

Proposition 28: Arts and Music in Schools Act — School Site Expenditure Plan

Background

The Proposition 28: the Arts and Music in Schools (AMS) Act provides an annual source of funding for arts education in California, between \$800 million and \$1 billion each year. This document, the School Site Expenditure Plan Template, can be used to support the planning of these funds. Each school is required to submit an annual board-approved report to post on the school district's and Department of Education's website that details the types of arts education programs funded by the program, the number of full-time equivalent (FTE) teachers, classified personnel, and teaching aides; the number of students served; and the number of school sites providing arts education programs with such funds.

Document Purpose

Directions:

The instructions below guide school sites through inventorying current expenditures supporting arts education. School sites may use the related Excel workbook to fill in the information outlined in the instructions below. All cells highlighted in yellow require data to be entered by the user. The information below provides an example.

School Site Information Tab

Begin by filling out the "School Site Information" Tab.

School Site Information				
School Name	County Code	District Code	Charter Number (if applicable)	Fiscal Year
Woodville Elementary School	54	72298		2023-2024
Address		County Name		
16563 Road 168		Tulare		
City		State	Zip Code	
Porterville		CA	93257	
Contact Name	Title	Phone	Email	
Lou Saephan	Superintendent	(559) 686-9712	lsaephan@woodville.k12.ca.us	

Rollup Summary Tab

Next, in the "Rollup Summary" Tab, enter the fiscal year and the total Proposition 28 AMS funding received by the school site.

Total Proposition AMS 28 Funds received by the LEA	
Fiscal year:	2023-2024
Total Prop 28 AMS funding received:	\$72,692

The Plan Summary Section as well as the Total Proposition 28 AMS Funds Included will be automatically filled in after the expenditure plan is complete.

Plan Summary	Total Planned Expenditures
Staffing	61,062.00
Equipment, supplies, materials, and contracts	10,903.80
Administrative costs	726.20

Total Proposition 28 AMS Funds Included in this Plan

Prior Year Costs

Enter the costs from the prior year as the estimated costs for arts education programming. For school sites that used the Inventory of Arts Programming and Expenditures Template, use the total sums from that tool to input data into this section.

Estimated Costs Arts Education Costs in Prior Year	Total Planned Expenditures
Staffing	0
Equipment, supplies, materials, and contracts	0
Administrative costs	0

Community Engagement

A school's decisions about how to use its Proposition 28 AMS funds will directly impact the students, families, and local community and it is highly recommended LEAs consult with their community. The following is a description of how the school meaningfully consulted with its community members in determining the best use of arts education funding in the school. For schools that used the Collecting Community Input Template, enter a summary of information collected here.

Describe the meaningful efforts made by the LEA to consult with its required community members and the opportunities provided by the school for public input in the development of the plan.
The district is pleased to share the meaningful efforts undertaken by our district to consult with required community members and provide opportunities for public input in developing our plan for Arts and Music in Schools funding under Proposition 28. From the outset, the district recognized the importance of engaging with a diverse range of educational partners to ensure that our plan truly reflects the needs and aspirations of our community. To achieve this, we implemented a comprehensive outreach strategy that included:

Describe the meaningful efforts made by the LEA to consult with its required community members and the opportunities provided by the school for public input in the development of the plan.

Community Forums: We organized a series of community forums where parents, students, teachers, local artists, and members of the broader community were invited to share their thoughts, ideas, and concerns regarding arts and music education in our schools. These forums provided an open and inclusive platform for dialogue and collaboration.

- Surveys and Feedback Forms: We distributed surveys and feedback forms to gather input from a wider audience, including those who may not have been able to attend the community forums. These surveys allowed us to collect valuable insights and perspectives from stakeholders across our district.
- Advisory Committees: We established advisory committees comprised of parents, educators, arts advocates, and community leaders to provide ongoing guidance and feedback throughout the planning process. These committees played a crucial role in shaping the priorities and strategies outlined in our plan.
- School Site Meetings: We conducted meetings at the school sites to ensure that the voices of teachers, staff, and students were heard and integrated into the planning process. These meetings allowed for more focused discussions on specific needs and opportunities at each school site.
- Public Hearings: We held public hearings to provide community members with an opportunity to review and provide feedback on the draft plan before its finalization. These hearings served as a transparent and accountable mechanism for ensuring that our plan accurately reflected the collective input of our community.

Through these collaborative efforts, we developed a comprehensive plan for Arts and Music in Schools funding that is responsive to the needs and priorities of our community. Moving forward, we remain committed to ongoing engagement and collaboration to ensure the successful implementation of our plan and the continued enrichment of arts and music education in Woodville Union School District.

Describe how the development of the plan was influenced by community input.

The feedback we received from our community regarding the Arts and Music in Schools funding under Proposition 28 played a central role in shaping the priorities, strategies, and initiatives outlined in our plan. For example, input from parents highlighted the desire for increased access to arts and music programs, particularly for students from underserved communities. Teachers and staff emphasized the importance of professional development opportunities to enhance their skills and expertise in arts education. Local artists and arts advocates provided valuable insights into best practices and innovative approaches to integrating arts and music into the curriculum.

As a result of this community input, our plan places a strong emphasis on expanding access to arts and music education for all students, with a focus on equity and inclusion. It includes initiatives such as:

- Increasing funding for arts and music programs in schools serving low-income communities.
- Providing professional development opportunities for teachers to enhance their skills in arts education.
- Partnering with local artists and arts organizations to provide enrichment opportunities and mentorship programs for students.
- Investing in resources and materials to support the integration of arts and music across the curriculum.

By incorporating the input and feedback of our community partners, we have developed a plan that reflects the priorities, values, and aspirations of our district. Moving forward, we remain committed to ongoing engagement and collaboration to ensure the successful implementation and sustainability of our arts and music programs for the benefit of all our students.

Expenditure Plan

Next, in the “School Expenditure Plan” Tab, fill out the expenditures planned for the fiscal year related to arts programming. This can include all expenditures from any source of funding.

- **Category 1: Staffing Expenditures**

Enter information below on how the school will use funds to hire personnel to support arts education programs. Include the arts discipline or course, course number, the FTE, whether the staff has credentials—CTE, classified, or a teacher’s aide—the grade levels, and the number of students the position will serve. Include an estimated cost and what funding source (or sources) will support this staff position.

Arts Discipline or Course	Course Number	Staffing FTE or fraction	Credentialed	CTE Credentialed	Classified	Teacher’s Aide	Grade Levels Served	Number of Students Served	Estimated Cost (Salary + Benefits)	Funding Sources	Percent
Music: Band/Choral Program Accompany Staff		.2			1		(9) K-8	397	\$11,000.00		
Drama Teacher		.2	1				(9) K-8	397	\$16,687.33		
Dance		.2			1		(9) K-8	397	\$16,687.33		
Art		.2	1				(3) 6-8	135	\$16,687.34		
TOTALS		.8	2		2		9	397	\$61,062.00		

- **Category 2: Equipment, Supplies, and Materials**

Enter information on how the school will use funds to purchase equipment, supplies, and materials to support arts education. Include the arts discipline or course, item description, the grade levels, and number of students served with this item. Include an estimated cost and what funding source (or sources) will be used for the item.

Note: For LEAs with more than 500 students, no more than 20% of funds can be spent on training supplies, curriculum, professional learning, materials, and arts education programs. In this template, Category 2: Equipment, Supplies, & Materials and Category 3: Arts Partnership Programs roll up together to make up this 20%.

Arts Discipline or Course	Item Description	Grade Levels Served	Number of Students Served	Estimated Cost	Funding Sources	Percent
Music: Band/Choral Program	Equipment, Supplies, and Materials	(9) TK-8	397	\$1,903.80		
Drama	Equipment, Supplies, and Materials	(4) 5-8	170	\$3,000		
Dance	Equipment, Supplies, and Materials	(3) 6-8	135	\$3,000		
Art	Equipment, Supplies, and Materials	(9) TK-8	397	\$3,000		
TOTALS		9	397	\$10,903.80		

- **Category 3: Arts Partnership Programs**

Describe how the school will use funds for contracts, leases, and rentals with third party vendors. Include the arts discipline or course, contract description, the arts partner, the grade levels served, and number of students served. Include an estimated cost and what funding source (or sources) will be used to pay for the partnership. These costs will be rolled up with costs related to equipment, supplies, and materials in the “Rollup Summary” tab.

Note: For LEAs with more than 500 students, no more than 20% of funds can be spent on training supplies, curriculum, professional learning, materials, and arts education programs. In this template, Category 2: Equipment, Supplies, & Materials and Category 3: Arts Partnership Programs roll up together to make up this 20% of spending.

Arts Discipline or Course	Contract Description	Arts Partner	Grade Levels Served	Number of Students Served	Estimated Cost	Funding Sources	Percent
The District/school will not be seeking any contracted services with third-party vendors.							
TOTAL	0	0	0	0	0	0	0

- **Category 4: Administrative Costs**

Finally, describe how the school will use funds for administrative costs. Include a description of the administration or oversight provided, the arts coordinator, district level coordinator, or arts lead involved, and the service provided. Include an estimated cost and what funding source (or sources) will be used to pay for the administrative cost.

Administration or oversight provided	Arts Coordinator, District Level Coordinator, Arts Leads, etc.	Service Provided	Estimated Cost	Funding Sources	Percent
District Oversight	Site Administration	Funds designated for administrative costs in our Arts and Music program will supplement the existing school site administrative staff. However, the current allocation may not be sufficient to support a full-time coordinator or lead position.	726.92		
TOTAL			726.92		