

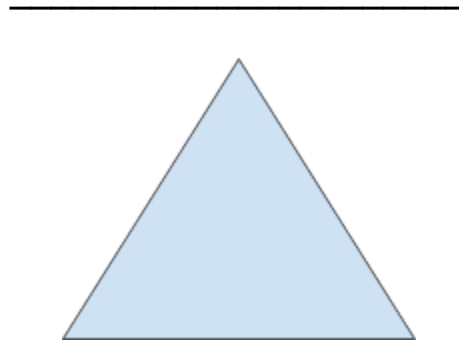
## A Changing Federal and State Landscape: What it Means for Music Educators

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- We are in a time of \_\_\_\_\_, both in broader culture, and in education.
- Some recent examples in education include:



- How do we respond? Our mindset matters.
  - “Things change, and not always for the better - Michelle Moran
  - “Change always comes bearing gifts” - Price Pritchett
- Review of the system of school funding in CA
  - All districts had a basic level of support per student, made up of a combination of local property taxes and state income/sales tax
  - Why do we love Arnold?
    - \_\_\_\_\_
    - One of over 50 programs with varying levels of \_\_\_\_\_, including targeted students
  - Why was this system great?
    - \_\_\_\_\_
  - Why was this system not so great?
    - \_\_\_\_\_
- What is the solution to the problems with this system?

- The \_\_\_\_\_
- Key factors in determining allocation
  - \_\_\_\_\_ level
  - Supplemental for three groups
    - \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_
  - Concentration if district is over \_\_\_\_\_%
- Eight Priorities for Schools
 

○ Basic services (Williams act)	○ Pupil Engagement
○ Implement. of State Standards	○ School Climate
○ Parental Involvement	○ Course Access
○ Pupil Achievement	○ Other Pupil Outcomes
- The Local Control Accountability \_\_\_\_\_
  - A focus on targeted \_\_\_\_\_
  - Where can I find it for my district? \_\_\_\_\_
  - Who writes it? \_\_\_\_\_
  - Two key points of influence:
    - \_\_\_\_\_
    - \_\_\_\_\_
  - For stakeholder meetings, relative influence level
    - \_\_\_\_\_ (High)
    - \_\_\_\_\_ (Medium-high)
    - \_\_\_\_\_ (Medium-low)
- Tips for providing ideas
  - DON'T \_\_\_\_\_
  - Your ideas should connect to: \_\_\_\_\_
- A sentence frame for your ideas:
  - We should fund \_\_\_\_\_ because it would  
(Expensive musical request)  
support students in \_\_\_\_\_

(One of eight state priorities).

You could measure this action's effectiveness through \_\_\_\_\_  
(Measurable data point).

- LCAPs are arranged around overarching \_\_\_\_\_ specific to each district



- Quick note on District parent groups
  - Two parent groups by law are required to receive special notification of the draft of the plan
    - \_\_\_\_\_
    - \_\_\_\_\_
  - The \_\_\_\_\_ must respond in writing to any comments from these groups regarding plan
  - May be too \_\_\_\_\_ in the process
- Site Level
  - \_\_\_\_\_ is the biggest source of Federal funds to states and local school districts
  - Provided through the Elementary and Secondary Education Act (ESEA), better known in recent times as:
    - No \_\_\_\_\_ Left Behind
    - Every \_\_\_\_\_ Succeeds Act (As of December 2015)
- NCLB
  - The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, **proficiency on challenging State** academic achievement standards and state **academic assessments**.

- ESSA
  - The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
  - Later in the act, multiple references to the idea of a \_\_\_\_\_ education
- Sidenote: Concerned About DeVos?
  - A focus on \_\_\_\_\_ among state leadership - Torlakson, Kirst, etc.
  - Federal funding only accounts for \_\_\_\_\_ of expenditures by local school districts.
  - California will NOT build its school system based on federal \_\_\_\_\_
- How are Title I funds administered at the site?
  - Through the \_\_\_\_\_ (SSC)
  - SSC must approve the \_\_\_\_\_ or SPSA
  - This is an opportunity to provide ideas for actions to meet site level goals
- \_\_\_\_\_ present an opportunity.
  - LCFF funds are fair game at the site level.
  - You must think in a \_\_\_\_\_ way about how to present your ideas
- Conclusion
  - My action plan for when I return home:

- A moment of transition also represents new opportunities to advocate for our programs
- Be aware of these new systems, so that you can strategically seek to influence these systems
- Think about how to link your program to the broader goals of your district and site, and if successful, you will be much more likely to be able to access new resources.