

Community Meeting on EMPOWERMENT FRAMEWORK DRAFT

Thursday, March 3, 2011 @ 9am

FRAMEWORK comments

- DRAFT on sheet
- telling vs asking (list areas of concern vs control)
- perception we are doing it wrong
- teacher benefits & development & evaluation
- staffing & salary
- difference between salary and controlling site
- retain strong staff teams
- threatening frameworks gets defenses up
- framing as issues not problems
- the framework mentions having control over many decisions that school sites already have---not school district.
- battle ahead: "perception", "fear", "communication"

IDEAS

- transition assistance: curriculum, emotional, military/special education
- communicating with other school districts in other states for the best interest of our children (eg. iep)
- cluster support against slipping through the cracks
- highlight "wonderings" as purpose for cluster. For example: I wonder why cluster elementary schools have math scores of 80-90% proficient and at PLHS those scores drop to 20%. Why? That is enough reason to organize and see how we as a united force can help (not necessarily revamp everything).
- better communication between schools. Find out from each school what form of comm. Works best for them.
- define methods of communication from each school representative to their school: what, when, how.
- teachers need a strong voice (there are many more parents than teachers).
- allow schools to "opt-out" ((of cluster work))
- communication change: edconnect, back pack brigade/paper flyers
- "parent speak" in communications. Bring importance of cluster to all the parents.

LEADERSHIP

- new ((area)): superintendent the role of the area sup, is it important to have transient?
- dancing of the principals: why is turnover so high? Mixed messages. Support area continuity.
- sites still maintain the power they currently have, needs emphasis
- identify areas of weakness for all to add supports to increase student achievement.
- realize that current ed code requires board of ed approval for principals and vps. Can this become delegated to CCC?

ACCOUNTABILITY

- drop out rate
- teacher accountability
- proficiency at higher levels
- teacher accountability based on skills
- identify great teachers and sharing their abilities
- improve communications with: test data—between school to school, parent groups

CURRICULUM

- bring back 6th grade camp
- gentler 4th-5th grade transition
- add language to state that curriculum will be based on California Stat Standards.
- less testing and more effective testing
- higher standard testing and less testing
- wording should reflect the focus on improving/identifying needs in math/English lang arts after elem level). It seems most are satisfied with the elem sites). The issues seem to be at middle school/high school level.

CCC

- more or equal representation from each school
- rotation of principals
- sites to have veto power over CCC
- add to committee: coaches, facilities rep, more parents (1 from each school)
- keep small CCC and add a larger advisory committee with more representation
- two tiered committee: each committee rep has to have their own committee with defined representatives.
- is it fully representative of all 10 schools? How are 11 members going to know issues concerning each site.
- include a military school liaison.
- how will teachers have time to serve on CCC?
- looking “up” not “down”
- add advisory board. military rep, rep from each school

SCHEDULING

- busing & maintaining diversity of schools.
- alignment vs no busing (fear comes from no bus)
- total student load
- bell schedules: same for all schools OR different tailored to meet specific needs (ie more time for lunch)

STAFFING

- respect union contracts
- experienced teachers are vital

BUDGET

- equity of funding
- funding following child
- schools of different socioeconomics
- cluster level examples
- tutoring shared
- what does the budget represent
- piece of the pie. Class size, hoe many students in a day does a teacher deal with.
- ideas cluster level budget dealing with transition issues. Pinpoint where cluster needs and wants to look at. School site empowered ed budget. If—then
- professional development
- don't want to lose any site level empowerment
- budget—not from individual schools