



CSBA Council of Presidents
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Target Populations & LCFF: Ensuring Equity & Excellence

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Key Assumptions: Our Lens on Local Control & Flexibility

- ▣ The overriding purpose of LOCAL CONTROL & FLEXIBILITY is to achieve excellence and equity.
- ▣ 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.

Five Guiding Questions for Moving Forward with LCFF Implementation

Guiding Question #1

What are our values and beliefs about:

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

What is our vision of English Learner success that emerges from these values and beliefs?

Guiding Question #2

How do we create and sustain 21st century learning environments that promote high intellectual performance for English Learners?

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?

Guiding Question #3

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

Guiding Question #4

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 English Learner success)?

Guiding Question #5

How will all stakeholders be able to know how local leaders are progressing in achieving our vision for English Learner 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?

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Guiding Question #1

What are our values and beliefs about _____?

What is our vision of _____ success that emerges from these values and beliefs?

Guiding Question #2

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

Guiding Question #3

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

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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 _____ success)?

Guiding Question #5

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