

Community Meeting on Empowerment Framework Draft
Monday, February 28th

BUDGET

AGREE checks*

AGREE & ADD	DISAGREE & CHANGE
Agree- site based budget*	
Align resources	
“This is not about changing contracts for teachers-aligning the budget so that everyone can have: nurses, librarians, music, etc.”	
Ass specifics on who has “control” over budget	

OTHER QUESTIONS/COMMENTS

- Questions about “metric officer”
- Transportation?
- Will administering budgets incur extra/unusual expense?
- Does this mean eventually the CCC could do away with collective bargaining?
- Need explanation about verbage: benefit based, site based, educational function.
- Does this supercede SSC? (edcode requirements)
- Role of CCC in process?
- Are any schools in California doing this model?
- What about categorical? How much (is there)?
- What about busing \$?
- How are salaries set? Classified? Certificated?
- Cap on enrollmnet? School size?
- ADA: who/how are subgroups needs (gender, level, ethnicity, socio economic status) monitored and resources allocated to address needs?

STAFFING

AGREE checks*

AGREE & ADD	DISAGREE & CHANGE
We need to be able to remove from our cluster ineffective staff.	Concern that with this model we will lose good teachers. (do the benefits outweigh the cost?)
Create a uniform accountability process for all levels of staffing.	Keep elementary as it is
Build elementary schools to prepare them successfully for the future.	What does that mean? SDEA? Ouchi accreditilty?
Have elementary collaboration	What about classified and principals?
Hiring and retaining*	
Cycle of evaluation (must accompany contract...will there be?) Who will be evaluated? How? Why? Salaries?	
Agree we should develop our own cluster hiring criteria—be clear (that) seniority should not be a driver.	

OTHER QUESTIONS/COMMENTS

- Pilot the framework at one school.
- Questions about union contract. *
- Are we going to have a cluster HR office?
- Does the CCC hire?
- Merit pay? Based on what? How will current staff transition?
- Statement is vague-how does it differ from what is currently being done?
- Define “stable”, “quality”, “team of professionals”.
- 10 schools = too big to start with...pilot this model with one large middle school, revise and roll out a plan that works rather than experiment.

CURRICULUM

AGREE checks*

AGREE & ADD	DISAGREE & CHANGE
Maintain standards based curriculum	Current assessment cycle in time of exteme budget crisis = waste of resource. Revise eval. Cycle to skip certain yrs/grades. State adopted curriculum (opt out) (keep standards... and/or rewrite to exceed current...but don't buy off state adopted list only) . community education regarding pros/cons of tracking.
Agree with detracking*	
Certify all teachers in cluster as GATE	
Implement cluster wide detracking policies*	
Portfolio/exhibitions vs standardized. Create assessments (performance) that reflect the complexity of life as...it will be/is	
Maintain seminar	
Challenging differentiated curriculum*	
Differentiated instruction***	
Agree-articulation between cluster elementary and secondary*	
Agree- bullet 2 align with cluster needs*	
Add STEM standards and engage students in the most current	
Utilize parent talents in different disciplines	
Engaging curriiculum	
Opportunity for advanced work in GATE/cluster classes not just in seminar classes.	

OTHER QUESTIONS/COMMENTS

- ?

SCHEDULING

AGREE checks*

AGREE & ADD	DISAGREE & CHANGE
Eliminate weekly minimum days. Let kids out earlier. Try and align bell schedules so kids can attend high school sporting events. Collaborate amongst schools. Create an effective collaboration model.	Eliminate staff time for self-reflection
Strongly agree with need for control over scheduling / bell times, class times, etc. -how do we get smaller class sizes?*	Address minimum day scheduling to assure use for professional development
More professional development time, yes!*	
Cohesive bell times with feeder schools (all elementary start at same time). Earlier start times to maximize learning potential as coordinated with busses.	
Block scheduling (-teachers touch fewer kids)**	
Department meetings on daily basis. Better professional development, in-class teaching.	

OTHER QUESTIONS/COMMENTS

- Clarify bullet #3
- Do we have control over these things now? Ie. Bell times, etc?
- How do we schedule less students per teacher in secondary?
- How does this decrease the # of papers to grade and students to get to know?
- Could the budget allow for smaller class size?

ACCOUNTABILITY

AGREE checks*

AGREE & ADD	DISAGREE & CHANGE
Cross-grade feedback*	Change “encourage” to a stronger word
Instructional rounds*	Peer evaluation not allowed per union contract
Identify practices that are working*	Teacher led
Evaluate each year with parent knowledge*	Not just test scores
Objective metrics must match curriculum taught	
Curriculum depend	
Add students to the review process at middle and high school.	
Require continuous focus on improving instruction	
Principals must visit classrooms but not interfere with instructional time.	
Students evaluate whether or not they are engaged in learning or bored.	

OTHER QUESTIONS/COMMENTS

- What do you mean “personal accountability”? who? Teachers? Students? Parents?
- Define “accountability”. (usually very limited definition = accountability = raise test scores.
- “Framework” for 10 schools...start with 1 school? 10 schools creates another mini district—why not school by school.

LEADERSHIP

AGREE checks*

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AGREE & ADD	DISAGREE & CHANGE
(strongly agree) Stable leadership	Be more specific to bullet 3 & 4
Metrics officer (real time assessments)	Who is giving cluster approval? Admin. Etc...who votes?
Critical thinking & standards based	Make sure teachers have a voice in selecting leadership.
21 st century leaders prepare	With sdusd board monitoring CCC's effectiveness exclusively
Global leaders	
Stakeholder input for selection of area superintendent	
(agree with bullet 1 & 4)**	
Stability-yes!**	
Want voice in selecting leadership**	

OTHER QUESTIONS/COMMENTS

- How will the voice of minority groups be heard?
- Will parents be paid for this position? Will teachers and principals be compensated for additional time?

CCC

AGREE checks*

AGREE & ADD	DISAGREE & CHANGE
Add details to the responsibility of the CCC	3 principals rather than 2 (-add from each level)
Add representation from different grade levels	3 principals, 6 teachers, 8 parents (minimum). More representation overall.
Add divers school representation - parents (from) different schools vs. elected	Not enough people in CCC
	Disagree (with) board appointing parents
	Concern with at large appointments. No sdsu parent appointment. Teachers – 1 from every site = # of staff & parents.
	1 principal from each school
	1 principal from highschool, jr high, elementary to ensure feedback, information, etc.
	Increase parent & teachers so ½ and ½ to get true representation
	Keep current structure of PLCSF: 1 principal, 1 parent, 1 teacher from each school.*

OTHER QUESTIONS/COMMENTS

- Not too big
- Not too small**
- Quality of those serving in volunteer positons*
- Need more time to educate parents on all of this.
- Better clarificataion for parents in mtgs. so that we have a better understanding about what all this means...and can make an educated decision on these huge potential changes.
- Current structure vs. new structure.