3.5 Support for facilities department to maintain and improve instructional and performance spaces in all schools.</p>	<p>a. Include auditorium, stage, and arts instructional spaces to routine custodial cleaning schedule (elementary – weekly stage cleaning; secondary daily stage cleaning and room sweep).</p>	<p>Assistant Superintendent of Administrative Services Maintenance and Operations Supervisor Building and Trades Supervisor Secondary Principals</p>	
<p>3.6 Provide additional support (staff, consultants, volunteers) for District Arts & CTE Coordinator and VAPA TOSA.</p>	<p>a. Establish intern program with high school pathways and universities. b. Encourage LACAC to provide funding for paid interns. c. Identify and enlist community partner volunteers to assist with special projects. d. Provide funding for hired consultants to assist with achieving district goals. e. Provide additional BUSD Arts for All clerical support.</p>	<p>Superintendent Assistant Superintendent of Curriculum and Instruction Arts & CTE Coordinator VAPA TOSA</p>	

Focus Area 4: Partnerships & Collaboration

Goal: Expand and develop sustained partnerships with community.

Success Indicator: Community arts and business partners are actively engaged in District's arts education program.

District Actions	Implementation Task	Responsibility	Status
<p>4.1 Strategically engage community partners to support district and school site Arts for All goals to ensure student access to arts instruction (donations, time, money, and other resources).</p>	<ul style="list-style-type: none"> a. Identify organizations with aligned BUSD goals. b. Arts & CTE Coordinator and VAPA Teacher on Special Assignment (TOSA) meet quarterly with partner organizations to continue communication and collaboration on achieving BUSD Arts for All Plan goals. c. Match partners to site needs based on (School Arts Survey, staff survey, gap analysis, Site Plans, Single Site Plans). d. Invite community partners to visit sites, arts programs, performances, and events. e. District and site admin, Arts & CTE Coordinator, VAPA TOSA, and teachers regularly attend networking opportunities (conferences, Chamber of Commerce, LACAC, Leadership Burbank, Kiwanis, Rotary, PTA, BSBA, BEF, BAFA, etc.) share arts goals and invite patronage. f. Continue quarterly meetings of BUSD Pathways Advisory Board and invite new potential partners g. Encourage school arts program engagement with Parent Teachers Association (PTA), booster clubs, BAFA Community Group, and additional business and community activities. h. District Arts & CTE Coordinator and VAPA TOSA attend Burbank Schools Booster Association (BSBA) meetings and annual trainings to ensure understand and accurately communicate booster guidelines. 	<p>Superintendent</p> <p>Assistant Superintendent of Curriculum and Assessment</p> <p>Assistant Superintendent of Instruction</p> <p>Director of Elementary</p> <p>Director of Secondary</p> <p>All Principals</p> <p>Arts & CTE Coordinator</p> <p>VAPA TOSA</p> <p>Teachers</p> <p>BAFA</p> <p>PTA</p> <p>Booster Clubs</p> <p>Community Partners</p>	

<p>4.2 Develop arts focused Work Based Learning (WBL) and Mentor Programs for students and teachers in all high schools.</p>	<p>a. Identify local creative arts businesses where employees require arts and innovation skills. b. Develop informational materials that explain BUSD Arts for All Plan goals, needs, and benefits to local businesses who support implementation. c. Match schools with business partners who serve populations in their neighborhood. d. Work with community partners to design Work Based Learning opportunities for students (guest speakers, site visits, practical assistance, skills and curriculum advisory, mentorships, externships for staff, internships for students). e. Include advanced arts students in CTE internship courses.</p>	<p>Assistant Superintendent of Curriculum and Assessment Director of Secondary Secondary Principals Arts & CTE Coordinator VAPA TOSA CTE Counselor Teachers CTE Pathways Advisory Board Community Partners</p>	
<p>4.3 Provide parent and student arts programs to support student achievement in the arts.</p>	<p>a. Work with local colleges and consultants to provide College and Careers information and foundational courses needed in grades 8-12. b. Inform and encourage counselors, students, and parents to attend local National Association for College Counseling (NACC) Visual and Performing Arts college fairs. c. Invite regional creative arts industry partners, post-secondary universities, and colleges to participate in annual BUSD CTE College and Career Fair. d. Include links to arts organization opportunities (museums, colleges, community events, etc.) on District Arts for All webpage.</p>	<p>Principals Teachers Arts & CTE Coordinator VAPA TOSA Community Partners</p>	
<p>4.4 Increase student access to offsite learning (museums, work place, performances, etc.).</p>	<p>a. Continue to share arts partner events and opportunities with schools, teachers, and students. b. Provide transportation for schools to send students to offsite learning events. c. Develop "transportation tips" resource page for schools who wish to send students to free cultural arts opportunities (Metro, public transportation, Target grants, free buses from museums, etc.) and District requirements for utilizing alternatives to paid buses. d. Share examples of legal transportation donation request letters on District website.</p>	<p>Director of Elementary Director of Secondary All Principals PTA Booster Clubs Arts & CTE Coordinator VAPA TOSA Community Partners</p>	

<p>4.5 Maintain District Protocols for requesting, receiving, and acknowledging in kind and monetary donations.</p>	<p>a. Work with Business Services, Technology, and Facilities departments to create a list of accepted and non-compatible equipment donations.</p> <p>b. Establish protocol for receiving equipment donations from local business partners.</p> <p>c. Develop and implement systems for public acknowledgement of gifts to District Arts for All programs (Board presentations, Board recognition of gifts, media, and public presentations/speaking engagements).</p>	<p>Arts & CTE Coordinator VAPA TOSA All Principals Executive Assistant to Superintendent/ Public Information</p>	
<p>4.6 Provide and maintain resources and support for schools-community partnership development.</p>	<p>a. Establish BUSD Arts for All Resource web page on BUSD website.</p> <p>b. Include list of regional arts organization partners on BUSD Arts for All webpage.</p> <p>c. Provide annual workshops for site admin and teachers focused on developing and sustaining site and program partnerships.</p>	<p>Director of Elementary Director of Secondary Arts & CTE Coordinator VAPA TOSA LACAC</p>	
<p>4.7 Engage elected officials to support arts education.</p>	<p>a. Communicate the impact of arts education on local economy and culture in Burbank.</p> <p>b. Invite elected officials to District and school arts events</p> <p>c. Include Burbank council members and city staff to serve on BUSD arts advisory committees</p>	<p>Arts & CTE Coordinator VAPA TOSA All Principals Teachers</p>	
<p>4.8 Continue ongoing collaborative relationship with Burbank Arts for All Foundation (BAFA).</p>	<p>a. Attend and schedule meetings for ongoing communication and collaboration.</p> <p>b. District and site admin, teachers, and VAPA TOSA attend BAFA board, community, and Creative Circles Forums.</p> <p>c. District and site admin, teachers, and VAPA TOSA serve on BAFA Grant Panel.</p> <p>d. District Arts & CTE Coordinator and VAPA TOSA continue to serve as BAFA Board advisors.</p> <p>e. Establish monthly meetings between District Arts & CTE Coordinator, VAPA TOSA, and BAFA with quarterly meetings to include BUSD and BAFA leadership (superintendent, directors, chair, and executive board members).</p>	<p>Superintendent Assistant Superintendent of Curriculum and Assessment Assistant Superintendent of Instruction Director of Elementary Director of Secondary All Principals Arts & CTE Coordinator VAPA TOSA</p>	

Focus Area 5: Facilities, Instructional Materials, Supplies, Equipment, & Technology

Goal: Well-maintained state-of-the-art facilities and infrastructure supporting the arts.

Success Indicator: Adequate technology, instruction materials and equipment are in place to support the District’s arts education programs.

District Actions	Implementation Task	Responsibility	Status
<p>5.1 Provide and maintain all school sites with sufficient facilities used for visual, culinary, media, and performing arts instruction.</p>	<ul style="list-style-type: none"> a. Assess current status. b. Identify current repairs and upgrades. c. Develop individual site auditorium strategic plans with team of site admin, facilities leads, community partners, and performing arts teachers d. Identify needs that can be supported by district and those that will require outside support e. Secure dedicated music room and visual arts rooms at each elementary school. f. Provide dedicated instructional and storage and rehearsal space at each school site. g. Research feasibility of “roving music labs” to increase student access to music instruction. h. Create budget and priority lists in each auditorium plan. i. Create a priority list of school sites to receive new portable classrooms (Providencia and Disney Elementary do not have an auditorium) j. Identify needs that can be supported by district and those that will require outside support. 	<p>Assistant Superintendent of Facilities All Principals Arts & CTE Coordinator VAPA TOSA</p>	
<p>5.2 Provide and maintain all school sites with sufficient instructional materials and supplies used for visual, culinary, media, and performing arts instruction.</p>	<ul style="list-style-type: none"> a. Assess current status. b. Identify current repairs and upgrades. c. Create and maintain site inventory of needs for materials and supplies (needed repairs, replacements, improvements list). d. Create standard materials and supply list for each elementary site, each secondary arts course, and all auditoriums e. Identify needs that can be supported by district and those that will require outside support. f. Create budget and priority lists in each auditorium plan. g. Identify needs that can be supported by district and those that will require outside support. 	<p>Director of Elementary Director of Secondary All Principals Arts & CTE Coordinator VAPA TOSA</p>	

<p>5.3 Provide and maintain all school sites with sufficient equipment used for visual, culinary, media, and performing arts instruction.</p>	<ol style="list-style-type: none"> a. Assess current status. b. Identify current repairs and upgrades. c. Create and maintain site inventory of needs for equipment (needed repairs, replacements, improvements list). d. Continue and maintain annual inventory of secondary instruments. e. Inventory instruments at elementary sites f. Inventory and note condition of all site kilns to estimate and budget for projected maintenance and replacement needs. g. Inventory and note condition of all site culinary arts major appliances (ovens, stoves, refrigerators, etc.) to estimate and budget for projected maintenance and replacement needs h. Maintain an annual instrument repair and replacement budget. i. Develop a strategic plan for improving, increasing, and maintaining musical instruments for all secondary school instrumental programs. j. Provide elementary instruments that are aligned with feeder school programs (elementary strings for schools feeding into orchestra programs; band instruments for schools feeding into band programs) 	<p>Superintendent Assistant Superintendent of Curriculum and Assessment Assistant Superintendent of Instruction Director of Elementary Director of Secondary All Principals Arts & CTE Coordinator VAPA TOSA</p>	
<p>5.4 Provide and maintain all school sites with sufficient technology used for visual, culinary, media, and performing arts instruction.</p>	<ol style="list-style-type: none"> a. Assess current status. b. Identify current repairs and upgrades. c. Create and maintain site inventory of needs for technology (needed repairs, replacements, improvements list). k. Manage and monitor state arts and technology funding h. Designate a Technology Department CTE/Arts lead to assist with communicating specific creative arts technology needs. i. Establish a protocol (review of electrical capacity; consult with site and district tech support, etc.) for selecting technology (computers, tablets, printers, etc.) for use in arts classrooms. j. Actively replace and recycle technology in coordination with the district adopted Technology Plan. k. Continue to make provide Wi-Fi and internet access to all schools. l. Identify needs that can be supported by district and those that will require outside support. 	<p>Assistant Superintendent of Facilities Director of Technology All Principals Arts & CTE Coordinator VAPA TOSA</p>	

Area 6: Funding

Goal: Robust, Ongoing, Financial Support.

Success Indicator: Adequate funding is provided and sustained over time through diverse revenue sources.

District Actions	Implementation Task	Responsibility	Status
6.1 Designate BUSD funds for Arts for All Programs.	<ul style="list-style-type: none"> a. Committed district budget for each of the JK-12 arts programs (visual arts, music, theater, dance, media, and culinary arts) to ensure equity and access to all students. b. Maintain the 20% Film LA Account for Arts for All. c. Secure funding for all elementary schools to provide weekly general music instruction for JK-5 grade students. d. Provide consistent annual funds to school sites for equipment, supplies, materials, and maintenance. e. Create and share district protocol for setting budget priorities. f. Develop annual BUSD Arts for All action plan that includes timeline and funding resources. g. Provide annual district funding to achieve Arts for All action plan. h. Maintain and increase funding towards Local Control Accountability Plan (LCAP) arts goals for increasing student access to arts education. i. Seek funding to support artist in residency programs for SEEDS, FACTS, and Magnolia Park student arts instruction. 	Board of Education Superintendent Assistant Superintendent of Curriculum and Assessment Assistant Superintendent of Instruction Arts & CTE Coordinator VAPA TOSA	
6.2 Identify and secure potential sources of funding outside the BUSD budget.	<ul style="list-style-type: none"> a. Continue to communicate BUSD fundraising efforts with BAFA and coordinate/ collaborate fundraising campaigns (see goal 6.3). b. Secure corporation and foundation grants to supplement District and community arts funding. c. Encourage program alumni to support current programs. d. Investigate Parcel tax. e. Create annual patron program to increase financial contributions to arts programs. 	Board of Education Superintendent Assistant Superintendent of Curriculum and Assessment Assistant Superintendent of Instruction Arts & CTE Coordinator VAPA TOSA Community Partners BAFA	

<p>6.3 Continue to develop strong Alliance with Burbank Arts for All Foundation to optimize use of resources.</p>	<p>a. Support BAFA foundation in efforts to increase grant funding and build endowment for perpetuity. b. Participate in the development of a coordinated, strategic fundraising plan in partnership in with CTE & Arts coordinator and VAPA TOSA. c. Provide support and available funding to schools applying for BAFA grants.</p>	<p>Board of Education Superintendent Assistant Superintendent of Curriculum and Assessment Assistant Superintendent of Instruction Arts & CTE Coordinator VAPA TOSA BAFA</p>	
<p>6.4 Seek supporting grant funds for professional arts programs and performances.</p>	<p>a. Apply for LACAC Arts for All matching fund programs, new program support (Professional Development), and resource support (materials/equipment). b. Establish and maintain BUSD budget to be used for LACAC matching fund grants. c. Subscribe to grant database websites. d. Visit Fillmore Foundation Library regularly (3 times per year).</p>	<p>Superintendent Assistant Superintendent of Curriculum and Assessment Assistant Superintendent of Instruction Arts & CTE Coordinator VAPA TOSA</p>	
<p>6.5 Support School sites in developing parent/ community fundraising strategies.</p>	<p>a. Provide support to school sites in developing budgets for site arts plans. b. Increase community investment in site arts programs by including all stakeholders in the planning process. c. Identify collaborative fundraising opportunities in alignment with the Arts for all Plan.</p>	<p>Arts & CTE Coordinator VAPA TOSA</p>	
<p>6.6 Dedicated BUSD funds used for transportation and field trips.</p>	<p>a. Annual district budget provided to each school site. b. Encourage community funders to support transportation (Burbank Education Foundation (BEF), PTA, Boosters, etc.) c. Research partnering with the City of Burbank to explore possible transportation options.</p>	<p>Board of Education Superintendent Arts & CTE Coordinator VAPA TOSA</p>	

Focus Area 7: Communication & Advocacy

Goal: Increase visibility and recognition for BUSD Arts for All programs while encouraging community support for growth, development, and sustainability.

Success Indicator: Wider recognition by parents, students, and community members as evidence by increased attendance, participation and fundraising, festival growth, and survey tools.

District Actions	Implementation Task	Responsibility	Status
7.1 Optimize technology to communicate BUSD Arts for All message.	<ul style="list-style-type: none"> a. Design a BUSD Arts for All webpage and logo. b. Create a main district webpage that is easily assessable, provides academic resources, communicates with teachers and community members, and clearly conveys BUSD Arts for All vision and goals. c. Create a district wide master calendar of visual and performing art events. d. Utilize district website to be able to link and post district and site VAPA information. e. Develop a social media presence to further communicate BUSD’s Arts for All goals and art activities happening across the district and in the community. f. Utilize the Burbank Cultural Arts website and calendar to increase communication with the community. www.burbankarts.com 	Assistant Superintendent of Curriculum and Assessment Director of Technology Arts & CTE Coordinator VAPA TOSA All Principals Teachers Community Partners	
7.2 Provide opportunities for communication between elementary, middle, and high school to ensure sequential instruction.	<ul style="list-style-type: none"> a. Communicate annual Arts for All Action Plan goals with district administration, school sites, and community groups. b. Provide opportunities for feeder school programs to participate in site visits, workshops, and collaborative performances. c. Develop an articulation model for vertical alignment of arts instructional programs (elementary to middle school and middle school to high school). 	Assistant Superintendent of Curriculum and Assessment Assistant Superintendent of Instruction Director of Elementary Director of Secondary All Principals Arts & CTE Coordinator VAPA TOSA	

7.3 Improve internal communications between school sites, facilities, and technology departments.	<ul style="list-style-type: none"> a. Encourage facilities and technology to develop an online tracking system to monitor site requests. b. Easy identification of progress with work orders. c. Emergency Facilities Protocol. 	Assistant Superintendent of Facilities Director of Technology All Principals	
7.4 Develop high visibility events to promote and support the arts.	<ul style="list-style-type: none"> a. Develop K-12 annual community festival for the Performing Arts (as funding allows). b. Promote an “Arts for All Day” K-12. c. Maintain BUSD VAPA student presence at BAFA and other public events. d. Provide support for annual participation at Downtown Burbank Arts Festival. 	Assistant Superintendent of Instruction Arts & CTE Coordinator VAPA TOSA All Principals Teachers	
7.5 Identify and utilize more community venues for arts displays.	<ul style="list-style-type: none"> a. Secure additional artwork exhibit space (airport, libraries, mall, restaurants, pop-up exhibits, lobbies, etc.). b. Feature student work on Channel 6 and during Board Meeting breaks. c. Promote VAPA events on the Burbank Cultural Arts Commission, Downtown Burbank, and Visit Burbank websites and use to connect with local venues. www.burbankarts.com, dtnbur.com, visitburbank.com 	Arts & CTE Coordinator VAPA TOSA All Principals Teachers Community Partners	
7.6 Create means with which to communicate progress to Burbank Unified School District community.	<ul style="list-style-type: none"> a. Document school arts events, activities, and programs (video, photography, etc.). b. Coordinate school presentations at Board Meetings. c. Establish and maintain BUSD Arts for All contact list with postal and email addresses. d. Utilize partnerships with media to report progress, present student work, broadcast school and district wide arts events, activities, and programs. Share VAPA program and calendar information monthly with BAFA staff. 	Arts & CTE Coordinator VAPA TOSA All Principals Teachers Community Partners	

<p>7.7 Communicate BUSD Arts for All process and needs in order to boost support for arts education.</p>	<ul style="list-style-type: none"> a. Continue to articulate current BUSD arts education needs to LACAC, BAFA, and other community support organizations. b. Share testimonials from students, parents teachers, administrators, and community members through a variety of media outlets. c. Syndicate messaging regarding District-wide and site specific needs and accomplishments with PTA, booster clubs, LACAC, BAFA, BEF, City of Burbank and other support organizations. d. Arts & CTE Coordinator and VAPA TOSA communicate identified needs progress through presentations to BUSD School Board, local businesses, and service organizations. 	<p>Board of Education Superintendent Public Information Officer Assistant Superintendent of Curriculum and Assessment Assistant Superintendent of Instruction Arts & CTE Coordinator VAPA TOSA Community Partners BAFA PTA Booster Clubs</p>	
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Appendix A: BUSD Board Policy 6142 – Arts Education

BURBANK UNIFIED SCHOOL DISTRICT

BOARD POLICY 6142
(Page 1 of 1)

INSTRUCTION

Arts Education

- A. The Board of Education recognizes that arts education, including dance, theater, music, and visual arts, is an integral part of the core curriculum for all Kindergarten through grade twelve (K-12) pupils.
- B. The Board of Education encourages development, implementation, and evaluation of quality, standards-based sequential and comprehensive K-12 arts education, with equity and access for all.
- C. The Board of Education supports the following elements, among others, in developing and implementing the District's arts education in district schools:
 1. Standards-based arts curriculum, scheduling and assessment
 2. Qualified teachers in the arts
 3. Professional development for classroom and arts teachers consistent with California's Visual and Performing Arts content standards
 4. Standards-based instructional materials and equipment
 5. Facilities appropriate to achieve educational/instructional standards
 6. Opportunities to showcase pupil learning and pupil work
 7. Integration of and access to professional artists, cultural organizations and other community arts resources.
 8. Provision for ongoing review, program evaluation, and development of the District's arts education program.
- D. The Board of Education also supports the need to provide funding for high quality, standards-based K-12 arts education in an equitable manner, consistent with the principle that arts education is an integral part of the core curriculum.

Legal reference:

EDUCATION CODE

8810-8830 Arts Education

51000-51004 Legislative intent for education program

51040-51041 Role of local agency

51210-51220 Adopted courses of study

Policy Adopted: 3/17/05

Appendix B: Glossary of Terms

Term	Definition
a-g requirements	The a-g College Entrance Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU).
Advanced Placement (AP)	Is a program in the United States and Canada, created by the College Board, which offers college-level curricula and examinations to high school students. American colleges and universities often grant placement and course credit to students who obtain high scores on the examinations.
Arts for All	Established by the Los Angeles County Board of Supervisors, <i>Arts for All</i> is the dynamic, county-wide collaboration working to create vibrant classrooms, schools, communities and economies through the restoration of all arts disciplines into the core curriculum for each of our 1.6 million public K-12 students.
Burbank Arts for All Foundation (BAFA)	Is a non-profit arts education foundation that supports the Burbank Unified School District (BUSD) by providing supplemental funding towards arts education.
Burbank Schools Booster Association (BSBA)	Is a non-profit organization dedicated to offering affiliated booster clubs, and their volunteers, the information, best practices and services to provide supplemental financial support and successfully support the programs and priorities of Burbank Unified School District Schools.
Burbank Unified School District Arts for All (BUSD Arts for All)	Is a participating School District in the Los Angeles County Arts Commission: <i>Arts for All</i> initiative dedicated to restoring dance, music, theater, and visual arts in every school district in Los Angeles County.
Community Arts Team (CAT)	A formally gathered committee of community partners, district directors, administrators, certificated teachers, and parents tasked with developing and reviewing the Burbank Unified School Districts Arts for All Plan.
Career Technical Education (CTE)	A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.
English Language Development (ELD)	Is a systematic instructional model designed to develop the English language proficiency of English language learners (i.e., students who speak English as a second language). ELD instruction emphasizes the development of all four-language domains: reading, writing, listening, and speaking.
Foothill Area Community Transition Services (FACTS)	Is an extension of special education services in the Foothill SELPA that provides students with disabilities (ages 18-22) with a natural transition to adult life.
Junior Kindergarten (JK)	Is a classroom-based program for children who turn 5 years of age in the months of December, January, or February.
Los Angeles County Arts Commission (LACAC)	Supports Los Angeles County public school districts' efforts to implement arts education through policy development, strategic planning, grants to improve teaching and learning, advocacy, research and partnerships with funders committed to arts education. Their goal is to strengthen and sustain high quality arts instruction and integration as students prepare for college and the 21st century workforce.
Pathways	Various courses, programs, and learning opportunities offered by schools, community organizations, or local businesses that allow students to earn academic credit and satisfy graduation requirements.
Parcel Tax	A property tax used in California for the funding of K-12 public education and other ongoing local government services and programs.
Pre-Kindergarten (PK, Pre-K)	Is a classroom-based preschool program for children below the age of five in the United States and Canada.

Parent Teachers Association (PTA)	Comprises millions of families, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of parent involvement in schools.
Special Education Early Development (SEED)	Provides specialized educational services to children and their families between the ages of 3-5.
Single Plan for Student Achievement (SPSA)	A individual school site plan of action to improve student academic performance by coordinating all educational services and resources.
Title 1	Part of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
Transitional Kindergarten (TK)	Is an educational opportunity for children who turn five between September 2 nd and December 2 nd .
Teacher on Special Assignment (TOSA)	Is a term used to describe a licensed teacher who has been assigned to perform duties other than classroom instruction.
Visual and Performing Arts (VAPA)	Refers to the disciplines of visual arts, dance, drama/theatre, music and literary arts.
Work-Based Learning (WBL)	Is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. It is a series of educational courses, which integrate the school or university curriculum with the workplace to create a different learning paradigm.

Appendix C: Estimated Budget

Related Action	Objective	Budget Item Description	Itemized	Estimated Total
1.2c	Provide teaching artists workshop series in grades K-5.	6 week residency With Consultant	\$3500-5000 per residency/ per grade level	<u>\$63,000-\$91,000</u> <i>(Approximate total for every elementary classroom To receive one 6 week residency)</i>
1.2e 3.1c 6.1c	Increase elementary music instructional minutes at every school serving JK-5 students	Credentialed Music Teachers	\$60,000 -\$80,000 per teacher 7.5 teachers <i>*Based on 2015-16 Enrollment.</i>	\$600,000 for 7.5 FTE To add 2.5 teachers = Additional <u>\$150,000 -\$200,000</u>
1.2f	Create elementary instrumental programs at each elementary school	Band Instruments String Instruments Teachers Facilities Storage Method Books Music Stands Music Stand Cart Misc. Supplies (Rosen/Reeds/Valve Oil) Annual Repairs	\$65850 per site \$56,600 per site \$80k per Credentialed \$150 per day Consultant Portable Classroom \$300k \$150-\$350 per unit \$15-25 per student \$395 per unit \$448 per unit \$800 per site 5% of total cost of instrument Approximate Total:	\$56,600 - \$65850 per site \$80,000 (Cred. Teacher) \$30,000(Consultant) \$300k \$300-\$1000 per site \$525-\$875 per site \$1620 \$896 \$800 per site \$2830 - \$3300 \$93,571 - \$454,341 <i>(Music budget based on national best practices as identified by Mr. Holland's Opus Foundation)</i>

1.2g 5.3j	Align elementary school instrumental programs with feeder middle school instrumental programs to ensure sequential learning (as funding allows) Provide elementary instruments that are aligned with feeder school programs (elementary strings for schools feeding into orchestra programs; band instruments for schools feeding into band programs)	Purchase band instruments for Providencia and Roosevelt Elementary Schools	35 Band Instruments per site	<u>\$65,850</u>
5.2	Maintain an annual instrument repair and replacement budget <i>(Required to qualify for grant funding)</i>	Elementary Secondary	\$2000 per site \$5000 per site	<u>\$42,000</u>
1.3b	Include Dance in the elementary and middle schools as an option or unit in PE K-8	2 Roving Dance Teachers (1 elementary, 1 middle school)	\$80k per teacher	<u>\$160,000</u>
1.3c 3.1	English Language Development (ELD)/ Special Ed./ Intervention Teacher professional development in arts integration	Substitutes	\$160 per sub 10 Teachers	<u>\$1600</u>
1.3g	Add dance, drama, orchestra, and Stage Craft/Theatre Tech instruction to all middle schools through electives, College and Career Pathways, and compatible subject courses (i.e. Dance can be offered through P.E.)	TBD	TBD	TBD

1.3h	Add orchestra instruction to every secondary school	<p>String Instruments for: Jordan MS Luther MS Burroughs HS</p> <p>String Instruments</p> <p>Teachers</p> <p>Facilities Storage Method Books Music Stands Music Stand Cart Misc. Supplies (Rosen/Reeds/Valve Oil)</p> <p>Annual Repairs</p>	<p>\$56,600 per site</p> <p>\$80k per Credentialed \$150 per day Consultant</p> <p>Portable Classroom \$300k \$150-\$350 per unit \$15-25 per student \$45 per unit \$448 per unit \$800 per site</p> <p>Add 5% of total cost of instrument per new instrument</p> <p>*Based on national best practices as identified by Mr. Holland's Opus Foundation</p>	<p>\$169,800</p> <p>\$90,000-\$240,000</p> <p>\$900,000 \$1800-\$6000 \$3,150-\$5,250 \$6,750 \$2,688 \$2,400</p> <p>\$8490</p> <p><u>Approximate Total:</u> <u>\$1,184,278 - \$1,341,378</u></p>
1.4a	Review secondary visual arts courses, course descriptions, curriculum, and sequence based on state standards and industry trends.	Substitutes	\$160 per day (10 teachers x 2 days)	<u>\$3200</u>
1.4c	Review secondary music courses and curriculum	Substitutes	\$160 per day (10 teachers x 2 days)	<u>\$3200</u>

1.5a 1.5e	Include arts integration JK-5 Professional Development in annual Arts for All goals	Substitutes Consultants Fees	\$160 per day \$0-\$6000 \$0-\$150 per teacher	TBD TBD TBD TBD TBD
1.7b 1.7d &e	Secure funding for District-wide and site based arts professional development Provide professional development in use of art assessment tools. Align secondary arts course assessments District-wide	Printing, Materials & Supplies	\$0-\$500	
1.5b	Develop site arts survey (focus on specific site needs in professional development, assessments, curriculum, funding, materials, equipment, technology, and space)	Could be included in existing contracted research service agreement annually.	TBD	TBD
1.6a	Secondary VAPA teachers meet annually with District Arts Coordinator	Substitutes	\$160 per day	<u>\$5920</u>
1.6b	Provide release time for JK-12 teachers to review and collaborate on curriculum and program alignment	Substitutes	\$160 per day	TBD
1.7a	Develop performance and rubric based assessment tools in JK-12 visual, culinary, performing, and media arts.	Substitutes for Collaborative Planning	\$160 per day	TBD

3.1d	Hire credentialed middle school teachers for Jordan and Luther middle schools with expertise in theatre arts (maintain Muir theatre arts teacher) pending California theater credential	2 Theatre Teachers Annual Budget	\$0-\$80k per teacher (Can be assigned to qualified teacher on staff) \$2500	\$160,000 \$5000 <u>Approximate Total:</u> <u>\$165,000</u>
3.4	Hire full-time auditorium manager/CTE teachers for John Burroughs and Burbank High Schools	Auditorium Manager	Classified: \$35,000-\$45,000 per teacher Certificated: \$60,000-\$80,000 per teacher	<u>\$70,000-\$90,000</u> <u>\$120,000-\$160,000</u>
3.5	Support for facilities department to maintain and improve instructional and performance spaces in all schools.	Add Custodial Hours	As negotiated by CSBA	TBD
3.6	Provide additional support (staff, consultants, volunteers) for District Arts & CTE Coordinator and VAPA TOSA	Classified Consultants Interns	As negotiated by CSBA TBD Minimum Wage	TBD
4.4b	Provide transportation for schools to send students to offsite learning events	50 passenger bus	\$500-\$800 per bus	<u>\$9500-\$15,200</u> <u>Annually</u>
6.1g	Provide opportunities for feeder school programs to participate in site visits, workshops, and collaborative performances. Annual district budget provided to each school site	Transportation		

6.6a	Provide and maintain all school sites with sufficient facilities used for visual, culinary, media, and performing arts instruction.	TBD	TBD	TBD
5.1	Provide dedicated instructional and storage and rehearsal space at each school site	TBD	TBD	TBD
5.1i	<p>Standard Inventory of Supplies</p> <p>Provide consistent annual funds to school sites for equipment, supplies, materials, and maintenance</p> <p>Create standard materials and supply list for each elementary site, each secondary arts course, and all auditoriums</p>	<p>Elementary</p> <p>Secondary Visual Arts</p> <p>Secondary Music</p> <p>Secondary Dance</p> <p>Secondary Digital Media</p> <p>Secondary Drama</p> <p>Secondary Culinary Arts</p> <p>Instrument Repair and Replacement</p>	<p>\$15per pupil/ per year</p> <p>\$25per pupil/ per year</p> <p>\$25 per pupil/ per year</p> <p>\$20 per pupil/per year</p> <p>\$25 per pupil/per year</p> <p>\$25 per pupil/per year</p> <p>\$20 per pupil/per year</p> <p>Add 5%</p>	TBD

6.1d	Provide and maintain all school sites with sufficient equipment used for visual, culinary, media, and performing arts instruction.	Kiln Projector Computer Printer Cintiq Tablet Software Licensing Commercial Stove/Oven Stage Lighting Commercial Refrigerator Storage Sound board Microphones Auditorium Speakers 3D Printer Camera Video Camera Studio Lighting Green Screen Instruments Mechanical Licenses Performance License	\$3500 \$800 (newly installed) \$1800) \$2000-\$2500 \$200 \$1000 (13") \$2000 (24") \$250 per license -\$5000 per site \$4000 \$200-\$15,000 \$2000 \$500 \$4000-\$6000 \$200- \$5000 \$800-\$6000 \$400-\$6000 \$300-\$1000 \$200-\$2000 \$200-\$500 \$100-\$300 \$100-\$6000 \$0-\$5000 \$800-\$5000	TBD
5.4j	Actively replace and recycle technology in coordination with the district adopted Technology Plan.	TBD	TBD	

<p>5.3h 5.4j 6.1</p>	<p>Designate BUSD funds for Arts for All Programs.</p> <p>Committed district budget for each of the JK-12 arts programs (visual arts, music, theater, dance, media, and culinary arts) to ensure equity and access to all students</p> <p>Provide annual district funding to achieve Arts for All action plan</p> <p>Provide support and BUSD matching funds for school sites applying for BAFA grants</p> <p>Establish and maintain BUSD budget to be used for LACAC matching fund grants</p>	<p>Matching Grant Funds Transportation Professional Development Curriculum Development (Curriculum Writing Rate) Fees for BAFA Events</p>	<p>\$30,000 -\$50,000</p>	<p><u>\$30,000-\$50,000</u> <u>Annually</u></p>
<p>6.1a</p>	<p>Design a BUSD Arts for All webpage and logo</p>	<p>Web Designers Constant Contact</p>	<p>\$5000 \$75</p>	<p><u>\$5,000 (one time)</u> <u>\$75 (annual subscription)</u></p>
<p>6.3c</p>	<p>Encourage facilities and technology to develop an online tracking system to monitor site requests</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>
<p>6.4b</p>	<p>Develop K-12 annual community festival for the Performing Arts</p>	<p>Booths Stage Rental Sound rental Display Stands Table and Chair Rental Advertising</p>	<p>\$10,000-\$15,000 (Approximate cost of participating in Downtown Burbank Arts Festival - Based on past participation)</p>	<p><u>\$10,000-\$15,000</u></p>

7.1b	Maintain BUSD VAPA student presence at BAFA and other public events	Student Admission fees	\$0-\$20 general admission	<u>\$0-600</u>
3.6	Secure additional artwork exhibit space (airport, libraries, mall, restaurants, pop-up exhibits, lobbies, etc.)	Display stands Display Tables	\$150 (2'x7' panel) \$45	<u>\$1200 (8)</u> <u>\$360 (8)</u>

Appendix D: Music Priorities

BUSD Elementary Music Priorities

As available funding permits, BUSD and sites that elect to fundraise for supplemental elementary music programs will implement and maintain instruction based on the following priorities listed below sequentially.

Sequence	Priority
1	Weekly sequential, standards-based general music instruction for grades 2-5
2	Weekly sequential, standards-based general music instruction for grades JK-1
3	Instrumental music instruction aligned with middle school feeder program for grade 5
4	Instrumental music instruction aligned with middle school feeder program for grade 4
5	Instrumental music instruction aligned with middle school feeder program for grade 3

Appendix E: Instrumental Music Program Alignment

Orchestra Programs	Band Programs	
Muir	Muir/Jordan	
Burbank	Luther Burbank/Burroughs	
If student attends elementary school...	They will attend middle school at...	They will attend high school at...
Disney	Jordan	Burbank or Burroughs
Harte	Luther	Burroughs
Edison	Luther	Burroughs
Emerson	Muir	Burbank
Jefferson	Muir	Burbank
McKinley	Jordan	Burroughs
Miller	Muir	Burbank
Providencia	Luther	Burroughs
Roosevelt	Luther or Jordan	Burbank or Burroughs
Stevenson	Jordan	Burroughs
Washington	Luther or Muir	Burbank or Burroughs

Appendix F: Portable Classroom Priorities

Priority	Site	Rationale
First	Disney	Music Instruction – The multi -purpose space cannot be used for music instructional programs because cafeteria traffic is steady from approximately 10am -1pm.
Second	Providencia	Music Instruction – The multi -purpose space cannot be used for music instructional programs because cafeteria traffic is steady from approximately 10am -1pm.
Third	Roosevelt	Follows existing priority list.
Fourth	Emerson	Follows existing priority list.
Fifth	Washington	Follows existing priority list.
Sixth	McKinley	Follows existing priority list.
Seventh	Edison	Follows existing priority list.
Eighth	Stevenson	Follows existing priority list.
Ninth	Harte	Follows existing priority list.
Tenth	Jefferson	Follows existing priority list.
Eleventh	Miller	Follows existing priority list.

Appendix G: Community Arts Team Members

THANK YOU

2016 BUSD Arts for All Community Arts Team!

Special Thanks to the LA County Arts Commission and the Burbank Arts for All Foundation for your continued partnership and collaboration.

Charlene Tabet	Board President	Jennifer Almer	Instructional Services
Steve Ferguson	Board Secretary	Rebecca Mieliwocki	Instructional Services
Matt Hill	Superintendent	Caroline Solberg	BAFA/ Parent
Sharon Cuseo	Asst. Superintendent	Alexandra Helfrich	BAFA/ Parent
Tom Kissinger	Assistant Superintendent	Trena Pitchford	BAFA
John Paramo	Director of Secondary Ed	Carrie Brown	BAFA / Parent
Peter Knapik	Director of Elementary Ed	De Ivett	5D Spectrum/ Parent
Peggy Flynn	Arts & CTE Coordinator	Mary Elizabeth Michaels	Warner Bros.
Daniel Swartz	Visual & Performing Arts TOSA	Michael Bulbenko	Fuji Film
Deborah Madrigal	JBHS Principal	Carson Smith	Nickelodeon
Mike Bertram	BHS Principal	Kris Smith	City of Burbank
Stacy Cashman	Jordan Principal	Judi Wilke	City of Burbank
Oscar Macias	Luther Principal	Veronica Alvarez	LA County Museum of Art
Christina Desiderio	Stevenson Principal	Eric Greenberg	Autry Museum
Jennifer Meglemre	Roosevelt Principal	Elizabeth Mackey	Museum Consultant
Jennifer Culbertson	Providencia Principal	Denise Grande	LACAC Arts for All
Brandi Young	Washington Principal	Megan Kirkpatrick	LACAC Arts for All
Judy Hession	Miller Principal	Fatima Morales	Muir Visual Arts
Jonelle Pickett	BHS Animation	Avra Warsofsky	Magnolia Park
Debra Reynolds	Luther Visual Arts	Glenda Diaz Nolasco	Magnolia Park
Amanda Sandifer	BHS Dance	Laura Wynne	Burbank Music Academy
Jon King	JBHS Theatre Tech	Terry Bailey	Verdugo Workforce
Karen Broderick	BHS Theatre Tech	Victoria Lanier	Ed. Through Music LA
Michael Stanley	BHS Instrumental Music	Britta Maslyk	BHS Counselor
Chris Mitchell	Jordan Digital Media	Robin Anders	JBHS Assistant Principal
Patty Dagata	Washington DHH	Sandi Shearer	Parent
Shari Auproux	Curriculum Specialist	Lisa Paredes	Parent
Talar Topalian	Curriculum Specialist	Bob Martin	Instructional Technology
Debbie McHorney	Instructional Technology	Jennifer Goldenberg	ELD Coordinator



Board of Education Signature Page

Approval of the Burbank Unified School District's
Ten year Arts for All Plan

2012-2022

Board of Education Members	Signature	Date
Larry Applebaum, President, Board of Education		
Steven Ferguson, Vice President Board of Education		
Dr. Roberta Reynolds, Clerk, Board of Education		
Armond Aghakhanian, Member, Board of Education		
Charlene Tabet, Member, Board of Education		