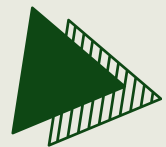


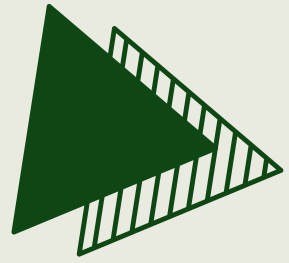
Harmonizing Music Education:

ESSENTIAL INSIGHTS FOR TITLE I SCHOOLS



CASMEC 2025

Rebecca Stewart, M.M.Ed.



“Excellence has no zipcode.”

-Randy Standy

AGENDA

- What is Title I?
- Available funding & resources
- SARC discovery
- Who are we teaching & how do we reach them?

TITLE I OVERVIEW

A federally funded program to help low income students.
A school is Title I when 40% of students qualify for free and reduced lunch.

To qualify for free and reduced lunch, a child's household income must fall at or below a certain percentage of the federal poverty level.

At or below 130% - free meals

Between 130%-185% - reduced meals

SNAP (food stamps), welfare, foster care or headstart are eligible for free lunch.

SED STUDENTS

HOW DOES THE CDE DEFINE THEM?

Socioeconomically disadvantaged students are defined as students who are eligible for free or reduced-price lunch program, or have a direct certification for free or reduced-price meals, who are migrant, homeless, or foster youth, or where neither of the parents were a high school graduate.

DO THEY LEARN DIFFERENTLY?

ABSOLUTELY!!

“If a student is in “fight or flight” their prefrontal cortex is **partially or totally disabled**, and it is difficult to think, particularly abstractly. And if the information has no emotional significance at a personal level, the information is often not learned.”

“Educating Students Experiencing Homelessness, Instability, and Disengagement: the Impact of the Autonomic Nervous System” by Ruby K. Payne, Ph.D.

AVAILABLE FUNDING & RESOURCES

LCAP (District)

Based on community input (usually through a digital medium) and district office optics.

Lottery, ASB, Targeted, Grants (Site)

Lottery - unrestricted
ASB - unrestricted
Targeted- restricted
Grants - restricted

Title I (Site)

This plan is put together and managed by the School Site Council who is required to meet several times throughout the year. It must include: parents, students, certificated and classified staff representatives.
NafME resources!

Prop 28!! (Site)

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Yuba Gardens Intermediate School

SCHOOL ACCOUNTABILITY REPORT CARD

Where can I find it?

- District/School Website
- cde.ca.gov

How is information gathered?

Forms filled out in the first month of school that are sent home with students.

Are LEA's required to make these public?

YES.

Prop 98 (*The Classroom Instructional Improvement and Accountability Act*) requires districts to publish it to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

YOUR SARC

Take a second to log on to the CDE website and find your school's SARC.



Q1

Student Enrollment

What populations are most present at your school? Look at English Learners, Foster Youth, Homeless, Migrant, SED, and Students with Disabilities.

Q2

CAASPP ELA Test Results

Take a look at the overall "CAASPP Percent Met or Exceed"

Q3

CAASPP Math Test Results

Take a look at the overall "CAASPP Percent Met or Exceed"

Q4

Chronic Absenteeism

Chronically absent means a student has missed 18 (10% of the school year) or more days of school.

Q5

Suspensions & Expulsions

This data is unduplicated.

YOUR SARC



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SKILLS WE NEED TO SUPPLEMENT

LEARNING GAP

SUGGESTED STRATEGY

Emotional Resources

Model and provide direct instruction on how to deal with frustration and challenge.

Support Systems

Work time in your schedule for the “hard days”.

Role Models

We are so much more than music directors to our students. They may not be used to adults that know how to emotionally regulate themselves. Students may not know how to accept healthy love and boundaries.

Memory Recall

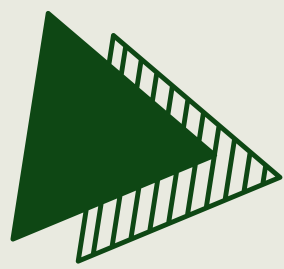
When students experience trauma, their brains function differently. Modify instruction by taking things slowly and remediating often. Give them many chances for success.

THINGS WE ALREADY DO

- Warm-ups/Fundamentals
- Predictable schedule of events
- Be relentless about excellent rehearsal etiquette.

ACTIONS TO CONSIDER

- Use as many visual models as possible! *Visualizing Music* by David Kish
- Games/visuals for repertoire acquisition & readiness, Band Karate.
- Be mindful of pre-frontal cortex under-development.
- Be reflective on what practices might cause anxiety in students.
- Requiring students to take instruments/materials home.
- Be aware of “hidden rules” and explicitly teach the knowledge base.
- Make the abstract things real. (concerts, festival, intonation, letters in the musical alphabet, etc.)
- Is your program accessible for all students?



Suggested Reading

A Framework for Understanding Poverty: A Cognitive Approach by Ruby K. Payne, PhD

High Needs, Monumental Successes: Teaching Music to Low-Income and Underserved Students by Don Stinson

Inclusion in Band and Orchestra: Effectively Supporting Students with Exceptionalities by Emily Kelley

Why Music is Basic: The Value of Music Education compiled by Bruce Pearson

Planning Effective Rehearsals by Ingrid Martin

Visualizing Music: An Illustrative Guide to Exceptional Rehearsals and Performance by David Kish

Nice Bike: Making Meaningful Connections on the Road of Life by Mark Scharenbroich

Teach Like a Pirate by Dave Burgess

Teach with Purpose by Peter Boonshaft

Habits of a Significant Band Director by Scott Rush (or literally ANYTHING from this series)

Thank you.



Henrietta Mitchell, Founder & CEO
Adeline Palmerston, Founder & CTO
13 September, 2030