

Welcome to our session this afternoon. My name is Francisca Sánchez, and this is Martha Zaragoza-Díaz. This session will unpack several key assumptions related to successful LCFF implementation and engage participants in exploring a framework of five strategic questions essential to the design of an arts-rich LCAP so that excellence and equity are achieved for African American students.

Currently, I'm President of the California Association for Bilingual Education. I'm also a committee chair for CREATE CA – which I'll talk more about in just a moment. I've also served as chief academic officer for both San Francisco and Hayward USD, where one of my priorities was designing and implementing strategies for improving outcomes for African American students.

Martha is the founder of Zaragoza-Diaz and Associates, a government relations firm in Sacramento, California. She is a registered lobbyist with the State of California and has over thirty years of experience in government relations, public policy development, and leadership training.

I'll be the primary presenter today, and Martha is here to respond to questions that may arise about the technical details of the LCFF/LCAP legislation and regulations.



A Framework of Possibility

CREATE CA : *Core Reforms Engaging Arts to Educate*

- ✦ A Collaborative: CDE, CAC, CAAE, CCSESA
 - 🔗 Innovative thinkers from multiple sectors of California's creative economy
 - 🔗 Rethink and create an educational environment for all California students that features arts education as a central part of the solution to the crisis in our schools.
- ✦ The California Challenge
 - 🔗 Ensure each student reaches his or her full potential by broadening California's educational vision, policy, and practices to promote innovation, economic development, and creativity."
- ✦ The Blueprint for Creative Schools

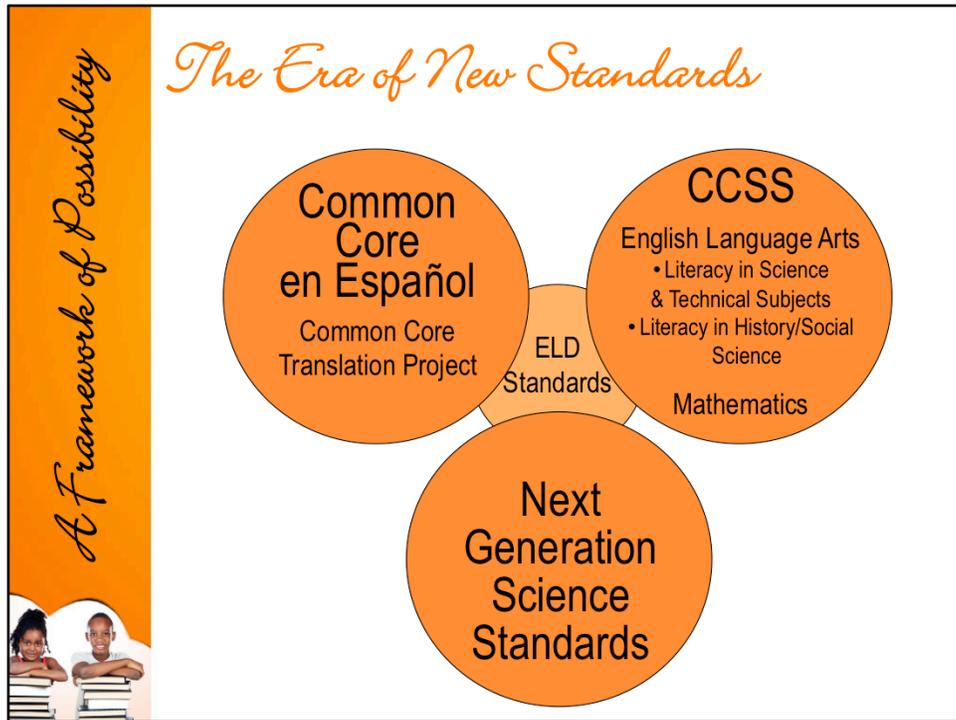


This session was organized by CREATE CA, which stands for Core Reforms Engaging Arts to Educate

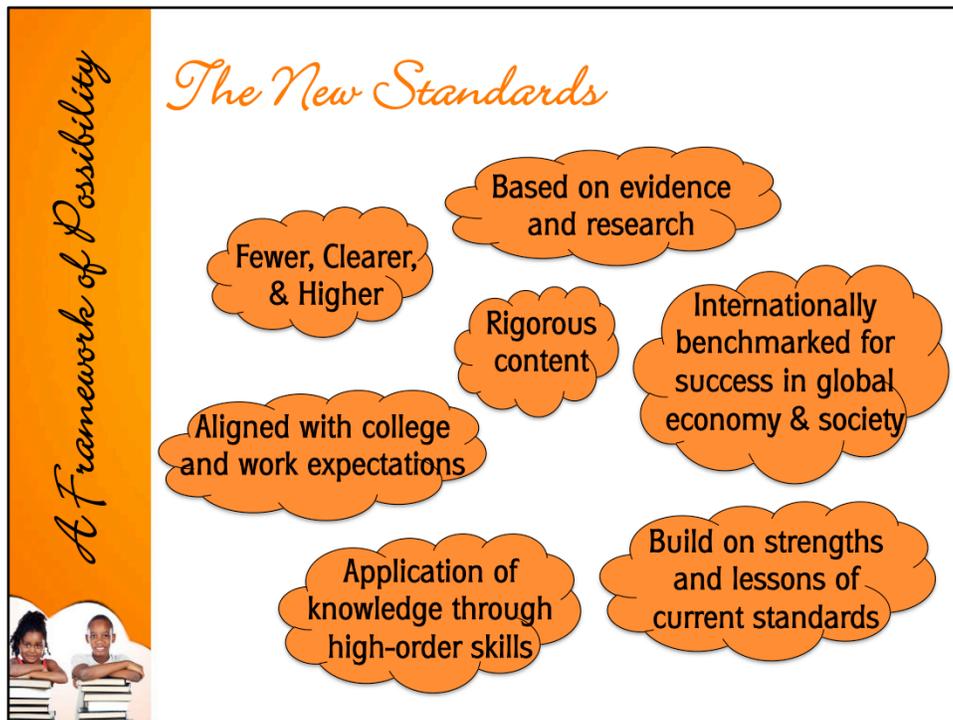
CREATE CA is a collaborative led by four principal partners: CDE, CAC, CAAE, AND CCSESA. This collaborative brings together innovative thinkers from multiple sectors of California's creative economy, public and private, to rethink and create an educational environment for all California students that features arts education as a central part of the solution to the crisis in our schools.

A major goal for CREATE CA is to advance shared goals for the California Challenge: "Ensure each student reaches his or her full potential by broadening California's educational vision, policy, and practices to promote innovation, economic development, and creativity."

Through CREATE CA's efforts, a new document has been developed, the Blueprint for Creative Schools. Work is now underway to transform the Blueprint into a more reader-friendly document with clear actionable and achievable recommendations. We hope to be able to roll out the Blueprint this summer.

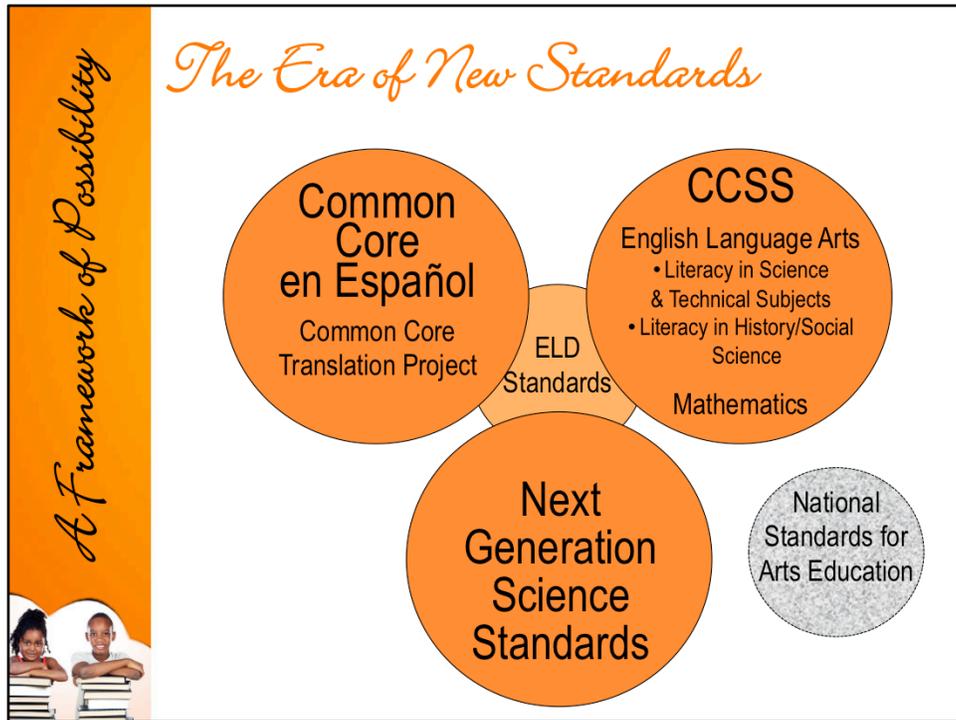


At the center of CREATE CA's work and our work with both the LCAP and in the arts are the new standards, which actually include not only the Common Core State Standards in Language Arts and Mathematics, but also the Common Core en Español, the Next Generation Science Standards, and the new ELD Standards.

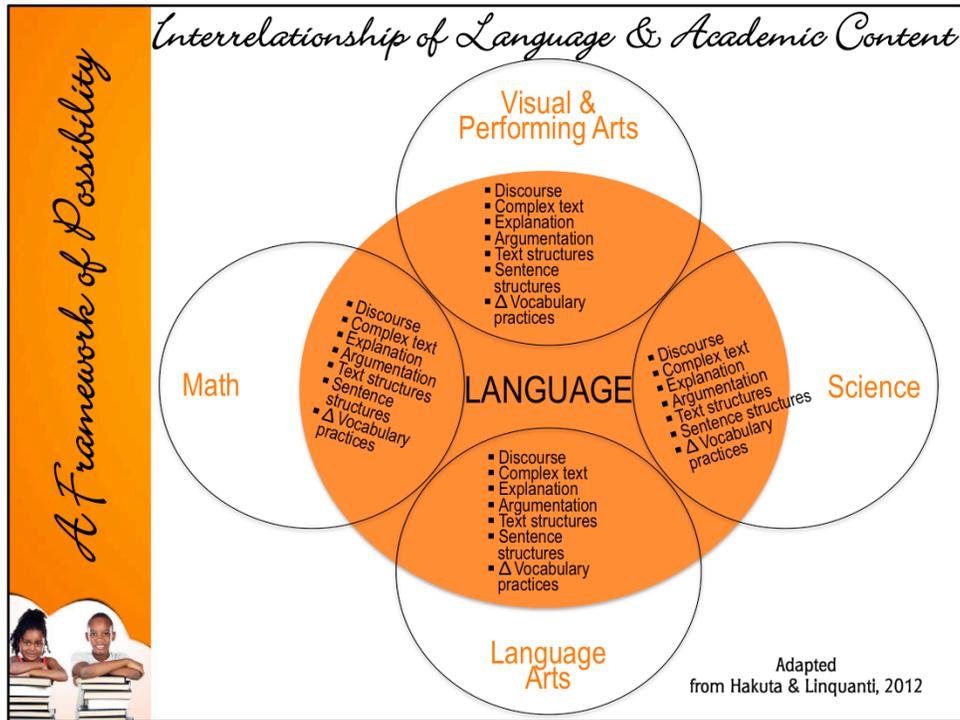


As you know, all of these standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

These standards are different from past standards in that they are internationally benchmarked, fewer, clearer, and higher, and intended as preparation for 21st century success.



And on the horizon are the National Standards for Arts Education, and these are particularly important because of their key role in developing students' 21st century creative thinking and innovation capacities.



An important consideration for us is to be aware of the significantly higher linguistic demand of all of the new standards. Regardless of the content area, these standards require students, including speakers of nonstandard Englishes, to

- engage in extended discourse,
- read and understand complex text,
- construct explanations and argumentation,
- understand and create diverse text and sentence structures, and
- handle very different vocabulary practices.

In this new paradigm, academic language is central to all the academic areas. This has particular significance for African American students, many of whom are Standard English Learners.

A Framework of Possibility

Arts Expectations

We should expect our students to be able to:

- 1 Communicate at a basic level in the four arts disciplines.
- 2 Communicate proficiently in at least one art form.
- 3 Develop and present basic analyses of works of art.
- 4 Have an informed acquaintance with exemplary works of art from diverse cultures/historical periods.
- 5 Relate various types of arts knowledge and skills within and across the arts disciplines.



Rigorous standards-based study in the arts is based on certain expectations that reinforce high intellectual performance across the Common Core and other national standards. They require that students be able to communicate at a basic level in the four arts disciplines--dance, music, theatre, and the visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline. Students of the arts should also be able to communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency. They should be able to develop and present basic analyses of works of art from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines. They should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts, and within cultures. Additionally, they should be able to relate various types of arts knowledge and skills within and across the arts disciplines. This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related project.

A Framework of Possibility

*The Arts Support Success
in Specific Disciplines*

**ARTS help students
in LANGUAGE ARTS**

- ⦿ Learn to work together
- ⦿ Express and listen carefully to ideas
- ⦿ Integrate and evaluate information from oral, visual, quantitative, and media sources
- ⦿ Use media/visual displays strategically for communication
- ⦿ Adapt communication to context, audience, task

**ARTS reinforce
SCIENCE &
ENGINEERING**

- ⦿ Focus on design, application, discernment of patterns, and use of nonlinguistic modes of representation

**ARTS support
new practices
and focus in
MATHEMATICS**

- ⦿ Action, application, doing
- ⦿ Mathematicizing real life situations

The opportunities for connecting the arts across all these disciplines are numerous and synergistic. In the language arts areas, the arts can help African American students learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt communication to context, audience, and task.

In science/engineering, the arts reinforce a focus on design, application, discernment of patterns, and use of nonlinguistic modes of representation

In mathematics, the arts support the new mathematical practices that focus on action, application, and doing, asking students to take real life situations and mathematicize them.

A Framework of Possibility

The Arts Support Success in Life

ARTS help students develop essential attitudes, characteristics, and intellectual skills.

- Self-discipline
- Positive self-esteem
- Thinking skills and creativity valued in the workplace
- Decision-making where no standard answers exist
- Teamwork and cooperation

ARTS cultivate the whole child.

- Self-discipline
- Build many kinds of literacy
- Develop intuition, reasoning, imagination, and dexterity into unique forms of expression and communication
- Stimulate and develop natural creativity to meet the needs of a complex and competitive society

In the design of these new standards, there is an intentional focus on college and career readiness standards from the early grades on. There is ample evidence that the arts help African American students develop the attitudes, characteristics, and intellectual skills required to participate effectively in today's society and economy. The arts teach self-discipline, reinforce self-esteem, and foster the thinking skills and creativity so valued in the workplace. They teach students to make decisions in situations where there are no standard answers. They teach the importance of teamwork and cooperation. They demonstrate the direct connection between study, hard work, and high levels of achievement.

Arts education benefits not only the student but also society because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. This process requires not merely an active mind but a trained one. By studying the arts, African American students stimulate their natural creativity and learn to develop it to meet the needs of a complex and competitive society, and, as study and competence in the arts reinforce one other, the joy of learning becomes real, tangible, and powerful.

A Framework of Possibility

Imagine that . . .

There is no way to predict how or when your hard work will be acknowledged.

Teachers believe that people like you are intellectually inferior.

There is no certainty that teachers will evaluate your work fairly.



Your teachers are both attracted to and repulsed by all that makes you YOU.

Your accomplishments are unlikely to change how you're viewed.

You must separate yourself from all those things that make you YOU.

Young, Gifted, and Black – Theresa Perry

So, against this backdrop of the new standards, we have to reflect on what the daily reality is for African American students. You all know the hard data as well as I do. So rather than start with cold numbers, let's start with this scenario from Theresa Perry's article, "Young, Gifted, and Black":

Imagine that you go to school every day, yet there is no way to predict how or when your hard work will be acknowledged or recognized. How do you commit yourself to achieve, to work hard over time in school under these circumstances? Imagine that those around you, teachers, others in authority, believe that people like you are intellectually inferior. In fact, this belief has persisted historically and is widely evident in the media and in public policy. How can you commit yourself to do intellectual work?

Imagine that there is no certainty that teachers will evaluate your work fairly or consistently, or that they will tell you the truth about the quality of your work. How can you aspire and work toward excellence then? How willing will you be to work hard over time, given the unpredictability of your teachers' responses to your work? Imagine that your teachers and the adults in your school are both attracted to and repulsed by all the things that make you you – the way you walk, the way you use language, your relationship to your body, your physicality, your music, etc. How can you invest yourself and engage fully in your class, your work, or your school?

CONTINUED ON NEXT PAGE

Imagine that no matter what you or others from your group achieve or accomplish, those accomplishments are unlikely to change how you're viewed or to alter your marginalized position in the society: You still won't be able to get a cab. You'll still be followed in department stores. You'll still be stopped when you drive through certain neighborhoods. You'll still be viewed as a criminal, a deviant, and an illiterate. How will you commit yourself to work hard over time? Imagine that in order for teachers and others to teach you effectively or to give you access to the knowledge you need and want, they require that you separate yourself from others of your group and from all those things that make you you, culturally and linguistically. Could you commit yourself to work hard, to achieve in school if this were the price of the admission ticket?

These are some of the dilemmas that African American children and youth --- and others from historically marginalized and oppressed groups --- face as they attempt to commit themselves to high academic achievement. It's these dilemmas that make the nature of the task of achievement for marginalized populations fundamentally different and distinctive, requiring extra social and cognitive competencies. In other words, the task of achievement is not the same as for other groups that are more accepted, valued, or seen as the norm. Children and youth from marginalized populations have to have extra social, emotional, cognitive, and political competencies in order to be able to commit themselves over time to perform at high levels in school (Perry et al, Young, Gifted, and Black: Promoting High Achievement among African American Students).

We can't implement LCFF and design our LCAPs without seriously considering this reality. Within this context, our task around LCFF and LCAP is both a challenge and an opportunity with huge consequence for the quality of life of our African American children and youth will experience in our classrooms, our schools, and our communities.

We have serious work to do . . . our children's lives depend on our ability to first imagine and then deliver a new future where their hopes and dreams become the certainty and not the exception. LCAP and LCFF can be the mechanism for doing that.

A Framework of Possibility

What Do You Imagine?

- ✦ Consider:
 - 👉 Requirements of the new standards
 - 👉 Transformative power of the arts
 - 👉 Current reality of African American students
- ✦ Imagine that it is three years in the future, and you've been wildly successful in your efforts to dramatically improve outcomes for African American students.
 - 👉 Now, travel to that future.
 - 👉 What specifically do you see, hear, feel that demonstrates that success?
- ✦ Share your ideas at your table.
- ✦ Create a visual of that future of success.



So before we move into the details of the LCFF and LCAP and our framework of possibility, I'd like to engage you in thinking for a few minutes about how we envision success for our African American students. Consider what I've shared about the requirements of the new standards, about the transformative power of the arts to engage students and improve their achievement and performance, and the current reality of many of our African American students.

Imagine that it is three years in the future, and you've been wildly successful in your district with your efforts to dramatically improve outcomes for African American students.

Now, travel to that future. What specifically do you see, hear, feel that demonstrates that success?

Share your ideas with the colleagues at your table, then draw an image or design that captures some of the key aspects of this future of success and possibility.

[HAVE TABLES DO A 30-SECOND SHARE OUT.]



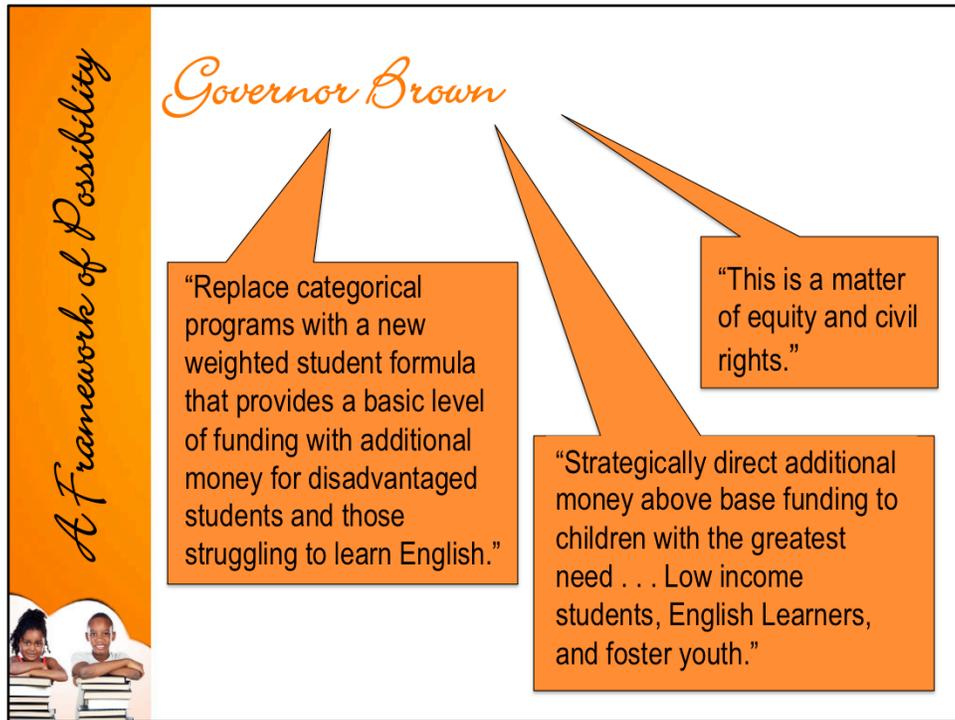
As we talk more specifically about LCFF and LCAP, I'd like you to keep present in your minds what you just experienced. Use that experience and knowledge as a filter for interpreting and translating this next information.

First, LCFF specifically calls out three target populations:

- Low Income Students
- Foster Youth
- English Learners

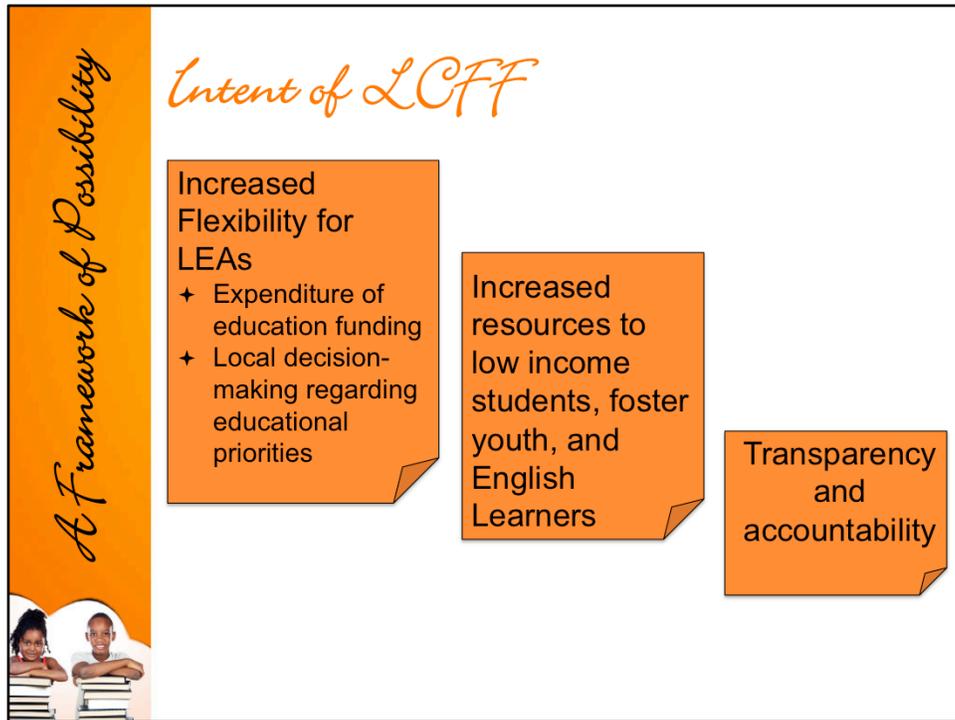
We know that although African American students are not called out by name in the legislation, they are included in high percentages in at least two of these categories, and if we think about the fact that many African American students are not native speakers of standard English, we can also consider them as Standard English Learners, although they don't fit the legal definition of English Learner.

This means that we should explicitly address African American students as we design our LCAPs.



Governor Brown has repeatedly underscored that the move to the LCFF is a matter of equity and civil rights. He specifically asserts that LCFF will provide **ADDITIONAL MONEY ABOVE BASE FUNDING** for these target populations.

Given what we know to be the status of African American students, we have a moral obligation to explicitly address their strengths and needs.



Governor Brown’s assertions are supported by the what is articulated as the intent of the LCFF:

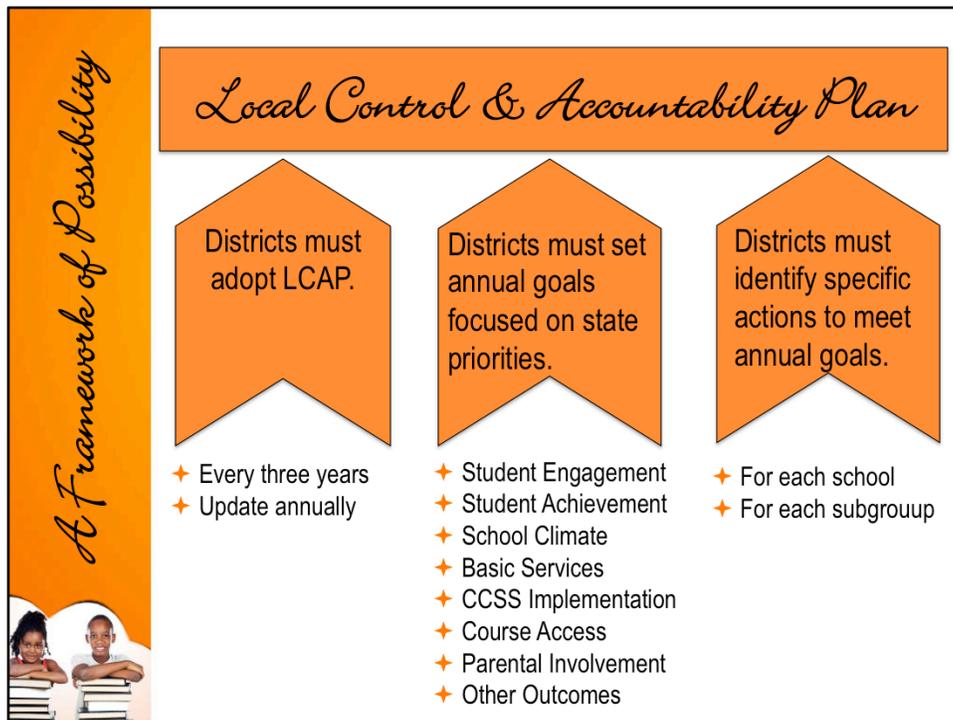
- To provide increased flexibility to districts in terms of how they spend their dollars and how they make decisions about their local educational priorities.
- To provide increased resources to the three target populations.
- And to provide increased transparency and accountability.



Given these intents, then, I propose that we work from a set of three key assumptions regarding the LCFF:

- The overriding purpose of LOCAL CONTROL & FLEXIBILITY is to achieve excellence and equity for EVERY GROUP OF STUDENTS WE SERVE.
- EXCELLENCE & EQUITY for underserved populations rest on a foundation of values and vision (OUTCOMES), which in turn, guided by values-based principles, define powerful pedagogy, practices, programs, and PD (INPUTS), which when supported by leadership and appropriate resource allocation, are likely to yield RESULTS that match our DESIRED OUTCOMES.
- It is not logical, nor helpful, to try to define the NECESSARY INPUTS (powerful pedagogy, practices, programs, and PD) without FIRST defining our DESIRED OUTCOMES for underserved populations.

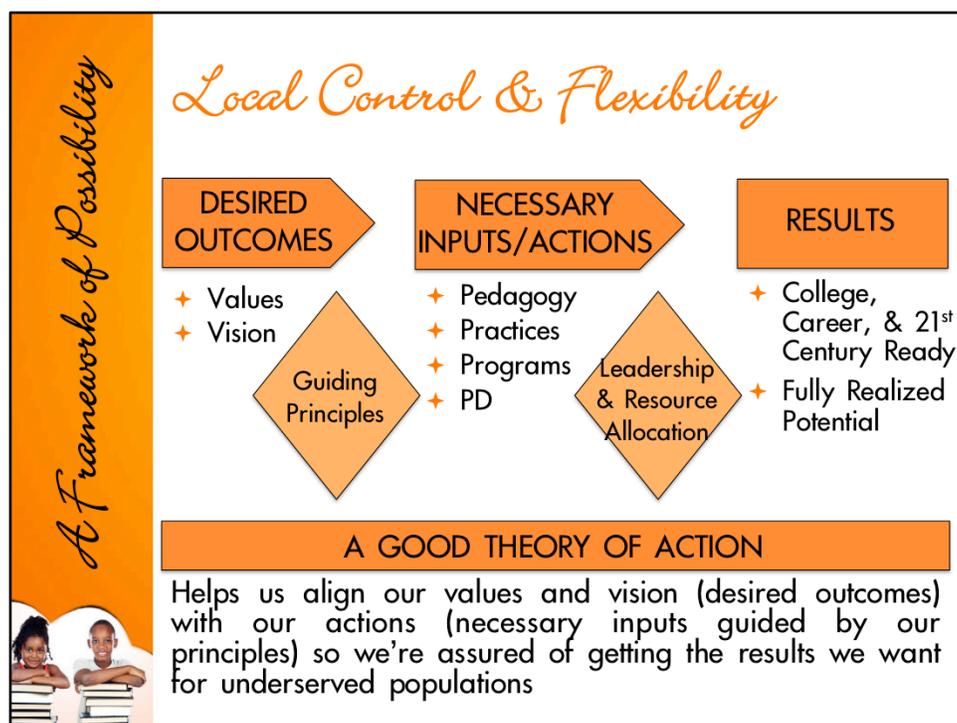
These assumptions form a very particular lens through which we can assess how districts need to move forward with implementation of the LCFF and design of their LCAP.



The Local Control & Accountability Plan, or LCAP, is on everyone’s mind right now. In conjunction with establishing a new education finance formula, the Legislature adopted a new accountability system centered on eight state priority areas. Each school district must adopt an LCAP every three years (and update its LCAP annually).

The Legislature also identified 8 priority areas. LCAPs must set annual goals in the eight state priority areas and specify the actions the district will take to meet those goals for each school and each significant subgroup in the district.

The LCAP is an opportunity for districts to think deeply and strategically about how to transform their systems to get the results that we say we want.



In the case of African American students, districts must start by clearly identifying their values and vision for African American students, then use those values and vision to design a set of guiding principles that will govern their decision making about what specific pedagogies, practices, programs, and PD to implement.

With the appropriate district leadership and resource allocation, then, districts will be able to realize the results that represent their values and vision, including graduating African American students college, career, and 21st century ready and with the tools they need to fully realize their potential.

This process will help districts articulate their theory of action, and a good theory of action is extremely helpful in ensuring we fully align our good intentions, our actions, and our results.

A Framework of Possibility

Strategic Questions for Moving Forward

- ✦ Today: Focus on African American Students
- ✦ Specific Considerations
 - 🎯 Assets Orientation
 - 🎯 Arts as Core
 - 🎯 Development of Academic Language
 - 🎯 Enrichment vs. Remediation
 - 🎯 Additional Out-of-School Support
 - 🎯 Physical & Mental Health Care & Nutrition Support
 - 🎯 Support to Under-Resourced Families & Communities
 - 🎯 Support for Adjudicated Youth and Youth Involved in the Criminal Justice System



What I propose is that districts use five strategic questions in their implementation and design process. Our focus here is African American students, but this framework can be used for any group of students that are a concern for a district.

At a big picture level, districts will need to consider some of these factors:

- Too often, we adopt a deficit orientation which means that we either make invisible or pathologize the strengths, interests, and experiences of our African American students. What might happen if we start by assuming an assets orientation?
- We have strong evidence that studying the arts brings tangible academic and 21st century benefits to our students. We also know that according to the Education Code, the arts are defined as part of the core and there is the same requirement to teach the arts as there is to teach language arts or mathematics. Yet, often, African American students are excluded from arts education.
- Many low income students and Standard English Learners have real needs around developing academic language. Our examination of the new standards makes clear how critical academic language is to achieving success with the standards across the curriculum.

CONTINUED ON NEXT PAGE

- Enrichment is a more powerful approach than remediation, especially with underserved populations. Building on students' languages, cultures, lived experiences, strengths, and interests, and providing students with a GIFTED type of education yields significantly better results all around.
- Many African American students will need out-of-school support that mimics what more affluent students take for granted and which impacts academic achievement. The research is clear that there are non-academic factors that significantly impact student success. We have to identify and address those.
- African American students often have health care and nutrition needs that must be addressed in order to maximize their academic potential, including in many communities, dealing with issues of post-traumatic stress.
- A significant percentage of African American students live in disrupted and under-resourced families and communities. How we provide supports that take this into account, and how we engage these families and communities will be key.
- A disproportionate percentage of African American students will be touched in some way by the criminal justice system, whether they themselves experience an adjudication process, whether it's someone in their family. Given the statistics in this area, districts need to mitigate the effects of children and youth have an incarcerated parent.



As I share each of the strategic questions, I'm going to ask that you consult with a colleague near you to identify some questions, actions, or ideas you have that pertain to your plan for moving ahead with the LCAP design and LCFF implementation.

I've provided you with a mini-notetaking guide that you can use to record some of your actions, commitments, ideas, concerns, or questions. You can take this back home with you, and next week, I encourage you to take it out and refer to it as you go about your LCFF implementation and LCAP design work.

A Framework of Possibility

Strategic Question 1 Values & Vision

What are our **values and beliefs** about:

- ✦ Our role and responsibility regarding African American students?
- ✦ The role of the arts in increasing African American student success and 21st century readiness?
- ✦ The capacity of our educational institutions and community to dramatically accelerate African American student learning and success?
- ✦ African American students' languages, cultures, lived experiences, resources, and funds of knowledge as contributors to their success in school and beyond?
- ✦ African American students' potential for success as students and as citizens of our community and the world?

What is our **vision** of African American student success that emerges from these values and beliefs?



So, keeping these considerations in mind, let's move on to our framework of possibility, which as I shared earlier, is composed of five strategic questions.

Strategic Question #1 relates to values and vision.

What are our values and beliefs about:

- Our role and responsibility regarding African American students?
- The capacity of our educational institutions and community to dramatically accelerate African American student learning and success?
- African American students' languages, cultures, lived experiences, resources as resources, funds of knowledge, and contributors to their success in school and beyond?
- African American students' potential for success as students and as citizens of our community and the world?

What is our vision of African American student success that emerges from these values and beliefs?

A Framework of Possibility

An Equity & Excellence Approach

Values Driven, Principles Based,
Data/Research Informed Reform for African American Student Success

The ultimate aim of education is to enable individuals to become the architects of their own education and through that process to continually reinvent themselves . . . In this sense, the curriculum is . . . a mind-altering device.
Elliot W. Eisner

Our Values

- Support & Service Orientation
- Reciprocal Accountability
- Culturally & Linguistically Responsive Assets-Based Approaches
- Equity
- Transformative Power of the Arts

The issue of African American student underachievement is not primarily a technical problem. It's really an issue of values and beliefs, so I advocate that districts articulate a values-driven, principles-based educational model, informed by research and data.

Policy should begin with values that are formed into a vision of how our schools should be, with principles that explain how our values get enacted. Data and research then inform the action and plans to carry out the policy. It's time to articulate a new set of commitments to our communities around adopting such an approach.

This is important because where the leadership does not hold the education of African American students and the full development of their gifts as a value, or where leadership does not understand the value of an arts-rich education, there will be no systemic, sustainable arts-rich 21st century education designed to sustain African American success. At its most fundamental, our work is about creating environments that recognize, value, and build on our students' languages, cultures, and lived experiences to create new and sustainable success that ensure our students thrive not only in our schools but in the world beyond.

As district leadership you can help surface the values that will drive your LCAP.

A Framework of Possibility

*An Aspirational Vision
for the Future*

*We will dramatically increase
our capacity to . . .*

Create arts-rich 21st century learning environments of high intellectual performance for all African American students and to graduate all African American students college, career, and 21st century ready and prepared to live their lives to their full potential.



Our values then lead to the articulation of a powerful VISION FOR SUCCESS, our vision for the future --- our vision for ourselves as educational leaders and for the success of our African American students.

For example, our vision could say that we will dramatically increase our capacity to create 21st century learning environments of high intellectual performance for all African American students and to graduate all African American students college, career, and 21st century ready and prepared to live their lives to their full potential.

A Framework of Possibility

Guiding Principles

<p>Design Principles</p> <ul style="list-style-type: none"> ☛ Student-Centric Orientation ☛ Transparency ☛ Alignment ☛ Service ☛ Empowerment ☛ Risk-Taking ☛ Big Picture ☛ Continuous Improvement 	<p>Core Programmatic Principles</p> <ul style="list-style-type: none"> ☛ Rich & Affirming Learning Environments ☛ Empowering Pedagogy ☛ Challenging & Relevant Curriculum ☛ High Quality Instructional Resources ☛ Valid & Comprehensive Assessment ☛ High Quality Professional Preparation & Support ☛ Powerful Family/Community Engagement ☛ Advocacy-Oriented Administrative/Leadership Systems
--	---



We can also adopt a set of principles to serve as guidelines for our work with our schools, communities, and partner organizations.

Design Principles

The design principles are a set of values-driven essential operational principles to define how we design and implement our priorities and initiatives, how we make decisions, and how we deal with negative patterns of thinking and doing that surface as barriers and obstacles. These are unique foundational principles that will be the pillars that guide our decisions and ensure our success.

Core Programmatic Principles

Based on an extensive review of the professional literature and research, we can also identify a set of core programmatic principles as essential foundations for school reform that results in sustainable African American student success, as defined in our vision of student success.

A Framework of Possibility

Planning for Action

- ✦ Thinking about Strategic Question #1:
 - 🗨️ What implications do you see for your district's LCAP/LCFF planning/design/implementation process?
 - 🗨️ What actions will you consider taking to create arts-rich 21st century learning and success for African American students?
- ✦ Jot down some of your ideas on Page 2 of your mini-notebook.



Take a moment now to process Strategic Question #1 with a colleague.

Thinking about Strategic Question #1:

- What implications do you see for your district's LCAP/LCFF planning/design/implementation process?
- What actions will you consider taking to create arts-rich 21st century learning and success for African American students?

Jot down some of your ideas on Page 2 of your mini-notebook.

[HAVE 2 OR 3 PARTICIPANTS SHARE ONE THING THEY NOTED.]

A Framework of Possibility

*Strategic Question 2
Designing for Success*

How do we create and sustain arts-rich 21st century learning environments that promote high intellectual performance for African American students?

What sorts of pedagogies, practices, programs, and professional development are aligned with our values and vision and are likely to get us the results we say we want?

Given our values, beliefs, and vision, what principles should guide our decision-making as we design for success?



Strategic Question #2 moves us from values, beliefs, and vision to designing the types of educational environments likely to help us live those values and realize that vision. We call this designing for success.

How do we create and sustain arts-rich 21st century learning environments that promote high intellectual performance for African American students?

What sorts of pedagogies, practices, programs, and professional development are aligned with our values and vision and are likely to get us the results we say we want?

Given our values, beliefs, and vision, what principles should guide our decision-making as we design for success?



We understand that in thinking about how we create and sustain arts-rich 21st century learning environments that promote high intellectual performance for African American students, we really need to address three big ideas contained in the question, all of which have something quite powerful to do with the type of global competency that our students MUST achieve if they're going to be the definers of and actors in their own lives and contributors to making this a better world for all of us.

A Framework of Possibility

Learning Environments

- ✦ High Status
- ✦ Enriched, Affirming, & Empowering
 - 👉 Community
 - 👉 Self-Determination
 - 👉 Trust
 - 👉 Democracy
- ✦ Culturally & Linguistically Responsive

- ✦ R-full
 - 👉 Relationship
 - 👉 Respect
 - 👉 Responsibility
 - 👉 Relevance



First, what do we mean by learning environments? This involves thinking about how we create learning spaces in our classroom, our schools, and our community where every African American student is considered high status?

How do we ensure our learning spaces:

- Positively develop and affirm each student's cultural/linguistic identity and self-esteem, self-motivation and learner autonomy, and social skills and competency?
- Develop a sense of community, self determination, trust, and democracy?
- Are culturally and linguistically responsive --- what I call R-full. This comes from the work of Marguerite Vanden Wyngaard's 4 Rs Theory of Culturally & Linguistically Responsive Pedagogy. She talks about relationships, respect, responsibility, and relevance.



Secondly, we have to think concretely about what it means to be prepared for 21st century success. Through a process of reviewing the literature, studies, and reports that are out there about 21st century skills, we've boiled it down to seven key areas:

- Academic Preparation
- College and Career Readiness
- Mastery of Advanced Literacies and the 3M Skills (Multimedia, Multilingual, and Multicultural)
- Social, Civic, and Environmental Responsibility
- Technological Fluency
- And Strength of Body, Mind, and Character
- Innovation, Creativity, and Solution Seeking Competencies

A Framework of Possibility

An Arts-Rich Curriculum

<http://www.youtube.com/watch?v=RbDovjG9f34>

Sometimes, district leaders recognize the importance of 21st century skills but still have difficulty recognizing the vital role that the arts play in contributing to students' 21st century readiness.

This video clip underscores why it is so essential to put the arts at the center of any 21st century readiness initiative.

A Framework of Possibility

High Intellectual Performance

- ✦ Identify and build on African American students' strengths.
- ✦ Establish powerful relationships that nurture success.
- ✦ Elicit high intellectual performances.
- ✦ Engage African American students actively in the learning.
- ✦ Create environments of enrichment not remediation.
- ✦ Situate learning in the lives of African American students.
- ✦ Address the prerequisites for learning.

From Yvette Jackson, Pedagogy of Confidence



And we support high intellectual performances when we deploy the following core pedagogical practices, which we believe should be in evidence in every classroom.

1. Identify and build on African American student strengths.
2. Establish powerful relationships that nurture success.
3. Elicit high intellectual performance.
4. Engage African American students actively in the learning.
5. Create environments of enrichment not remediation.
6. Situate learning in the lives of African American students.
7. Address the prerequisites for learning.

A Framework of Possibility

Planning for Action

- ✦ Thinking about Strategic Question #2:
 - 🤔 What implications do you see for your district's LCAP/LCFF planning/design/implementation process?
 - 🤔 What actions will you consider taking to create arts-rich 21st century learning and success for African American students?
- ✦ Jot down some of your ideas on Pages 3-4 of your mini-notebook.



Take a moment now to process Strategic Question #2 with a colleague.

Thinking about Strategic Question #2:

- What implications do you see for your district's LCAP/LCFF planning/design/implementation process?
- What actions will you consider taking to create arts-rich 21st century learning and success for African American students?

Jot down some of your ideas on Pages 3-4 of your mini-notebook.

[HAVE 2 OR 3 PARTICIPANTS SHARE ONE THING THEY NOTED.]



Strategic Question 3 Resource Allocation

Now . . . how must we allocate resources to ensure these arts-rich pedagogies, practices, programs, and professional development are fully implemented and sustainable?

Strategic Question #3 focuses on resource allocation:

How must we allocate resources to ensure these pedagogies, practices, programs, and professional development are fully implemented and sustainable?

But districts need much more guidance in terms of how to equitably allocate resources based on their educational priorities for target populations.

Powerful Resource Allocation Practices

The level of resources and their specific allocation makes a significant impact on student performance.

The allocation and application of resources is an integral part of the education reform process.

HIGHER PERFORMING DISTRICTS:

- ✦ Spend more per pupil on instruction and instruction-related areas, and also increase allocations for these areas faster.
- ✦ Align general reform efforts with creative and effective application and allocation of monetary, staff, time, physical, and parent/community resources.
- ✦ Connect the allocation of educational resources and student performance goals.



The findings from the research demonstrate a strong relationship between resources and student success. The results also indicate that allocating resources within select areas and for certain practices makes a significant impact on student performance. In short, both the level of resources and their explicit allocation seem to affect educational outcomes.

For example, there are practices that high or higher performing districts seem to employ consistently around how they allocate their resources.

- Spend more per pupil on instruction and instruction-related areas, and also increase allocations for these areas faster.
- Align general reform efforts with creative and effective application and allocation of monetary, staff, time, physical, and parent/community resources.
- Connect the allocation of educational resources and student performance goals.

A Framework of Possibility

Planning for Action

- ✦ Thinking about Strategic Question #3:
 - 🤔 What implications do you see for your district's LCAP/LCFF planning/design/implementation process?
 - 🤔 What actions will you consider taking to create arts-rich 21st century learning and success for African American students?
- ✦ Jot down some of your ideas on Page 5 of your mini-notebook.



Take a moment now to process Strategic Question #3 with a colleague.

Thinking about Strategic Question #3:

- What implications do you see for your district's LCAP/LCFF planning/design/implementation process?
- What actions will you consider taking to create arts-rich 21st century learning and success for African American students?

Jot down some of your ideas on Page 5 of your mini-notebook.

[HAVE 2 OR 3 PARTICIPANTS SHARE ONE THING THEY NOTED.]



Strategic Question 4 Regulations & Support

What guidelines, regulations, and support do local leaders need to implement LCFF and design LCAP in a manner consistent with our values and vision and likely to yield our desired results (vis-à-vis our vision of African American student success)?

Strategic Question #4 addresses the need for regulations AND support:

What guidelines, regulations, and support do local leaders need to implement LCFF in a manner consistent with our values and vision and likely to yield our desired results (vis-à-vis our vision of African American student success)?



Addressing Equity Concerns

- ✦ Advocacy groups have raised some equity concerns.
- ✦ How can we help districts “do the right thing”?
- ✦ What guidance will be most helpful for districts in their efforts to "increase or improve services for unduplicated pupils in proportion to the increase in funds" generated by these students?(Education Code Section 42238.07)
- ✦ How do we frame all this within the context of our big vision of African American student success?

Advocacy groups have raised some concerns about aspects of the proposed LCFF regulations. A while back, ACLU, Public Advocates, and others outlined these concerns in a letter to the SBE.

Obviously, we want to have regulations that make it more likely than not that districts will do the right thing by the target populations. We also recognize that regulations alone will not fully achieve the type of transformation required for the target populations to achieve 21st century success.

Districts also need powerful support. Again, organizations such as CAAASA, in partnership with like-minded, advocacy-oriented organizations could be the leaders in designing and providing this support.

A Framework of Possibility

Planning for Action

- ✦ Thinking about Strategic Question #4:
 - 🗨️ What implications do you see for your district's LCAP/LCFF planning/design/implementation process?
 - 🗨️ What actions will you consider taking to create arts-rich 21st century learning and success for African American students?
- ✦ Jot down some of your ideas on Page 6 of your mini-notebook.



Take a moment now to process Strategic Question #4 with a colleague.

Thinking about Strategic Question #4:

- What implications do you see for your district's LCAP/LCFF planning/design/implementation process?
- What actions will you consider taking to create arts-rich 21st century learning and success for African American students?

Jot down some of your ideas on Page 6 of your mini-notebook.

[HAVE 2 OR 3 PARTICIPANTS SHARE ONE THING THEY NOTED.]

A Framework of Possibility

Strategic Question 5
Transparency & Accountability

How will all stakeholders be able to know how local leaders are progressing in achieving our vision for African American student success?

- ✦ What are they saying?
- ✦ What are they doing?
- ✦ What results are they getting?

What do we expect local leaders to do when they don't get the desired results?

- ✦ What support and guidance will we provide?



Our final strategic question looks at issues of transparency and accountability:

How will all stakeholders be able to know how local leaders are progressing in achieving our vision for African American success?

- What are they saying?
- What are they doing?
- What results are they getting?

What should communities expect their local leaders to do when they don't get the desired results?

- What support and guidance will they provide?

A Framework of Possibility

Strategic Expectations

- ✦ Dramatically improve African American student engagement and achievement.
- ✦ Create and sustain arts-rich 21st century learning environments of high intellectual performance for African American students, including development of multilingual competency.
- ✦ Provide strategic direction and support to districts and schools focused on improving the quality of classroom instruction and interaction for African American students.
- ✦ Create and support safe, affirming, and enriched arts-rich school environments.
- ✦ Engage African American families and communities in powerful arts learning and collaboration.



Responding to this question requires that we be explicit about our expectations for local districts. We believe that the following strategic expectations form the bones for a solid 21st century educational plan:

- Dramatically improve African American student engagement and achievement.
- Create and sustain 21st century learning environments of high intellectual performance across the curriculum and in all areas needed for 21st century success for African American students, including the development of high levels of multilingual competency.
- Provide strategic direction and support to district administrators, principals, teachers, and sites focused on improving the quality of classroom instruction and interaction in every classroom in every school in California, on behalf of African American students and their families.
- Create and support safe, affirming, and enriched school environments for participatory, restorative, and inclusive learning and interaction for African American students.
- Engage African American families and communities in powerful learning and collaboration.

A Framework of Possibility

Making Learning Visible & Public

- ✦ In African American student contexts, how do we make learning (and the teaching that leads to powerful learning) public and visible to our entire California community?
- ✦ How do we ensure African American students and their teachers, administrators, staff, and parents:
 - 👉 What does it look like?
 - 👉 How do we produce it consistently?
 - 👉 How do we each contribute to it?



At the end of the day, this means that districts will need to make learning (and the teaching that leads to powerful learning) for African American students and other target populations public and visible to our entire California community.

We know that currently teaching and learning are basically private enterprises that happen inside students' heads and behind the closed doors of the classroom.

We need schools where African American students, teachers, administrators, staff, and parents:

- Know what powerful teaching and learning look like and see it exhibited regularly in and out of school.
- Know what to do to produce consistently high quality learning results.
- Hold each other responsible for high quality teaching and learning.
- Expect that work is not done until it meets publicly agreed-upon standards of quality.
- Work together to create environments of high intellectual performance throughout the school and community.

A Framework of Possibility

Planning for Action

- ✦ Thinking about Strategic Question #5:
 - 🤔 What implications do you see for your district's LCAP/LCFF planning/design/implementation process?
 - 🤔 What actions will you consider taking to create arts-rich 21st century learning and success for African American students?
- ✦ Jot down some of your ideas on Page 7 of your mini-notebook.



Take a moment now to process Strategic Question #5 with a colleague.

Thinking about Strategic Question #5:

- What implications do you see for your district's LCAP/LCFF planning/design/implementation process?
- What actions will you consider taking to create arts-rich 21st century learning and success for African American students?

Jot down some of your ideas on Page 7 of your mini-notebook.

[HAVE 2 OR 3 PARTICIPANTS SHARE ONE THING THEY NOTED.]

A Framework of Possibility

Writing A Strategic LCAP

Tell your story.	Tell the story of the district you want to be for your students, parents, community, and staff. ✦ Be explicit about your target populations.
Write a reader-friendly, inspirational narrative.	Write a narrative that is reader-friendly and inspirational. ✦ Organize your narrative around a compelling metaphor. ✦ Use the language of that metaphor to tell your story.
Don't let the template disrupt your story.	Where it make sense and doesn't disrupt your "story", insert the template tables. ✦ Otherwise, make these appendices. ✦ Create a "crosswalk" page for the COE/CDE that shows where template items are found in the narrative.

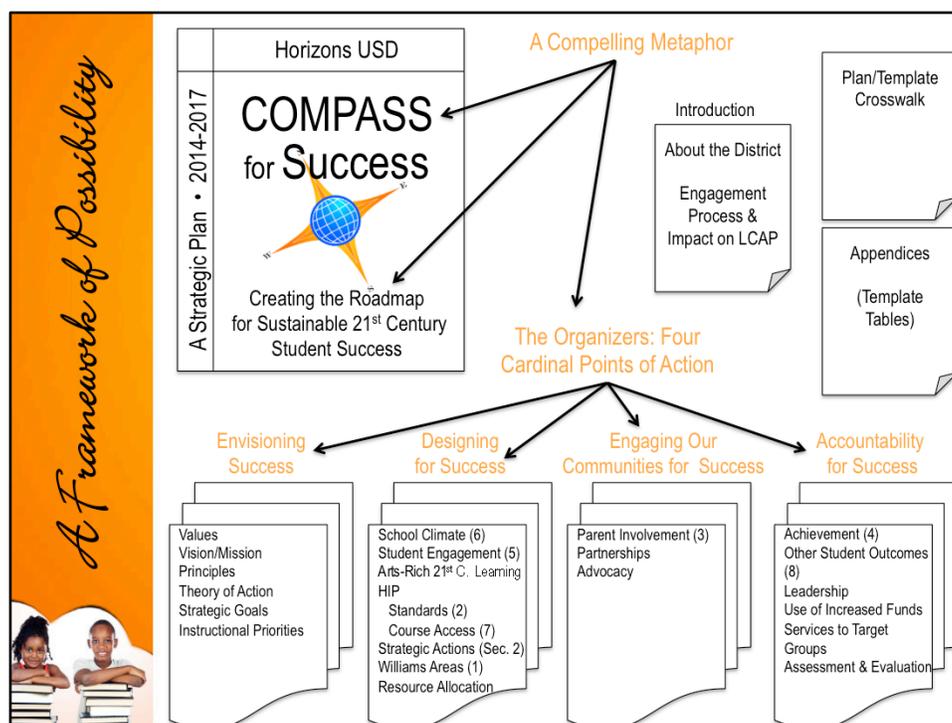


Remember that the LCAP really should be your district strategic plan. Be smart about how you use the LCAP template. Essentially, the template is a series of tables. It's NOT a plan. It won't be easily accessible or understandable by your stakeholders. It won't provide you with the path you'll need to actually transform outcomes for students. And it certainly is not inspirational.

So, don't let a bureaucratic mechanism hijack your plan. Instead, tell the story of the district you want to be for your students, parents, community, and staff, and be very explicit about your vision, expectations, and commitments for your target students.

Write a narrative that is reader-friendly and inspirational. Organize your narrative around a compelling metaphor that can help make the plan personal to your various audiences. Then use the language of that metaphor to tell your story and to organize your ideas.

Finally, don't let the template disrupt your story. Where it makes sense, insert the template tables and other information, but if it's not a good fit, add the template information as appendices, and create a crosswalk document to point official readers and monitors to where to find the required template information.



For example, say you decide on the COMPASS as your metaphor. You can extend that metaphor by talking about the roadmap to student success and the role of the compass in ensuring you're able to make that journey.

You can also extend the metaphor into the organization of your plan by marrying the idea of the compass's four cardinal points with the idea of success, and then incorporating the different elements in the LCAP template within these four sections.

You can also use other related metaphorical language to tell your story:

The staff and students might be explorers.

Achievements might be your landmarks. And so forth.

A Framework of Possibility

Transformative Role of CAAASA

- ✦ Provide equity-based, advocacy-oriented facilitation and support to district leaders (superintendent/cabinet, board members, key others) to:
 - ☛ Plan around the five strategic questions.
 - ☛ Explore additional specific issues for African American students/communities in the local context.
 - ☛ Identify local resources to support equity-based, advocacy-oriented LCFF implementation and LCAP design.



CAAASA, in partnership with like-minded organizations, has the responsibility to play a transformative role in the implementation of LCFF and design of the LCAP to achieve equity and excellence for African American students.

Through this partnership, CAAASA can and should provide equity-based, advocacy-oriented facilitation and support to district leaders (superintendent/cabinet, board members, key others) to:

- Plan around the five strategic questions.
- Explore the specific issues for African American students in the local context.
- Identify local resources to support equity-based, advocacy-oriented LCFF implementation and LCAP design.



The Turnaround Arts Initiative, which came out of the President’s Commission on Arts and the Humanities, is a public-private partnership designed to help transform some of the nation’s lowest performing schools through comprehensive and integrated arts education. Turnaround Arts is testing the hypothesis that high quality and integrated arts education can be a powerful tool to strengthen school reform efforts, boosting academic achievement and increasing student motivation in schools facing some of the toughest educational challenges in the country.

In this video clip, which lasts about 7 minutes, you see some of what’s happening at the Batiste Cultural Arts Academy in New Orleans.



Questions & Conversation

We'd now like to throw this open to questions and conversation regarding what we've shared and proposed.