



## WHEREAS

We define Quality Education as teaching and learning that:

- Engages students of all learning styles and cultural backgrounds to discover the joy of learning and grow to their full potential
- Empowers as well as educates students through student collaboration, leadership development, and teamwork
- Includes fine and performing arts integrated into the school day
- Utilizes creative and fun learning materials and methods
- Fosters personalization, so that all students within the school a school can be known and valued
- Supports students' extended family to be meaningfully engaged in the school community
- Fosters critical thinking and continuous innovation
- Responds to what students want to learn, including ethnic studies
- Addresses barriers to learning, such as violence in the community and racial discrimination.
- Prepares all students for college, career, and engaged citizenship
- The vast majority of low-income students of color are NOT provided with Quality Education.

## THEREFORE, BE IT RESOLVED

that No Child Left Behind be reformed so that California schools are:

- Provided with more funding to address the racial achievement gap, with a priority to focus on creating joyful learning experiences that effectively engage students from all cultures
- Provided with more funding to support the full participation of parents/guardians of all cultures, with a priority to make culturally appropriate leadership training, translation, child care, etc. universally available
- Provided with more funding to expand accessible teacher training, with incentives for teachers to participate, with a priority on enhancing teaching strategies that respect and effectively engage students from all cultures
- Providing financial incentives NOT for teaching to the test, but for quality teaching that stimulates critical thinking and engages multiple learning styles
- Encouraged to create learning environments that embrace bilingualism by giving incentives to schools to start dual-immersion programs
- Rewarded for having high numbers of students fluent in languages other than English in their Adequate Yearly Progress (AYP) ratings.