

Constant Contact Survey Results

Survey Name: Point Loma Cluster Community In-Dialogue

Response Status: Partial & Completed

Filter: None

Mar 05, 2011 4:37:54 PM

3. Budget

Answer

Parents do not have the educational background in understanding the current classroom needs and the pushy parents will persuade where budget dollars are spent
What will happen to SSC? Will we get a per pupil amount? Will we have to buy into i21? Tech support? cleaning and maintenance? power bills? support for systems like Zangle and People SOft? We need more info before we vote on this
What will title one look like?
The budgeting needs to include measurable outcomes.
I agree as long as the hiring of teachers and the integration of students outside the Point Loma neighborhoods continue to follow district standards.
Actually, I'd like to see this pushed down to the school level verses the cluster level.
The schools in the cluster are run pretty efficiently on a bare bones budget. The issue of control is far less important than the absolute need for more funding, which the above item completely ignores.
This question has too many questions embedded in it to answer thoughtfully.
It is not the fault of the current school(s) administration that the education budgets are in shambles!
I would like to know more about who and how the budget committee would be selected
When it comes to volunteerism in the schools it seems as though the same people are involved over and over. Not to be disrespectful but many do not have a clue on budgeting and only seem to vote for their own agenda. How would this be handled and what is the criteria for parents and community members to have input and help implement budgets? How would they be admitted to the board? Voting or designated just because they have an interest? If on the board what would be the term limit?
This sounds great to align priority and resources.
I am happy with what current principals are doing with the budgets. They have many years of experience and are experts in their field.
I'm concerned about WHO will be in charge of making budget decisions.
Statements that are so broad cannot really be disagreed with -- I'm not even sure what this one is saying! Why not be more specific about what the actual goals are???
Require clarity provided as to who would do this work, a volunteer board? A paid employee? Additional staff time? Not enough information provided for these decisions to be made.
Before I agree to any sort of control over the budgeting, I will need to see an actual plan with concrete details. How much money exactly will be under control? Who is going to be primarily responsible for accounting?
What experience does that person have? As of now, all I hear are grand ideas with no actual plan.
My concern is with the group governing those decisions. There seems to be limited representation from the elementary schools on the proposed cluster board. There is also limited representation from teachers in general. The people making those budget decisions do not seem to represent the teachers and students that would have to live and learn under those decisions.
Since our school system is in such dire need of funding and the class size keeps growing, I propose that starting next school year we require proof of US citizenship for all students. We simply cannot afford to pay for people who have come to our country illegally and do not pay income tax.
More information about this would help parents understand different perspectives and what they gain or give up, as this is conceptually easy to agree with, but may not be so when details are decided. A detailed comparison of benefits should be put forward for consideration.
vague
The statement is too broad. Needs refining.--"What are the learning priorities"? What resources? etc.
Who wrote this? It makes no sense as a statement, question or comment.
I don't even know whether to agree or disagree. This statement, and all the statements below, are filled with buzz words and vague, general concepts which I do not believe have any basis in reality. I don't see how such vague concepts can possibly be implemented in a real life setting.
No more notes home from Principle Diane Ryan pleading for donations. Be accountable for spending. Budgeted money as families do. Families are in tough financial situations as well. Furthermore, pleading for donations is just another way of asking for money, and asking for money and supplies is against the law.
Need more money. They use it pretty good.
I'd like to see the school administrators have control over faculty positions. There is too much dead weight in class rooms. The seniority/tenure system needs to be changed to keep only the best teachers and get rid of the ones that do not want to improve what they do.
This is a huge undertaking, with significant risks, pilot with one school first, then expand as we learn the pitfalls and benefits.
This definition of "control" provides no quantitative or definitive basis for any allocation of funds or any other resource. The term "equitable" is subjective and should be eliminated entirely. All resources should be allocated based on academic performance only. More importantly, who wrote this statement? They could use a course in remedial English.
When I first read the above statement, I was struggling with the first sentence. I was missing the idea that the intention of the Empowered Schools Framework is to do the above.
I all so think that the funding should go to the school's that have the best scores and parent participation.
Have teachers look for bargains..I have had great success with Staples getting free or near free paper and pens..BE CREATIVE. Get some contracts with the office supply stores..
This appears just to be another layer of bureaucracy taking money away from the teachers and students

Are all 10 principals prepared to handle this task?

In general, I like this high level planning, but it's unclear how much autonomy schools would/should have within the cluster. It seems like each school now is simply fending for itself. It is really hard to figure out what you're saying here, so I'm going to refrain from agreeing or disagreeing with anything.

This is not a complete sentence. Do you mean "PARENTS" should have control over the budgeting process? The school site councils? The cluster foundation?

Specifically, how would this be done differently under the CCC than it is currently being done. I'm concerned that the programs that benefit the poorest of our students would be the ones cut 1st.

I'm not comfortable with public funds becoming semi-private.

I am against what you are trying to do!

I question what are the learning priorities? Who will set these? How will we insure that all stakeholders' (students'/parents') needs are being met and voices are being heard?

There needs to be A LOT of dialogue with teachers and staff to determine what really is the best way to spend resources.

I can really understand what this would mean?????!!

Who will oversee the process so that all monies are allocated equitably in order to meet the needs of all Pt. Loma students?

I wonder what the cluster-wide programs might be, what the learning priorities are and why this cannot be done within the current structure

There needs to be an oversight committee of budget and finances.

I'd have to know more about the "site-based, benefit-based" budgeting model that has been designed. I'd also want to know who will be the person or people who has the control.

I would add a clause to protect funding for bussing into our cluster from other communities in San Diego.

Who would be in control of these funds? How are they elected? Would students (Military Children) have a voice in the decision as there are a large number of children who are only in Point Loma for a few years. I really feel this survey doesn't provide any information on what these decisions actually mean for our schools. There are no specifics. What would change? How would we benefit? What is wrong now & why do we need to change it? It looks as if many of the proposed things are happening already, yet under a different umbrella. This needs to be further defined, or you can't have any real parent input. Survey is too vague - parents want information they can wrap their heads around.

You will have a few parents that love to hear themselves talk trying to take over budgets?

District money that comes to the site is used for specific need at the site, however dollars such as Title I never make it to the site and therefore are not used for purposes specific to our needs.

Who is in charge of this? What does school site based mean----all schools currently have this in place.

The budget must provide supports for all subgroups of children: ELL, Special Ed and GATE.

1. funding to the schools is now as equitable as it can be. 2. Each school site already has a governance committee to accomplish site-based budgeting.

Our schools are not failing, so I see no reason for all this upheaval for experimenting with my children.

I don't want a small group who do not have an educational degree determine what we need as a faculty.

I think it would be nice to have more control over the spending of money, although, at this point in time, I feel as though if benefits/pay were drastically changed the cluster would lose many excellent teachers. I would want more information on how this would look and who would be creating and overseeing this new model before agreeing to anything. I think more specifics need to be given.

Who would make these decisions? Are they qualified to make judgment calls on funding? Parents are not educators (most) and have no qualifications to decide what is "Efficient" or what is a "learning priority".

I think a detailed financial plan is needed.

How are the people who oversee the budget trained and where is the money coming from. Most parents do not have a clue as to budget.

I agree completely. I recently heard (but I'm not sure of its validity), that kindergarten and first grade students would be getting netbooks. This kind of budgetary waste is ridiculous. Blanket budget proposals are precisely what we, as a cluster, should be free to vote on.

I would be concerned that someone, with their own agenda, might try to take control of the budget. That's what has happened with the high tech schools. There are no texts for the students. No subs when the teachers are sick. Very few academic choices. For example, no journalism, basic math, PE or drama. There are no buses or cafeterias. No gyms or football. But the CEO and other administrative employees are paid well. The high tech schools have great potential, but the CEO has his own agenda.

Sure. Ok, I am a college graduate and I didn't understand a word that the above paragraph was trying to say. And I am not in the mood to spend the next ten minutes analyzing what "budgeting model to effectively account for costs by education function and program" means.

I think the wording is very confusing and could be misconstrued or manipulated to do just about anything you want. Although the cluster could have more control over certain budgeting choices the contract between the district and the teachers' union would still be in effect. So the cluster could not control staffing and benefits.

Teachers and site staff should have a majority role in the decision making process. As trained, experienced professionals, teachers would provide an insightful voice that will produce effective programs focused on site-specific solutions. Teachers are also in a position to make purchasing decisions that will keep funds focused on instruction and student learning. We know the materials that are necessary for our classrooms to function as engaging, successful learning environments.

Who is in control of budgetary decisions? An elected Board or an appointed Board? We need everyone's input!!!

What right do a few parents have- with no experience working with school- to take over a budget for my students?

Are you saying that the PL Cluster would have control over the budget? Who has experience running schools on this board? Why wouldn't you start with one school and see how you do first?

I realize that the education and our students' future are involved but we as a cluster also belong to a district as a whole and the cluster needs to be involved as a unit not just as an independent entity

Will the budget ensure a marketable salary for teachers and stable benefits? Will this include money to keep our schools updated with the i21 technology?

As long as Each school is included and all agree upon what each school needs. Being an 85% military school, Dewey Parents feel left out of the majority of the demographics of families across the Point Loma Cluster. We are transitionl by nature of the career and need more frequent notifications of meetings because of social isolation from a majority of the Point Loma community. Please make us feel welcome and encouraged to attend these meetings. (i.e. child care at these meetings are Who would be controlling the budget? Who would be responsible for overseeing & corretly implementing the budget? The language is vague. Who will determine equity and how? What model is being used for the benefit-based budget? We should be able to negotiate our own contracts, like for copier leases. It is wrong that a few people can hold hostage the budget process Need PLC to advocate for retention of title I funds at Cabrillo. These funds need to stay at Cabrillo, not be dispursed to other schools in the cluster.

Cabrillo needs to retain Primetime, our free afterschool program. It is enrolled to capacity with a long wait list. Half of the students attend primetime. We are a title 1 school and there has been no mention of how title 1 funds would be handled by the cluster group. I disagree more with how funds are allocated to us, out of our control. The site have more of a say in how the allocate per site this year. Are you suggesting the PLCs get a lump to allocate per needs of these 10 schools? Based on the test scores in our community, the elementary schools seem to be doing very well. Why not put your focus on Point Loma High School, as this is the school that seems to need help. Bridge the gap when the kids hit Dana There is no mention here of focussing on increased funding sources. How can that not be the primary goal? I think I agree, but that's some poor grammar. I think the cluster should manage it's own budget somehow, rather than continue as part of the larger San Diego Unified system. Sounds like more money will be diverted from things like art, PE, music and teachers to pay for this supposed oversight and " exploration of efficiencies". How many people will be paid to organize this? How many workshops will you have to start these programs up? Do you REALLY think that by this point, schools aren't stretched to the breaking point already and don't do all due diligence to squeeze a dollar of value out of a quarter? There is not enough money going to the schools, period. All well and good, but how will the resources be budgeted between the schools, education functions, and programs? That's the key to getting an achievable budget in place. With decreasing funds, control over the limited funds available is critical and all WASTE MUST BE ELIMINATED! Individual families, small, medium and large businesses have all had to learn how to operate more efficiently and prioritize expenditures in this great recession and it is time that public agencies, schools and other government funded programs learn how to use their limited resources for maxium effectiveness towards desired results and goals and eliminate ineffective uses of resources. Each school site govenance team and in accordance with SDUSD should be able to decide their own budget. Each site has different needs.

SSC's are a great resource and should already be doing this with the discretionary school site budgets. 'Control' is important but it should start with transparency. It would be great if the cluster could start by seeing all the money spent in this cluster first. Then it should be negotiable by site. I'm not sure what you mean by 'benefit-based, budgeting model' so I do not completely agree with that statement. as a cost savings measure, but not that 1 school benefit over the others. I think this could adversely affect our schools. Include outside funding (donations) expedition. This is a great start for the foundation. You MUST be able to demonstrate that your future leadership structure can successfully IMPROVE the existing budgeting process BEFORE having the ability to control any other aspect. This question is very difficult to understand. "Cluster learning priorities" means what? The cluster will supercede the State of California and the standards the state has set? Whose "priorities" will teachers be mandated to teach? That seems to be a slippery slope of elitism and "cluster knows best". This is very unclear. Who would have control over the budget? How are you ensuring that the needs of the individual schools are being met. It feels like a small group of people are making decisions that affect many. I would like to see more dialogue with all principals staff and communities involved. From the wording, it is difficult to determine exactly what is being proposed. I do not believe the proposed committee of representatives would be a good group to take on the budget task. I do not believe the representation is adequate nor do I believe these members would have the expertise, thereby allowing one or two people to dominate and have more power than deserved.

4. Staffing

Answer

Parents do not have the educational background in understanding the current classroom dynamics and therefore are not in a position to be a part of the hiring process. Will there be waivers for the union? Will you have the power to hire and fire classified staff and principals? Will you be your own hr or will you have to buy in the district for support? Will there be health care for employees Again more questions that would be nice to be answered Deal with student behavioral issues so they do not become disincentives to teach at a school. I agree as long as the hiring of teachers is in line with the district and union standards. I'd like to know how this can be accomplished working within the current teacher contract. I have been more than impressed by the stability and quality of the professionals at Silver Gate, despite relatively low pay considering educational level and job duties. The issue that needs to be addressed is how to raise the level of salary and benefits to compete with prettier suburban districts. Staffing should be based on meeting the needs of the school - not tenure. Change "development" to "input," and add after processes " for individual school administration." That you could put the students in classes that fit their needs.

Teachers should be held accountable for their performance just like any other non-union employee. A teacher should not be retained over another teacher just because they have worked for the district for a longer amount of time. Job performance needs to be considered.

The retention of quality teachers is imperative, as well as changing the teachers that are not affectively exceeding the high teaching standards for our students.

This is essential!!! Must improve teacher quality in the Point Loma Cluster. Look at the High Tech model. Teachers are motivated, smart and communicate with families.

I feel teachers need to be coached and managed just like the rest of us are in our jobs. We have an annual review and there are job duties or competencies we are held accountable for. We have an individual development plan we have to follow each year.

Assume the retention process will incorporate terms for an easier removal of those teachers not performing/meeting the standards as established by the PL Cluster.

How would this occur with the current teacher's union in place?

ESPECIALLY in regard to SPECIAL EDUCATION. Schools should be able to hire their own SCIA aides, speech therapists, occupational therapists, resource specialists, et al. And regarding SCIA aides: the children's needs should come first, not the aides' labor union rights (seniority, # of hours, etc.). The school should have the right to fire an aide who comes to work intoxicated and not have to worry about the district's human resources protocol nonsense.

While I agree that staffing in public education is not the best model, I do not think that the message we are sending our current teachers and administrators (most of which are doing a GREAT JOB) is acceptable.

The message this initiative sends is that what is happening in schools in the Cluster is all bad. THAT IS NOT THE CASE.

I believe this is beyond the scope of the cluster.

Year to year contracts no...a little more than that for stability and guidance to help teachers improve if need be, live up to expectations if needed with guidance and of course action taken if several steps in compromise are not successful or for the benefit of all.

Some sort of compromise between year to year contracts and "tenure" to help teachers feel and be secure in their jobs that those who truly do want to do well and be guided and effective.

The teachers at our school are already great and take in account each student's learning style, personality, and needs. Yes, there are a few teachers here and there that need to update their thinking, but you get that anywhere. If you essentially "start over" with all new teachers you will miss out on great experience. "New" doesn't necessarily mean "better."

There are many wonderful teachers in our cluster, but as test scores indicate at the higher levels, some teachers are CLEARLY not performing well. There has to be a way to evaluate and hold them more accountable. Yearly evaluations, and quarterly self evaluations, in addition to peer reviews.

Again, I think the principals do an excellent job of hiring and retention. Point Loma schools are coveted by teachers. I have spoken with good ones that spent some of their career elsewhere in SDUSD and worked hard to get to the Point and stay here. The percentage of unacceptable teachers here is small and better than I have found in the private sector where it is very hard to fire people contrary to some opinions.

Who determines what "quality" professionals is?

Does this mean we are asking for an exception to Union rules, such as bumping? Is that even possible?

Allow our cluster to terminate employment of ineffective staff.

Allow principals to hire staff they want and not just be given a list of staff with the highest seniority.

Allow cluster schools to share nurses, librarian, janitors, police officers etc.

as long as pay/benefits are not materially different from school to school within the cluster.

Lots of great teachers would leave the cluster in losing the job security provided by current system, as imperfect as it is. Need clarity on who would be making these decisions and how, not enough information provided.

As a teacher, I worry about this, but not for the reasons you might suspect. I believe that the overwhelming majority of Point Loma teachers are dedicated, hard working, and quite skilled at what they do. I worry that staffing decisions for teachers can be made based on budgeting constraints. If an experienced (and effective) teacher can be let go and two (cheaper) teachers be hired instead, that is obviously a cause for concern. Again, what is the actual plan for staffing?

I don't agree that parents who are inherently concerned with their particular child are the best ones to be responsible for the hiring of personnel that are working with a WIDE variety of children with different needs.

Again, for the reasons mentioned above, this is particularly unsettling for me both as a teacher and as an educator. I do not want to fear that disciplining a student or giving one a deserved lower grade might cost me my job. But also, who is it that is so qualified as to hire and fire staff because they judge someone not "good enough" to stay. Again, what if I dress in funny knee socks and wear a pony tail--would I be fired by a conservative board? You get what I mean.

What I would like, and what I have consistently heard from other parents is that they do not want staffing decision made entirely by the Principals or the teaching profession. Parents want to be able to formally evaluate their child's teachers each year, and to have this information open for perusal to all parents. Additionally, a parents blog would be helpful to look for patterns of behavior that are not desirable, or to recognize what is terrific. Specifics would be essential!

vague

The district already has a hiring/retention process. If followed as it should be, the process ensures that a stable and quality team of professionals is maintained. Please see ED Code for specifics.

Who exactly is hiring and developing?

I believe your intent is to eliminate collective bargaining rights of the teachers. While I am not necessarily opposed to this, I believe there is going to be a huge backlash by the teachers against this plan, and that many excellent, highly qualified teachers will leave the Point Loma schools en masse, leaving the schools with younger, less qualified instructors. And, again, I believe this statement is filled with vague, unsupportable buzz words that have no basis in reality.

Teachers aren't the problem. We've had great teachers.

Whoops, I wrote that above.

Close Barnard and free up funding for the other schools in Point Loma.

There is no criteria offered in this document for defining quality, stable or professional.

The retention of any teacher should be based on student performance. A "team" is just as likely to be as flawed as the system they are trying to correct. After all, this "team" would be created from the same fish bowl and subject to the same myopic views.

Just a concern about how the teachers union will fit into this, unless the intention is to be a charter.

I feel that all the school's should get all the staffing they need and then some.

If it is our school district we get to decide..I would like to see aides in the classrooms...we don't have to abide by the district rules...we used to have mom aides in the classes two or three hours a day when we had 30-35 students... and they were wonderful..If we have larger class sizes then having help would be super..like the "old days"

but this isn't clear as to whether you're trying to break off and treat the cluster like a charter school, in which case we have to locate and hire all our own personnel? no unions? i don't get it.

again, a full sentence telling me what you really mean would help an awful lot here.

One of my biggest concerns is how tenure appears to be the dominating force in the retention of teachers, sometimes at a cost to the students. I would respect the judgement of our principal in regard to staff retention.

Who would have the authority and how would a quality teacher be evaluated...What is a great teacher of one student may be a lousy teacher for another

My husband is a teacher we disagree with what you are trying to do. Go to the high tech schools if you are interested in a charter program.

Since Barnard's long-range goal is to make it a full immersion Chinese magnet school, there should be more Chinese teachers at Correria. Why doesn't Dana participate and offer Chinese language? There are a large number of Spanish teachers and I don't feel that we are getting enough support for our children at Barnard to succeed and retain what they will learn in Chinese language. It would be a shame and pity for my daughter to spend K-6 at Barnard and lose what she has learned.

As a teacher who has been effectively working in the cluster for the past 15 years, I wonder who will be making these staffing decisions? What is the process for dismissing current teachers and hiring new staff? I would hope as a parent of a high school student, and a current staff member, that you are making an effort to communicate openly with the SDTA so that you might address these issues.

Teachers need to have the security of knowing that a few parents who are leading the way on these changes do not have the power to let go of them because of their beliefs. While there are a lot of amazing teachers out there, all of the schools won't be able to be staffed by the high quality that some of these parents are expecting. The ones who are great know how to teach the group of kids they have, sometimes better than the parents.

I would need to know more about how one would base their decisions and who would be in control of making these decisions

How will the hiring and retention processes be different from those employed currently by SDUSD?

there is not much information here. Would the cluster request a contract waiver? How would "quality team of professionals" be selected? Can I infer that the PLC Foundation does not think that we currently have a "quality team of professionals"?

If the hiring process is amended, there needs to be an oversight committee that does the "hiring and firing" of staff. This process should not be left to the sole administration of a particular school. A Hiring and Retention committee of school-site teachers, parents, and administration should oversee this process.

...while following the due process procedures in place in the SDEA contract with SDUSD.

With the same freedoms allowed charter schools in the staffing process

I am not in favor of parents having control of who is hired and let go. However, it is time for accountability. Our school leaders need to be assessing our teachers. Point Loma is fortunate to have such quality teachers in the Cluster, but not all are up to par. Let's be honest in that. I don't want to keep a teacher because he/she has so many years in the district and then have to let go of a newer, dynamic teacher that is inspiring and teaching our children.

SDEA is an important player in this game. The rights that have been negotiated on behalf of teachers are not excessive and have, in fact contributed to the stability of more than one cluster faculty by forcing certain principals to honor those rights when certain teachers chose to be more vocal about certain SDUSD policies and materials.

Who decides what's best? What if a teacher gives a grade a parent doesn't believe is fair? Would that teacher be in danger of retaliation from parents who may have the ability to decide on staffing. I believe we would be better served by having principals actually use the powers they have under the current contract, rather than throwing up their hands and saying that there's nothing they can do. The process takes time, but it works when used.

Something has to be done (as you already know full well) about the current system, tenure, benefit packages etc... there are MANY qualified teachers that would be very willing to work for "less" benefits... and many "old" teachers (not age, but service years and/or age) that have lost their passion, but will receive our tax dollars for years to come! Needs to be revamped from ground up, easier said than done, I know!

Concerns would be related to lost seniority, etc., within SDUSD.

I don't think the community should have any say in hiring and firing procedures. This is what administrators get paid for. Community members have no idea what teachers deal with on a daily basis.

I'm not as concerned with terms like "retention" and "stable" as I am with the terms "quality" and "professionals". If a teacher's performance doesn't merit retention, why would stability be a priority?

Translation bust up unions. As it stands teachers can be let go, it is up to the administration at each site to go follow through with procedure and have a teacher fired. No one wants bad teachers, and there is already a procedure to have them removed. Laziness on the part of administrators is not reason to try to bust up a union.

What parent has the background in the teaching profession to hire the right individuals.

I would like to add while following the current contracts for teachers and other staff members agreed upon between their unions and the district.

I would like to see the schools independently hire their own teachers and determine "tenure", raises, performance-based raises, and contracts.

I believe the staff we currently have is doing a great job. Changing the process would mean hiring ALL new teachers-

Yearly evaluations should be required of all school positions. Jobs should be based on performance, not on seniority. There are far too many lazy people in this district!

I would like to do away with tenure, but continue to use a panel process of interviews to hire new teachers and staff.

What is wrong with the team of professionals who are currently employed in the Point Loma cluster? I believe we already have a stable and quality team of professionals.

Teachers also need to be evaluated if all children in the classroom are making a year's progress. The principal needs to be evaluated if all subgroups are making a year's growth in all core subjects (Lang Arts, Math, Science, Social Studies).

Parents would have too much influence over teachers and would create a situation where teachers would be afraid to give honest grades to failing students with influential parents. This is a power grab for the well connected.

i don't want bad teachers to be retained solely due to how long they've been teaching.

no charter for Point Loma High!

Staffing is currently determined by the Contract between the District and SDEA. The "Framework" would not supercede the Contract. It would require charter status to supercede the Contract.

My children's teachers are for the most part excellent with the system that is in place.

How do parents without a educational degree qualified to determine who is best suited for the job?

The elementary schools are doing exceptionally well. The staffs are a stable, quality, team of professionals.

I would like more information on what the processes might look like, who would determine what was needed at each individual schools. More specific information needs to be given before I would even consider agreeing.

There is already a observation system in place to remove unproductive teachers. If the district, and school administration doesn't use this tool to remove unproductive teachers, why punish all teachers by asking them to give up their rights to be in, and represented by a union.

Who would determine hiring and position placement?

Who has the credentials to hire and fire not only teachers but everyone else involved in the running of the school? How can you leave SDEA out of this? What is going to happen two years from now when new parents do not want to be bothered?

I believe Principals should be able to keep the "BEST" staff for our schools rather than having to refer to the tenure agreement. If a teacher is not performing (after being offered appropriate help and training) they should be let go if there is someone else on staff more competent. We want the "BEST" teachers in our schools for our children.

We need to be respectful, however, of collective bargaining rights agreements and also prudent in realizing the merits and value of experience. Too often I have heard people state that a brand new teacher will bring life and excitement. While that may be true in some cases, many of our experienced teachers bring that along with troubleshooting experience, supreme behavior management, and skilled curriculum planning. i See above. You cannot negate the current contract between the teachers' union and the district. It is a mutually agreed upon contract; it is not written by one side or the other. Therefore no one outside the contract can change the hiring and retention process of any employee of the district.

no more tenure

Retention based on classroom performance (measured by student state testing performance); LESS emphasis on tenure

In the spirit of respect for the profession, teachers must have legitimate voice in the development of these processes. Also, the focus must remain on HIRING and RETENTION (not firing and "weeding out").

Teachers in need of support can benefit from collaborative peer coaching to improve their practice. Let us strive to support and improve the existing team. Treat teachers as professionals.

Has anyone on the cluster board been a teacher or have a credential? What makes you think you are qualified to make these decisions?

A tricky issue here is determining the needs of the school; that surely means different things to different stake-holders. Who makes the determination? It should not be easy to hire and fire staff; it should be done with great deliberation and much review to avoid the pitfalls of whim (or the appearance of) and over-expedient decision-making.

By the way, I've always had a problem with the word "quality"; it doesn't mean anything unless you qualify it. You probably mean "high" quality.

I don't believe there is an issue with the hiring of personnel. It is a waste of time for the cluster to be having to deal with this. There is also a risk of favoritism and that doesn't mean we would be able to get the most qualified but a person that knows somebody with the power, it's the "who is it that you know".

How will you make sure that these teachers are quality teachers? If they are quality teachers, what is in place to make teachers want to work in the cluster area?

What do the unified teachers say about this? Will their benefits and retirement be affected? I understand that the cluster foundation would like more input on which teachers should stay if they are effective and "push out"(for the lack of a better term)those who are not making progress but from what I've heard from our principal, this would discourage some unified teachers to stay within the cluster for fear of evaluations made by a committee. I would appreciate a clear answer to this concern.

I have worked here 11 years and the overall quality of the teachers is excellent. What would happen to our Classified staff members?

Who will do the hiring and firing? The term "firing" is not used here, but is implied. Does the cluster intend to abandon tenure? Due process? What will the policy look like? There really is nothing with which to agree here, because it is so undefined.

I would love to make our cluster non Teachers Union, but I realize that is only a fantasy. I dislike last in, first out policies. We need to incorporate ways to compensate good teachers beyond just degrees and years in the district.

Might agree if know what the criteria is for hiring and firing

Class size reduced and aides added would be a priority.

Teachers need due process in order to advocate for kids. Stability will not be provided when the turnover of teachers will be so high. You are creating a situation that goes contrary to this statement. Furthermore, who will hire the teachers and what are the qualifications of these people?

Far too sparse information provided at this point. I honestly feel the individuals at my site are quality educators constantly shifting tactics to provide what's best to meet the needs of each of their students. Note OBS ranking. If it ain't broke...

We need to keep our best teachers. This might or might not be our most senior teachers. The union contract which bases everything on seniority is a disservice to children.

I'm not sure how this can be attained with the union..??

The collective bargaining agreements should drive the hiring and retention process. Principals should be in charge of making sure quality education is taking place by helping the staff to have the tools necessary to succeed.

Sure, but the schools already have tremendous staffing. As long as this isn't some kind of code for "teachers are the problem" then this is fine.

Now this is a loaded question, because clearly part of the question is whether to hire union teachers. I think the cluster should have the flexibility to negotiate it's own contract with it's teachers.

We do need to look at union rules and expectations and perhaps the next time there are negotiations one of the primary things on the table should be some sort of mechanism for the removal of teachers who just do squat...there are some out there, certainly. Beyond that, can we all just stop blaming the teachers in general? And, when there are staffing cuts to be made let the schools have a say in who they wish to retain...don't shuffle around teachers who function highly on a certain campus.

We will potentially be losing two very qualified teachers to another school next year b/c of seniority. This just seems impractical and like bad organization.

Teachers and potential future teachers need to understand how they will be rated and how that will affect their compensation and careers.

Attracting and retaining quality teachers, principals and professional staff should be #1 in priorities! Nothing is more important than having top-notch teachers and principals! They ARE THE PEOPLE influencing our children the most - for better or worse - as they spend the most time with them. Continued professional development of these key professionals is a must as they must grow and update with changing times to provide our children with the best well-rounded education experience possible.

Highly qualified teachers should be hired by the sites and the sites governance teams. Each school is capable to hire their own teams.

At the elementary school level, I believe we already have a hiring and retention process that works. Our staff at Silver Gate is already of stable, effective, and of high quality/caliber. Our SSC and Principal sees to that. Then schools could choose staffing based on personality. "Who Meshes with who," mentality

need more info

What is wrong with the current program.

This is a direct motion for going charter or secession. A comprehensive plan must first be able to show that this framework area would be a significant improvement over the existing processes. Instead of staffing, focus on an administrative and leadership framework.

Again this is too vague to vote.

Does this mean no tenure for teachers? What is the bottom line?

I do not believe a "cluster" of a few can equitably set hiring and retention processes over teachers, nurses and counselors, etc. Look at Helix Charter in La Mesa and the various scandals they have been through in the last few years.

How do we ensure that qualified, teachers aren't fired based on the whim of a disgruntled parent. We would lose many amazing teachers in the cluster because they would not agree to work in an area and lose their connection and status with the district, especially in these difficult times. What about the benefits? Where is the security that those will be maintained at the same level?

In the absence of real leadership ability to motivate, improve, and develop (teaching) staff, principals voice the desire to have greater freedom to hire and fire - opening the door to obvious favoritism and vindictive retaliation for differences of opinion. I am not convinced that the proposed committee would be any better and, as a teacher, I prefer the contract protections.

5. Curriculum

Answer

I don't know what de-tracking policies are. If this included getting rid of GATE and Seminar classes, I do not agree.

I would like to know more about 'implementing cluster-wide detracking policies' and what this would really look like - what is this goal.

no comment necessary

I agree with point one. I do not think there should be detracking.

How would these integrate with the State Based Curriculum?

Curriculum needs to be integrated into the larger San Diego Unified system for better efficiencies and be cost effective.

Curriculum needs to constantly evolve and leverage technology.

I am not entirely sure what is meant by "detracking". But if this means taking all students -- ESL, ELD, gifted, profoundly gifted, students with mental retardation, students that are profoundly autistic, (essentially students that in the past have received special services/classes because they have unique needs)-- and dumping them all in the same classroom and expecting a single teacher to differentiate successfully for all their needs, I cannot support this decision.

Verbiage needs to be added that the curricula needs to adhere to state standards and any adjustments made should ensure that kids are reaching these standards.

Curriculum is relatively articulated right now. Detracking, while a noble idea to promote equity, has been proven over and over again to result mostly in "bright flight" to private schools. Our community schools, through their high quality, is only in the last half-decade convincing parents to keep their children in local public schools rather than send them private. Aggressive detracking, no matter how well-intentioned, will be the end of the neighborhood-based school.

strongly agree

I enthusiastically support the first two statements. I do not believe you can "detrack" at all levels. The current GATE "cluster" model has routinely been implemented as teaching to the lowest denominator and has not successfully been formatted to present challenging curriculum at tiered levels, leaving high achieving, motivated students not challenged or engaged. I believe students are better served when clustered in groups that best fit their motivation and achievement goals.

As long as we can push out of district students back to their district area.

You must fix algebra! Point Loma families are paying a lot of money for tutors due to poor curriculum and poor teaching. Point Loma schools must be more innovative.

I do not know if I agree 100% with detracking. Need more info about how detracking effects placement.

However, would like to ensure continuity also includes the ability to maintain school curriculum regardless of SDUSD changes in curriculum (i.e. limit the amount of "turn-over" in curriculum).

Curriculum development and articulation between the levels CAN HAPPEN now, if people would be willing to communicate effectively.

What's "detracking"?

I would like to see a 6th grade camp option included in the curriculum

Also less homework

I believe this is beyond the scope of the cluster.

This seems like a great idea however, teachers who have been around for over 20 years seem to have a natural negativity to NEW and EXCITING ideas, technology etc...

I completely agree with the first bullet on coordinating the curriculum between elementary and secondary schools. However, I don't know what detracking policies are.

Curriculum seems to be dictated by the government, but extras, yes.

I think a dialog here is fine. I think trained professionals can adapt to local relevance.

An emphasis must be placed on Career Technical Education - students must have the real-world skills that these opportunities provide; not just to "get a job" but to ensure they are competent to compete in college and career. National emphasis is being placed on CTE and as a cluster we need to listen to the industry professionals who are saying students lack some very basic skills - technical can be taught... but those ESLR/Soft Skills must be learned.

I have no idea what is meant by detracking policies -- this should be stated more clearly.

Strongly agree, our children deserve more engaging, relevant, real time educational experience. We need to go outside the box. More differentiated curriculum. We need to address the needs of ALL students.

Cluster-wide articulation is already happening and in development by current school leaders. Need more information regarding who would be developing the PD and curriculum... a volunteer cluster board? We

already do this at our site and have 21st Century models in place for PD and curriculum.

Of the parents involved in the cluster group, what actual experience is there in determining curriculum? Aside from the big notion of "determining curriculum", specifically, what are you looking to modify? I might not disagree if there were some sort of concrete plan in place...or any details at all.

Again it depends on who the PL cluster organization is going to made up of. If it is simply parents who yell the loudest but have limited understanding of the needs of all children then I'm not in favor of some organization being in charge of "adapting" curriculum to their liking.

We have a lot of flexibility regarding curriculum and decisions are made both at the site level and within grade levels. Our system has produced continuously improving CST scores and higher achievement by our students. This system sounds like a definite step down for us--if curriculum goes cluster-wide, our school stand to gain nothing more than we already have, but we could lose the great progress we're making by changing something that doesn't need to be changed.

Again, significant parental oversight, feedback and school responsiveness policies are what is needed. How will a new plan provide for these changes.

I'm assuming I agree with this statement as to be honest there is a lot of jargon that as a parent I am unfamiliar with. If you are talking about improving the curriculum for our kids then I am all for it.

that would mean no seminar or GATE...and the parents do not support this

Much can be done to develop a curriculum that meets these goals. Let's make sure that a team of experts are the ones that articulate these reforms.

Again who?

See comments above. "implement cluster-wide detracking policies." What does this even mean?

Tracking fosters excellence. Bringing everyone down to mediocrity is the wrong direction.

Put pressure on the Federal and State governments to reduce the onerous testing requirements. Let's give students real skills, not just make them good test answerers.

You should close Barnard Elementary School

Provide teachers with the flexibility to work collaboratively to modify and adapt district adopted curriculum to better meet the specific needs identified by that schools population.

Reading, writing and arithmetic... or has that been completely forgotten? This is the foundation on which logic, reasoning and critical thinking are nurtured. It was the bedrock of knowledge for centuries and our nation prospered until this became passé and an agenda took its place. In the last 30 years, Americas' children have gone from first to ninth worldwide. Since the National mandate to educate America's youth, the program has been a compl

What are "cluster-wide detracking policies"?

Please further define "detracking policies" for non-staff stakeholders.

what are detracking policies?

seriously guys, you need to get someone to write this in plain english. this is legalistic gibberish.

I want to better understand detracking policies.

Again, specifically how would this be done? When discussing detracking, what kind of curriculum would replace the current system of tracking some children into service jobs, and some into professional careers.

Also, who would have the final say over the curriculum taught.

I am not an educator and have no comment nor should you if you are a parent. Have you ever taught Chemistry like my husband? Are you going to tell him what to teach or do you even know what he teaches?

We need to hire more Mandarin speaking teachers or if the budget doesn't warrant it, ask the current teachers to learn Mandarin at Barnard, Correria, and Dana so that they can be bilingual and maybe sub when a Mandarin teacher is absent.

I hope that this group is aware that this collaborative effort to develop engaging and relevant curriculum is constantly underway. At the elementary level, I can assure you that every effort is made by teachers to provide all students with a quality education (which is what this is). We are constricted by lack of time to plan, lack of support (aides in the classroom), and money for supplies. Thank goodness parents are willing to fundraise/donate to support teachers' creative efforts.

Again a good teacher will often adapt the curriculum to that years classes needs. It can not be mandated one size fits all. Students often have very different classroom and home behavior no matter the age.

Teachers need the flexibility to teach to each child

I don't understand what detracking policies means

How is this improving student learning? Will this meet the needs of all students, including special education students? How will it be modified to bring students from military families in line with the developed curriculum?

These seem like good ideas that can be implemented now. In fact, it seems like there were a variety of cooperative professional development opportunities in the past for secondary and that there has been some plans for this during the current and past school years. Again, is the district preventing us from doing these things? some tracking is needed to help students to be in a class that will help them excel at learning & not be bored or frustrated. I agree with the first two bullet points.

I disagree with the last statement. My child is currently in elementary school, and she had better be tracked to take AP classes in high school. I will refuse to enroll her at High Tech High as long as HTH limits their students by requiring all students to take the same classes (i.e. Algebra I in 9th grade). I think all students are capable of achieving, but the solution is not to detrack. Detracking means we are not individualizing instruction.

V

The development of curriculum is best left to people who know what they're doing. It isn't as easy as buying a book you like and teaching its contents. How does it articulate through a school year, then on into the next year? What support materials exist? How does the content align with state standards?

Choosing curriculum is far easier. You know, there's a reason why textbooks have so many peoples listed as authors and consultants.

I believe that curriculum should be based on state and national standards and adoptions should be vetted by teachers. I don't think parents have the expertise to chose curriculum. If parents have an opinion that's fine, but unless/until they have the credential and experience in the classroom they have no more idea what will be successful for all students than a board member who has come from the private sector and has no experience. Look at what that has gotten us over the last 20 years.

Curricular articulation is important and I would agree with that.

Absolutely no de-tracking. All students are entitled to the most rigorous curriculum they can handle. De-tracking will inhibit this.

Yes, but isn't it the job of the individual teacher to use their skills as an educator to "engage" students by demonstrating the "relevance" of the subject matter through real-life scenarios that provoke thought, intellectual curiosity and debate? Isn't curriculum per se in its most basic form supposed to be that which prepares students to excel on standardized tests, as a benchmark to measure the ultimate effectiveness of our public education system? This is where we continue to fail miserably!

Who decides what that curriculum is? Creationism in place of science? Personal political rhetoric instead of fact based history?

Curriculum is state mandated, so that really isn't an issue.

I'd also like to see more interdisciplinary and project-based learning.

I prefer education to come from a broad group of educated people with ALL children's interests in mind. I believe in public education.

I would like to use all of the resources of the district to work on curriculum that makes sense for all kids. The professional development, curriculum, and alignment were extremely solid when we had this model as a district.

Continue cluster and seminar grouping which is proven through research to work for these groups. Marzano's work shows high ability kids do NOT achieve the same benefit when grouped heterogenously. They need homogenous grouping. PLC does not measure what these children could achieve. The GATE population ranges (2 grade +) from 12 to more than 40% of the student population at our local schools. Solution: increase rigor for all, and MEASURE student performance with a better measure than the CST.

detracking??????? Why would we not have tracking policies???

Who is going to design the curriculum?

Why do we need to become a charter like model to work together and align the curriculum between the cluster schools? At Loma Portal we are meeting the needs of our individual school. Who would determine whether the Cluster work directly with the individual school staffs to find out what they need...at whose DISCRETION? What would the cluster wide detracking policy look like?

Again, parents are not qualified to make decisions about curriculum. All teachers have at least 5 years of higher education that is focused on teaching their subject. Parents, regardless of their educational background (other parent teachers not withstanding) are not qualified to make decisions on curriculum. Teaching 1 or a small group of kids is not in the same league as teaching a full schedule of classes. Not even close.

We already work as a team to develop the best curriculum for our students.

Teachers need to be able to teach to their strengths and interests without being tied down to testing from the state. All the testing limits other more creative ways of reaching the academic standards for each grade level.

I would have liked a agree/disagree option to this question:). While I feel professional development is in great need, especially in light of its absence due to sharp budget cuts, I also feel that autonomy in curriculum is a dangerous thing. What we need to do is as a cluster align ourselves with the California State Standards, a document that all parents should be familiar with during their child's education. As one of the most rigorous set of standards in the nation, it is an excellent ...

I agree with the first two. Don't understand cluster-wide detracking.

The needs at each level are so different that the elementary and secondary schools need to focus on the needs of their students. Too much time is wasted when they try to align the curriculum.

I agree that teachers and staff should have the right to choose curriculum that meets the needs of the students they teach. However, there are state mandates that require specific standards to be met at every level of public school education. Curriculum choices can add to those standards, but cannot remove or changes the existing state standards as set by the California Department of Education.

do not understand detracking

Focus on the BASICS, particularly vocabulary and writing (composition skills), basic "life skills" math

Teachers and site staff should have a majority role in the decision making process. As trained, experienced professionals, teachers would provide an insightful voice that will produce effective programs focused on site-specific solutions. Teachers CAN provide the educational opportunities students deserve if given genuine respect from the community and the opportunity to have a measure of authority over the elements that impact our students and classrooms.

What will the curriculum be?
Not following state guidelines?
Creationism?
Who on the cluster board has had experience with developing curriculum? Isn't this what we pay professionals for?
What is our view on standardized testing and rankings? Is it important, or a distraction from what we would like to do?
Test scores seem to be what is driving the current trends in curriculum, so stake out our position there before you proceed to questions of content. Define what you mean by relevant.
The articulation between schools is a VERY important issue.
What are detracking policies? How will you ensure that curriculum developers are qualified to do so and have the skills to lead professional development? Would this be teacher led? Led by principals? Both or decided by a committee?
what are detracking policies? As long as the school site is willing to make changes.
Where would the new curriculum come from and has it been used previously? Will this be a trial and error to see if it works?
Again, there might be a good idea here, but it is unclear. Who will work with what school staff on curriculum? What credentials will this/these person(s) have to qualify them to design curriculum and/or professional development?
I'm not a fan of detracking. Frankly, most parents don't understand what detracking is. I think kids benefit from breaking out into ability levels. I'm not sold on detracking.
Disagree until this proposal is more clearly and concisely stated
How will the curriculum be adapted? I would focus on meeting district standards, not changing the curriculum or standards for PLC schools.
Curriculum is expensive. Do you know that? Curriculum is already in place at the schools.
Would like to have a better vision of how this might work.

Detracking must be based on raising the standards for all. This works so-so at the elementary level - however there is little differentiation and no real attempt to discover what a child already knows. Detracking if pursued must move much more towards a differentiation model and that has not been my experience in "GATE cluster" classes. There has been NO differentiation in math in any of my two children's classes.
By detracking, do you mean getting rid of Seminar, GATE, and Honors classes? If so, this is incredibly short sighted.
These are all good things, but what is the trade-off?
Let teachers determine curriculum, check & make sure state standards are met, but for the love of all things holy, stop locking creative, passionate individuals into teaching the driest, most easily palatable stuff...Let teachers teach what they find fascinating & useful- just task them with having to align their course materials to the standards. It's easy enough to do. Too many chefs in the kitchen spoils the soup & honestly, the best teachers don't want to teach OF MICE & MEN forever. UGH
I do not know what detracking policies mean, but I agree with the rest.
What is meant by "detracking policies"? If that means doing away with gifted tracks with advanced and honors courses, then I'm against it.
Too vague--need more information to answer.
It is very important to have the school staff be able to adapt their curriculum to their students needs & to be able to develop engaging and relevant curriculum to keep their students interested and engaged. It is also very important to have the elementary schools and the secondary schools align with each other re: curriculum to prepare elementary children properly for secondary schooling and to maintain continuity from elementary on up the ladder - communication is the key between all schools!
Once again each school site should decide (based on district and state standards) what curriculum will meet the needs of the diverse student population
I honestly don't know what these mean: 'Curricular Articulation' and 'Detracking Policies'
It would be great if you guys gave examples or used terms that are more understandable.
I have not seen a problem with the current curriculum
There's no mention of working towards California state and/or National standards. These are very general and honestly, weak. In my opinion, this is the most important aspect of our direction and yet it seems to be the one least attended to. I would like to see vertical alignment, professional learning communities/communities of practice, development and innovation of pedagogy, built-in collaboration, more! You need more professionals/teachers involved in creating this framework!
Please define "de-tracking" policies because if you are referring to having GATE students mixed with everyone else, that would be de-tracking and I can guarantee the parents of gifted students will revolt. Its already started with the parents of seminar sts. This also includes de-tracking of ELL students, high special needs students and everyone mixed together in true "public education". I believe your cluster is the very definition of tracking especially along racial and socio-economic lines.
Who is making decisions regarding curriculum? Is one elementary, one middle, and one senior teacher enough to make decisions for the entire cluster? Where will funding come from to pay for subs to conduct PD's across sites. Aren't we already doing that with the several committees that already exist, including technology integration?
While there needs to be cohesion between the PL schools, there also must be correlation between the state and city schools as well.
I'm not sure what "detracking" is.
Some of us teachers have made steps in this direction over the years but lack of administrative support and follow-through (as well as changing staff) have prevented progress.

6. Scheduling

Answer

I have students in 2 different schools, I would like stability regarding bell time, class times, and daily school calendars. I do not want major deviations between each school.
School schedule doesn't fit my work day, so I want a change...
Do not understand what the 3rd bullet has to do with scheduling, please explain.
Flexibility on scheduling. Integration into the larger San Diego Unified school system will be important.
Class schedules should reflect a normal business day.

It is crazy that our middle school kids don't get out of school until almost 4:00 PM

I agree as long as there is consideration for the bus schedule, as I feel the busing of students from outside the Point Loma neighborhoods provides racial and cultural integration that is essential to the social development of our students.

I would like to see "combo" classes eliminated, particular the K-1 and 1-2. These teachers should be focused on teaching one lesson plan to the entire class, not multiple lesson plans.

again, too many questions...

There is no utopia however and we will need to understand that there is no way to schedule that will accomodate every family. We need to remain flexible.

but not to the effect that "no child left behind" implemented

I would want to know the quality of professional learning teachers are engaged in. I do not want my child to miss school for teachers to do the work they should be doing anyway. Teachers should be learning from other teachers who are getting results.

Again, how would this work within the framework of SDUSD transportation group? Would Pt. Loma have to employ their own buses for 10 schools? Would this be cost effective?

I agree that teachers could use some PLC time but think that through deliberate communication this can be achieved without throwing the baby out with the bath water approach.

And hopefully to reduce stress of parent chauffeurs dealing with siblings in more than one cluster school

I believe this is beyond the scope of the cluster. This should be handled at individual school sites, in collaboration with the district.

We need to stick with the same schedule as other schools in the District. Some families have kids at other schools not in the cluster.

Lets give the kids the gift of TIME!! getting out of school at 3:35 and starting at 9:05 is hideous. Their best learning should take place at 8AM and they should have time after school to play and grow and enjoy their homes, friends, sports, music, extra curricular activities.

Last time the bell changed many people were in disagreement. Yes, the ones who didn't like it spoke the loudest but I am unsure how you will micromanage these things by consensus.

If this means lowering class size, I'm all for it.

We need to be aligned as a cluster. Our middle school kids need to be able to go to the high school to watch sporting events.

Eliminate weekly minimum day and reduce the other school days by 20 or 30 minutes, however it works out.

Minimum day on Friday if we must have a minimum day once a week.

We are already doing this, come over and see how!

"self reflection, collaboration?" Are you kidding? I don't even have time to take lunch. I see students at my early school, then drive over to my other later starting school and then work their bell schedule to the end of the day just to fit everyone in.

Loma Portal already has great flexibility in our scheduling and time built in on a weekly basis for collaboration within and across grade levels. We thrive on data-driven instruction, professional development and staff planning. Our school is very personalized to student needs. Our system is not "broken" and only stands to lose the great progress we are making if this "charter-like" program take over and tries to "fix" us.

Again, details of how this would work, and how these decisions would be carried out to equitably survey the school community.

Again I am going to say I agree with this statement but am somewhat confused by the language. Regarding the statment "Allow flexibility in staff time for self-reflection, data driven instruction" etc does this imply less time spent in the classroom or ???

vague

Who wants this control, how are they governed, what are their credentials and experience?

Again -- filled with buzz words. It appears to me from this statement that you would like Point Loma schools to go in the direction of the High Tech schools. These schools are a viable alternative for all residents of Point Loma. While some children thrive in that type of learning environment, others do not. While not well publicized, the High Tech schools have had myriad problems with drug abuse and suicide.

END SUMMER VACATION! What a waste of time. Lengthen the school year. We don't need our students to pick strawberries on the farm any more.

you need to fire the idiot who came up with the current calendar/bell schedule for starting classes at 9am for Dana Middle School.

This is total non-sense. This degree of flexibility reduces the ability to quantify results. This creates vagaries and allows for numerous outcomes of a given result. Another vale attempt at shifting the focus of the problem.

We need some trained IT professionals to help get our staff and equipment(Promethean boards, lap tops, video equipment) up to snuff and to keep them running smoothly. Time needs to be scheduled for this. It would be a great way to use staff development time. Also the adoption of new textbooks and curricula needs to be reviewed, so that proper training is in place for teacher and for parents.

All Cluster School bell start times should serve the "community" not the bus schedule. Start times should be at 10 minute intervals v.s. 1.5 hours.

i think i get this one. i'm for it. i think.

This entire section is incredibly vague and leaves so much room for changes at the whims of the CCC.

I am against project teaching. Once again send your kid to the High Tech program if that is your thing.

I don't understand the 3 bulleted items. Internships are more for college level. Define self-reflection (does that mean meditation during school hours?) and data driven instruction? I don't like the wording of the last bullet at all. I'd like to hear an example of this.

Once again, these are all great ideas. When it comes to master schedule/daily calendars, how will you insure that ALL students/parents are represented as changes are being proposed?

With a lot of dialogue for the staff needs.

Does this mean that all cluster schools will be required to follow the traditional school calendar and not have one school be on a year-round schedule?

What does a "paced and personalized learning environment" mean? Is this online learning?

staff time for self-reflection is a waste of time.

professional development should be mandatory & once a month for all staff.

staff planning, and collaboration should be mandatory & once a month.

The increase of personalization that is possible between teacher and student does this mean hire more teachers & smaller classes?

Any extra hours staff is required, or "strongly encouraged", to work needs to be financially reimbursed.

The last bullet is ambiguous.

While keeping within the SDEA contract with SDUSD for work days and hours for school staff: Control over the...

"Data driven instruction" sounds like 'test scores driven.' Don't make the mistake of presuming test scores to be the single clue as to a school's or teacher's quality.

I would like to see the schools have more say over their schedules. What is best for student learning is not always what is convenient for parents. The focus should be on student learning. I also believe collaboration among teachers is essential for providing the best quality learning experiences for our students. If the district spent less money on bussing for extracurricular events and more on providing collaboration times at all levels we would see an increase in student learning.

Project based classrooms are not enough to prepare students for college. Perhaps a class that is devoted to project based learning, but none of this crammed down educators throats. We have standards to meet and if you were an educator you would know that the two are not mutually exclusive completely, but very difficult to mesh on a constant basis.

I think this information should be district and site based. Parent input is fine but shouldn't be the determining factor-

Again, who makes this decision? "Allow flexibility" for who. The range of "types" of people in the Point is very wide. Flexibility for one group doesn't fit all.

I don't agree with your direct relationship between more personalization and fewer papers to grade. Fewer students per teacher is just an excuse to hire more teachers. Good teachers can teach in any size classroom.

How is this even possible?

Please add that any changes to the work hours need to be approved by the staff involved and the changes need to fit within the contracts approved between the different staff unions and the district.

Having children in the district it is important to me to be on the same schedule with them. I also like the fact that all the schools are on the same schedule, making it easy to find care for them.

There already is flexibility and differentiation going on in all classrooms. Project based classrooms are around....but this does not work for all kids. Teachers do have Professional development to plan, collaborate, self reflect and analyze student work.

I agree about scheduling.

The fewer papers to grade statement has nothing to do with scheduling.

Increase the rigor of instruction, and individualized instruction.

This all sounds good but do we need the "Framework" to accomplish this? Don't we already have the power/authority to accomplish this?

How are you going to do that without extra funding?

Who would have control over or determine the master/ daily calendars... the cluster or the individual schools? At Loma Portal we have weekly collaboratives to work on professional development, staff/grade level planning and already use our data in order to drive our instruction. What would change? Keeping class size low is a priority, although it is a teacher's desire to get to know their students that is an important factor in increasing the degree of personalization.

What version of "Flexibility" will you use? Are you saying this "board" will be able to find a majority consensus on scheduling based on the needs of everyone in Point Loma / OB?

We already have a great schedule that allows us time for self-reflection, data driven instruction, and professional development. Why would you want to reinvent the wheel?

Are we trying to get rid of our bus students who add so much to our schools?

I think that we need to start looking at longer block scheduling in high school to increase efficiency and to allow teachers to integrate subjects and teach in depth. Teachers do not have enough time after attendance, unloading, late arrivals, packing up to teach a complete lesson in 50 or 55 minute blocks. In order to allow teachers to teach we need to give them time to do so.

Definitely!!!

I agree that the fewer students a teacher has the more individualized each child's education can be. However, teachers and principals must have the ultimate decision making power over professional development, staff planning and instruction. These decisions should never be made by a group of parents or others that do not have first hand experience in the classroom with students. No one knows the needs of students and teachers better than the students, teachers and principals at the schools.

need smaller class sizes for this ideal model to occur

Teachers and site staff should have a majority role in the decision making process.

Talk about big brother!

What are you going to do with students that don't go to PL schools if there are going to be fewer students? The calendar is fine with me. Don't teachers have professional development days now? My children do projects all the time now, how would this be any different?

This could be very interesting.

Do you have models you are thinking of?

In the area of staff flexibility one thing has to be considered, too many on-going professional developments would turn into more subs for students and more money that has to be used. If this should go through there should be a limit. It could become like it was about 10 years ago when teachers would be out more than when they were in class. The subs were known better than the class teacher, I had children in school when this was going on.

I'm confused at the wording of "increase the degree of personalization between teacher and student." It sounds like smaller class sizes so we can get to know the students better. Does this also mean a movement to move fifth and sixth graders back to the elementary schools?

If some schools need this because it's not already site based and are having a hard time being able to implement their own schedule due to district restrictions, I think it is fine, but after talking to The Point Loma High School Teacher who came to the Dewey Auditorium, site scheduling is already in place. We also heard from a parent who has a students at Dewey Elementary as well as Point Loma High School and it seems that the teachers make time to focus on students where there is a need.

I don't anticipate teachers having as much extra time as stated. Also, this bell change would eliminate busing and opportunities for all children.

With the exception of transportation issues, campuses already have discretion over scheduling. The master schedule is complicated, and even the "experts" struggle with it. Which magician will untie the Gordian knot? Internships and projects abound now - or is the intent to transform every classroom into this environment? How will "flexibility in staff time" look? If staff is teaching a full schedule, where will the time come from? In this economic climate, how will teachers see FEWER students?

Having a minimum day every week is pure insanity. I can't believe we do this to accommodate bus schedules. Every campus should be able to set their own hours on a consistent basis, like 8:30am to 2:30pm M-F. This is one of my biggest gripes about SDUSD.

But there needs to be input from parents and the community

Over daily school calendars, bell times, class times not just being left up to the discretion of the board

Please get rid of minimum days.

Ummm...all three of these things are already happening at our site. I don't see this as a change.

How would this be monitored so all staff / teachers / students all have the same advantages / favoritism with staff, students of teachers/principals, etc have the same amount of time - how would results measured / monitored / basically how do we know this is having the desired effect. Concern is that a few would make the determination - again allows for unfair advantage if not done within a plan.

We see favoritism and politics must be addressed and not a factor

I would like to see a schedule that is best for the children, not just the busing schedule. Now that busing is minimized b/c of the budget, why is it driving (no pun intended) the schedule of our school?

How do you propose to "personalize" bell times? The bell sounds for all students in the school.

Also, isn't it a good goal to increase the degree of personalization regardless of whether a teacher has "fewer papers to grade and fewer students to get to know"?

Too vague--need more information to answer.

Number one here is to increase the degree of personalization that is possible between teachers and students by having fewer students per teacher! We know that lower class sizes improve results! Flexibility for a variety of student learning opportunities is also very important, including internships and project-based assignments & classrooms. The more diverse the ways of presenting curriculum & keeping it engaging and interesting the more of the student population you will successfully teach.

Most of this question is already in place especially at the high school and (at my boys school) is working out great.

I'm not sure teachers feel they have enough time now in their day to simply teach the kids - this is sometimes in part due to parent-inspired programs that interrupt the school day. I would have to hear from teachers if this is something they need. Have they asked for this?

I'm tired of having our bell times at the mercy of the bus schedule!!!!

Again what is wrong with current standards.

More discussion is needed.

How do you measure "increase the degree of personalization"? This sounds arbitrary and trite. To assume that being in a cluster charter situation will increase personalization because teachers will have fewer papers to grade and fewer students to know is ridiculous. Teachers who WANT to get to know their students DO/WILL no matter how many papers they have to grade and no matter how many students they have and they don't need a charter to tell them to do so.

What does this look like? Don't we already have this?

The master scheduling process at the high-school level takes years to learn and no committee is going to be successful at anything other than mucking it up. We various ROP programs already. The "data-driven" instruction, "professional development", and "collaboration" are, and have been, going on for many years. As for the "personalization" piece and the "fewer papers" and "fewer student" -- well, what on earth are you suggesting here?

7. Accountability

Answer

Parents are the ones who need to be more accountable. Nobody has a method for getting the apathetic parents involved.

A larger number of students who are at risk of poor academic performance due to their family situation or economic ladder needs to be factored into any accountability program.

Consider 360 degree review process, including parent feedback.

We need a way to go eliminate the under performing teachers

I agree, however I am concerned that autonomy in developing cluster-specific standards for teacher assessment could lead to the unfair targeting of teachers. I would like to know who would be in charge of the assessing.

Who would be making these decisions?

This fair evaluation system to improve teacher effectiveness must include an open and honest dialogue with SDEA. Peer evaluation is a matter of concern. "Peer" must be more clearly defined.

Again, I'd like to see how this would work with current teacher contracts.

I agree as long as the fact that parental involvement is recognized as the most consistent measure of student success. Parental accountability is key and rarely emphasized.

Assessment is a technical art requiring highly trained individuals.

Children and parents should be able to give both positive and constructive feedback to individual teachers. This is done at the University level. Children at the middle and high school level need more of a voice (other than ASB) in how to improve the school.

Important to include assessment of AP curriculum and effectiveness of AP teachers; map AP test scores to overall student class grade. Assess gaps (i.e. too many student's earning an "A" grade with a very low AP Test pass rate, etc.).

We need to be able to excess poor teachers.

I am leaving this section blank because the changes to education do not need to always be about the test scores. Until the Nation looks at this issue differently, even charter schools will have to be accountable to a measurement.

This is definitely beyond the scope of the cluster and would violate the SDEA contract.

To let parents decide what constitutes an effective teacher is traveling down a dangerous road. One parent's opinion does not represent that of all parents' opinions.

Let's boost and improve our academic instruction for the 5-12 graders and try to reach 90% for the K-4th schools.

Our children take an amazing amount of benchmark testing every year at many levels. My understanding is that SDUSD is making improvements. Let's continue to look at what we are already doing instead of reinventing the wheel and build upon it.

I'm afraid that teachers' job security is held in a few parents' hands, and that decisions made might be punitive. How do I know I wouldn't be fired because I had a kid of a Board member that didn't like me, or because I gave a bad grade? Or worse, if someone didn't know me as a teacher, but has just heard bad things about me.

Strongly agree, we need to ensure our students are being taught by the best teachers and not just the ones with the most seniority.

Less emphasis on standardized testing. Our teachers spend too much time teaching to the test and not enough time creating an exciting curriculum.

Principals need to visit classrooms.

Ideally, this sounds great. In practice, many charter-like and/or charter schools in the district have persons abusing this power to the detriment of time lost to teaching and learning.

Again, before I agree to anything, I would need to see an actual plan. If this thing is being brought to the board, it would seem reasonable to have some sort of idea as to how this would work. My other concern, of course, is who is making these decisions or assessments. Is it the 9 person board that has been proposed? Or is it based on ideas from the a larger, more balanced group of people?

Again it depends on who is doing the evaluating. I see a lot of LOUD parents that I haven't been impressed with and don't like to think that my career is depending on current PC policies.

Our entire emphasis is on using data (both standardized and informal) to improve instruction. Our collaboration model allows for this to work. Teachers are accountable for the progress their students make. Work is constantly assessed and evaluated within both grade level and school-wide meetings.

A board or team being able to set rules for personally evaluating individuals--especially with "untrained" advisors with limited classroom teaching experience, as parents might be, is ill-advised.

Assessments must be openly provided to parents in a timely manner. It would be best for the students and parents if STAR testing results were given at the beginning of the summer, instead of a couple of weeks before school starts for the next year, as tutoring could then be arranged if deficiencies are apparent.

goes against teacher contract

These mechanisms have been established.

This is probably the worst statement of them all. It makes absolutely no sense. It is completely vague.

More personal accountability for parents. Parents who don't care are the problem.

Make parents accountable. Particularly the parents of bussed students. For those of us that volunteer with the student activities, there are a number of parents that we never see and never respond to requests for their input or help. If it is a "perk" for their student to attend our schools, they ought to be, at least, a little involved or that spot should go to a student whose family cares. As for the locals that don't get involved, I am not sure what we can do. I just get frustrated about this

Your discretion is not warranted. Nobody within the school system has proven themselves qualified to make these decisions. The results speak for themselves.

How do we assess Parent Accountability? As a teacher I am continually self-assessing, using benchmark tests, peer reviews and principal feed back. I have the child a few hours a day. How is time scheduled at home? What educational ethics are being taught outside of the class room....Parents have to be held accountable for their part too.

Please define "metrics" for non-staff stakeholders.

These choices are worded such that it's difficult to oppose. The more significant question is how these goals would be achieved.

if you mean i'd like to use test scores as part of a teacher's evaluation, i'd say yes. but again, i'm not completely sure what you mean.

Specific how would parent accountability be measured? I don't agree with peer evaluation b/c it has the potential for hostility among staff and NOT a healthy learning environment for our children.

Also, I'm extremely concerned about the year-to-year contracts that have been touted at these meetings. We have to take into consideration how these stressful environment affects the psychology of children in the classroom.

What is fair in regards to evaluating a teacher as a parent? I didn't know all parents were educators? A kid who really doesn't care if they learn anything should they have the ability to evaluate a teacher? I don't think so! Education is not a business to evaluate by profit is it?

I allude to my comments about communicating with SDTA and teachers. Teachers are very accessible, but how would you evaluate parents?

Unless you've actually done the work, it's difficult to evaluate the true work that teachers do. Also, due to the differences between children's development at any given age or grade, a teacher's effectiveness with one student may vary with another even when teaching siblings.

non educators developing educational standards. NOT a good idea. People do get degrees to do this.

Is there a strong feeling among the authors of this document that there is a significant lack of effectiveness among principals and teachers in our cluster?

Evaluations should be done for all staff.

Students should be able to evaluate all staff.

Teachers that only hand out homework & test but do not engage students to help them learn should be let go.

I think there needs to be an evaluation system where a principal is evaluated by his/her staff, even if its just a survey.

Same as above, where teachers survey their students for feedback.

Excellent idea on peer evaluation.

Completely eliminate the 3rd bullet... Accountability for teachers needs to continue to follow the due process outlined in the SDEA contract with SDUSD.

look at my comments in number 4...

Great words. Do you have any idea how much time would have to be spent in a classroom, over a period of weeks, to determine a teacher's effectiveness? Will we take into account how many students miss a week or two because Mommy and Daddy want to go skiing or to Hawaii? Will we take into account a particularly disruptive student who takes time from lessons daily? Will we take into account the home environment that doesn't support either the behavioral or academic standards in the classroom?

I believe teachers should be evaluated annually. I believe that teachers should be the ones developing assessments, not parents nor a faceless group of bureaucrats who haven't taught/did so so long ago that they don't remember what it was like. Until you have taught you really have no idea what it is truly all about. There's a lot more going on than even the keen observer could appreciate. I love my job with all it's challenges. What will this effort do anything to improve student learning?

NCLB is an unfortunate waste of time... their are so many more effective models that can be used for assessment, many of which I am sure this new program would embrace!

with reservations

No assessment measures that are not educator developed.

I agree, but again WHO and HOW are the people elected to do this. What qualifications do they hold to make these decisions?

What is the evaluator's agenda?

Too much of this plan is left to a few talking heads!

What does "personal accountability" mean or include?

Omit the 3rd bullet. A system of evaluations is already in place that the district and unions involved agree on. Nothing should be done to change that. If people have problems with any teachers or staff members a dialogue needs to be opened to express concerns. There is already a procedure to follow if people feel a staff member isn't doing their job properly.

Who decides what is FAIR? Fair to who?

I would like to make sure we continue to use the benchmark assessments and promote using the end of unit assessments or equivalent teacher-designed assessments that are responsive to the student learning.

There is already a fair evaluation system in place for teachers. This sounds like "teacher bashing". How many of these parents in this organization have actually stepped into a classroom and taught for a week, or even a day. Or on taken all the responsibilities that a principal faces...try it just for a week!!!

Metrics must be nationally validated measures.

These are good goals; however, the goals would have to be achieved within the guidelines established by Ed. Code and the Contract.

This is too general, I would need more information to agree or disagree

This may be difficult to accomplish since there will be alot of internal and external politics at work.

Parents on the board are going to know how to evaluate teachers? What are you going to use, test scores? So teachers with low achieving students are going to be evaluated the same as GATE teachers?

This seems to assume that the teachers are not effective. Each year, my students learn and improve their abilities. I work diligently to meet the needs of each of my students. However, I could do better with a lower student to teacher ratio. Our site is working on that as well.

I agree that individuals need to be held accountable and should be as effective as possible in their jobs. I would want to know who would be doing the evaluating. The evaluator should be knowledgeable about the job. I don't know how parents or community members would know what or how to evaluate a teacher, without ever teaching or spending an extended amount of time in a classroom. I wouldn't want a parent with no medical experience evaluating or telling a heart surgeon how to do their job either.

I would hope these assessments steer away from No Child Left Behind policies. I also would hope these assessment would accomodate special education and 2nd language children without affecting overall scores for the majority of children.

Again this already exists, all your proposal offers is less qualified people make assessments of teachers. On this point you should be focusing on forcing the district and administration to follow through on removing unproductive teachers.

We constantly assess students and monitor their progress. It would be very difficult for an outsider to determine what assessment should be used and develop a fair evaluation system.

Who has the knowledge and expertise to do this work?

Again, another question that I agree with and disagree with. Stay with with state frameworks. It is ultimately what our kids are measured against. I feel our schools are heading in the right direction with the benchmark assessments given. We however need to give training and time for teachers to analyze the benchmark assessments so that they can properly address missing elements or plan reteaching moments.

We definately need accountability for teachers, staff, students and parents. I'm just not sure what this should look like. When so much is based on evaluations, teachers feel a need to teach to test. This is not the best way to motivate students. Students learn so much from projects, field trips, games and discussions. But these wonderful learning opportunities don't prepare them for standardized test and benchmarks. Test stress students out and make school a dull place.

Why use discretion? There should be no need for discretion when it come to adapting to assessment measures especially when we're trying to develop accountability in everyone.

I agree that assessments created or adapted by teachers & principals are much more effective than assessments created for district-wide use. However, I will repeat myself by saying no outside group can override the existing contract between the district and teachers' union. Evaluation systems are clearly outlined in both the contract & by the California Department of Education. You cannot take such serious issues such as teacher evaluation and put them in the hands of one small outside group.

Teachers in need of support can benefit from collaborative peer coaching. Let us strive to support and improve the existing team.

Peer evaluation suggests having colleagues make judgments that create a culture counter-productive to collaboration.

Any evaluation system cannot take into account external factors beyond staff control which affect student achievement. Relying on test scores and rubrics to evaluate staff performance is neither a fair nor accurate measurement of effectiveness.

What experience do these few parents have?

We trade in a principal that has experience in the school system for someone acting as if they do?

It sounds a lot like the Tea Party wannabees taking over.

Aren't these assessments mandated by the state? How is the PL Cluster qualified to make these decisions? What degrees and experience do you have?

Student performance would improve if there were a merit-pay system for parents. I would argue that student accountability and effort is probably the biggest factor influencing a learning environment. It is what my kids notice even more than weak teaching. As for certain "objective metrics" why would you assume kids do their best on standardized tests when they have nothing personal at stake? Please toss out that bad method of measuring school or teacher effectiveness. Too much to say here...

Peer evaluations could be problematic.

What is this? Evaluations of Principals, teachers, staff, students and parents in addition to the already set forth district assessments of the Teachers, principal, staff? If schools already have this type of survey/assessment set in place i.e. Dewey Elementary School Principal and groups of her staff and teachers sat down and conducted survey of the feelings and needs of the school teacher-wise, student wise and parent wise and presented at last PTO meeting.

These ideas all sound great but I can't buy into it.

This is insanely vague. Who is evaluating whom? When? Parents are going to be evaluated? Students love adults who do not hold them accountable for completion of work, behavior, attendance, promptness.

Administrators love staff members who nod and smile, rather than asking questions or challenging the status quo OR the latest fad. Teachers do not deal well with change - so it often seems as if they don't like anything. Is collective bargaining out the door? Is due process to be abandoned?

Don't see how this can work with teachers union.

I disagree with subjective measures (this is really vague) and peer evaluation. Real time assessment occurs on a daily basis. These are just buzz words for what is already occurring every day at our site.

I hesitate to agree as I would like to see this vision more flushed out

Again, this seems like a teacher union conflict; but it sounds good!

Subjective assessments are bordering on an affront to collective bargaining. Teacher's should be and are accountable for their actions however certain circumstances sometimes preclude a teacher's best efforts.

This is all good, however special needs, learning disabilities, English as a second language student would have to factor in. Not fair to teachers w more children in class with that need extra support, not fair to other children, they receive less time with teacher. Need more teacher support. Also, class size, these poor teachers can effectively teacher K-2 with 29 students and no additional support. Maybe Cluster could assist in utilizing (administration) of the PT Loma college

Until we address parenting in this society and hold parents accountable, not much will really change & schools and teachers will still have to be afraid of ever really putting an end to the real nonsense. More kids need to be kicked out, & society would benefit from an alternate course for them- vocational school, military academies. More parents need to be sent to Saturday school with their disruptive kids or pay fines and we need to put an end to frivolous and self-delusional lawsuits.

While I am in favor of accountability, I feel like too much time is being spent teaching children how to take tests, and less and less time is being spent teaching children how to think.

I mostly agree; however, what in the world is "real time assessment in the classroom"? These goals are also very high level (motherhood and apple pie) and missing in the actual objectives that we're trying to achieve in teaching improvement. By the way, I really agree with peer evaluation as an element of evaluation.

Accountability is important in all areas of life and the better it is implemented in the school system the better everyone will be! Improving instruction is always important & real time assessment in the classroom is critical for quickly catching problems areas before moving on to new subjects. Fair evaluation systems and processes to measure results accurately and timely are all a part of improving effectiveness and quality and personalization of instruction to our students to meet their needs.

Once again, all in place. What I have observed at the meetings within my neighborhood is strong verticle teaming. I know Silver Gate has their population ready to attend Dana and Dana has their population ready for Correia etc...

There are some great tools available through the district that the schools should be using. If they are not using them, then changing requirements and adding more evaluation systems are not going to be effective. We need to identify how to best use what we have and if it is not effective, find out why and find solutions. I am not seeing any 'challenges' that we need to solve. Until there is some concrete data to back up the reason for these changes, then it will be hard to adopt a solution.

Need more info

I don't want this system

More discussion is needed.

I truly hope that someone on this panel has researched the abundantly inconclusive research on how to measure teacher effectiveness. And who will develop "fair" evaluation when there is "peer evaluation"? non-educators?

What about parent effectiveness? Parents have the right to appeal the school board and change a principal if they are dissatisfied. What are we basing teacher effectiveness on? Ineffective teachers can be fired just like everyone else.

As a high school teacher, I think the evaluation process is pretty tricky stuff. Basing teacher evaluations on items like CST test scores, for example, which many students don't take seriously (these tests come right before AP testing and some simply bubble in random patterns quickly and turn to studying for the AP exams), is deeply and honestly flawed. Differences of opinion with an administrator can be punished by a bad evaluation (I've seen it many times).

Leadership

Answer

Are we have more than one superintendent? Are we adding bureaucracy? I do not want to add more administrators. We already have too many.

This is all ideological BS.

Let's not just add more layers of bureaucracy

There is a definite break in communication. The message that the parents and teachers are hearing is that you want to take the PL schools charter and take away funding from the smaller (and less affluent) schools.

Accurate or not, this is the perception.

Extreme local control could easily breed weak leadership that is totally beholden to a small group of local community activists. Witness the conservative religious takeover of several smaller rural districts. That could easily happen here without a broader based approval process that gave leaders some ability to lead independently.

Leadership should have a proven track record for raising student achievement. Annual surveys with specific feedback on performance should be part of evaluation.

Leadership is something that is needed, sure. Stability is needed too. Why not work WITH each other to achieve this instead of working to undermine what some do not approve of. I believe that the current leadership of the district, in the PL area, is doing a good job.

Reach out and make sure parent opinion is represented such as surveys like these and not just those who can attend meetings.

I would support cluster input, but not cluster final approval.

Great to be able to hand pick a candidate for the schools who would be an appropriate fit to our unique cluster.

I voted for the school board not the Cluster. I think having self appointed people will complicate and confuse every issue.

Please omit metrics officer

Principals need to be aligned and on the same page. They need to view our cluster as a continuous K-12 experience, working together and collaborating

All of this sounds charter, not "charter-like." Not enough information to make this decision at this time. Who will do this work? Paid employees or volunteer parents? Where is the funding to pay staff overtime to create multi-layers of many new systems when we are already short-staffed? Does much of this depend upon the volunteer hours of a few very qualified cluster leader parents? Need more information.

Seems good on the surface, but it would totally depend on who sat on that CCC. We had a focused leader with no classroom experience (ersin) and it didn't benefit the teachers, which ultimately didn't benefit the students. Will the focus be cluster-wide? So schools in different demographic areas (Dewey and Barnard vs Sunset View, for example) would all have that same focus and level of support? I can foresee great problems with that model.

vague

Same comment as above. Vague, unsupportable concepts. "Collaborative Cluster Committee." Who are the stakeholders in this committee. Whose voices do they actually represent? I know you try to define it below, but it still makes no sense to me.

Only OK if there isn't a takeover of the local council by wackos. Need to make sure that can't happen.

This is the best you can do with our tax payer dollars? You should be appalled. What is a "strategic focus"? I got one for you... get every graduating senior reading at an eighth grade level before they leave. Try to focus on what is important, i.e. educating the kids and forget about establishing a CYA cluster.

Give parents inservices and ideas about how to help their students succeed. Instruction in the developmental progress of their students would be invaluable. Parent peer groups, curriculum inservices, parent meetings and parent support groups would get the families to buy into their stake in their children's education. Most learning goes on in the home. Look at the models at the top private schools, La Jolla Country Day, Francis Parker and The Bishop's School, parents are involved.

Please further define "metrics officer" for non-staff stakeholders.

i think.

I am cautious about agreeing. I believe there needs to be a balance and education based background driving the attempts to restructure the district / schools. The present economic crisis has to be factored and it's impact on any school's budget.

Again how would these innovative, specific, communicative, specific governance be different that what is already established.

I disagree with the small percentile of parents that think they can privatize the Point Loma Schools. You have the option more than many parents do in this school district to send your kid to private school if you don't like what you see.

It would depend upon who makes up the Collaborative Cluster Committee? Who would comprise the committee, and would ALL stakeholders be given the opportunity to select/elect the Committee Members?

It would be nice to have the same principal remain with a school for longer than five years so that he/she can get to know the community and address the needs of students adequately.

Who decides what is "innovative and stable"? The creators of this document are being vague throughout.

leadership starts at the top.

area superintendent should know what each school is doing.

principals should know what each staff member is doing, as well as what the other schools are doing.

Specifics of who would be on the Collaborative Cluster Committee need to be included. How many people are on it? Who is eligible for membership? How long are the terms of membership? What decisions is this committee in charge of?

Since one of the objectives is to save money, who will be paying the cluster-wide budget and metrics officer?

I don't believe adding to the bureaucracy is what we need. One more middle manager making demands will not have any beneficial effect on the work that is done in the classroom, in fact it will have the opposite effect. Who do you think will end up having to provide the information this new officer needs... the teacher. One more thing to take us away from teaching our students. Kids do not learn by being assessed! Another group to answer to with more demands is not what is needed.

Again, with reservations. My concerns would be the make up of a committee being too involved in instructional issues.

I agree, but again WHO and HOW are the people elected to do this. What qualifications do they hold to make these decisions?

Again, too many people that are full of themselves trying to take over the schools.

This needs to be a large committee and include parents, teachers and staff from ALL involved school sites, not just one or two schools.

I would be careful that multiple sources are being used to identify focus for schools and necessary leadership qualities--including data and community and staff input.

As long as we focus on the strategic plan developed in 2008, increasing rigor and concentrating on a year's worth of growth (or more) for all students.

This kind of staffing requires interviews and hours of research re: the candidates' qualifications. The volunteers on the Cluster Board proposed by the Framework would most likely not be able to commit to the number of hours required for this task.

Define metrics officer

Who will be the decision makers? Is it the same group of people with the same views or will the process be open to everyone? I have tried to be involved in various projects only to realize that my opinions and questions are not given consideration. I feel like I am supposed to just go along with the crowd. If you don't allow new people in your group, how is it any different than the school board?

Is the method used now broken?

communication has been strengthened by eblasts and other forms of communication. School sites have school site committees and governance committees.

I want to know how much flexibility each school would have to help determine their own school or would the cluster be determining what each school had to do, not unlike the district. I wouldn't want the Cluster committee to be making all of the decisions for the individual schools. I feel that the High school and Middle schools need to be looked at separately from all elementary schools which all have high API scores.

Why try to fix something that isn't broken?

The last thing needed in education is another "leader" to get in the way of real education. As a teacher I have so many bosses or "leaders" I can't keep track of them. None bring anything helpful to the table of education because most of them have NEVER BEEN A TEACHER.

Approval should have input from everyone working at a school.

Don't we already do this!

However, be wary of adding more administrative type positions that like budget and metrics officer. That should be the principal. Principals know best how to allocate resources. We don't want to waste precious financial resources.

This sounds like lots of opportunity for more meetings. When too many people are involved in decision making, decisions are never made!

I agree that a collaborative group in the Point Loma community could more accurately assess the needs and issues specific to Point Loma schools. Additional communication between the cluster schools could only improve the positive relationships we already have established. For our cluster to have specific goals that we are all working towards could really improve the cohesiveness of the schools, including parents, teachers, staff and students.

Minimize administrative staff (overhead); maximize classroom staff (teachers)

(1 each): Principal, Teacher, Parent; selected from the CCC (see comment for #9), sits on the interview panel as a part of the district selection process for area superintendent and cluster principals. The CCC should work with the district, not "approving" someone the district has already selected.

Sounds like someone is after power and control. Is this really about ALL the students attending these schools or just a few students and parents?

What sort of hierarchy is proposed here? Is the cluster committee advisory or will it have voting or veto power? Where does the buck stop for final decisions? Is the budget officer and metrics officer the same position (hope not)?

I believe this is one the keys for success, that is working together as a cluster, not as a single site based school competing with each other.

I would like for the stakeholders to have more of a voice on approvals of superintendants, principals, cluster-wide budget. With that being said, I also feel as if Our Principal Ms. Tanya Belsan KNOWS the needs of our students/teachers/and staff. It is a frightening thing to imagine committee members making decisions regarding the school in which our children attend where they may feel less invested in the school than our I believe we have a great educational leadership in the Pt. Loma community with governance teams, etc.

Leadership - who hires and fires these people? How much will they be paid? Where will the money come from - firing custodians? Secretaries? Teachers? The district is going to let a local committee choose area superintendents? What do you mean "enable meaningful decision-making"?

Communication - Do our stakeholders from areas outside the cluster neighborhood have a voice? It doesn't look like they do.

Governance - there is a very effective governance vehicle now. Too bad more community members

Until the credentials of the cluster to lead in the area of

Education are proven

Figure out communication piece so that all schools feel represented. Reach out via backpack brigade and ed connect messages.

Once again, these things already happen at our site. Our leadership is STABLE. Meaningful decision-making happens at our site. Furthermore, decision makers are elected to make the decisions at our site. A democratic process is in place and I am quite happy with it.

All for much of this, but again I hesitate to agree without a more in-depth picture.

I am not comfortable with who is in charge of the cluster/cluster agenda. Having lived and taught in Point Loma for the last few decades I know how a little bit of power makes some of these community people a bit crazy. I don't want a parent group solely making decisions for the schools. They do not have the experience or expertise.

There should be a steering committee - but I think giving too much power to a small group on such a powerful decisions that affect hundreds of families is wrong. It leads to biased decisions without general consensus. I think that the parents for each school should have a say - options presented and then a vote.

Depends upon how susceptible to the influence of a small group of community members this could be. We don't want to be another Grossmont.

More bureaucracy. Excellent. That's JUST what we need here. Pay teachers to teach, get the little jerks off campuses who get in the way of everyone else's learning. We're so concerned w/their RIGHT to an education we don't focus on the other kids who actually care to use that right. Would need a lot less oversight if you'd work on getting rid of the kids who get in everyone's way...We're the adults, we could insist on facilities to send kids who just don't give a damn about school, train em!

I see this committee as bringing decision making closer to home and thereby making decisions which are more tailored to the needs of the cluster schools. The district is so big, it's not their fault, but how can they really understand the needs of our cluster? I would want the members of this committee to remember the purpose of education is to build thinkers, inovators and leaders in ALL schools, not just theirs. Sometimes parents become so focused on what is best for THEIR child.

Too vague--need more information to answer.

Innovative & stable leadership that can a make meaningful difference for our cluster would be a good thing. The decisions to be made are important & we do need to strengthen the communication pathways between the different schools in the PL cluster & better inform the parents & students of their choices. Parents & students need to know the facts & the pros/cons of the various choices to make informed decisions guided by an informed & communicative leadership group that can identify the issues.

Already in place and is working great.

I am worried about a volunteer committee having enough time to make good decisions, possibly getting into politics themselves, and making decisions for the whole cluster that do not reflect each individual school site. The communication is something that needs improvement and should be addressed by the current Point Loma Cluster Board (as I thought that's the reason they were started in the first place (for communications and consistency).

"Cluster Approval" what is that?

need more info

Sounds like the decisions have been made with out our input.

This requires our primary and much needed time to discuss. Do not move forward without adequate discussions with all stakeholders.

Not sure

What is the committee's qualifications to seek a candidate for area superintendent. Isn't that why we vote for a school board member.

The "cluster approval" wording seems to ignore the fact that our schools are San Diego City Schools and NOT neighborhood schools, no matter what the "PL Cluster" thinks.

9. Collaborative Cluster Committee (CCC)

Answer

There needs to be board members who can provide professional oversight to the committee in regards to budget, logistics (buses, cafeteria, meals,nursing, janitorial), planning, administration, employment, liability. For example. Teachers, parents, principals do not work first hand with budgets of this size and would require individuals trained specifically. More members from SDUSD should be on board.

This committee is heavy weighted towards school employees. We need more parents on this committee.

Keep these pushy parents out of our child education process.

More teacher and principal representation, one each per school should sit on CCC

There should be ab equal amount of school staff to parent participants.

Why not allow for a civic member from the community at large that was a former parent?

(as one of the 2 appointed by the SDUSD)

Needs more parent involvement.

Staff, parents and principals should still have ultimate say about what happens at their school. Sounds like this CCC will have a lot of power. Needs checks and balances to assure that self interests are not being served. I think there should be more members, at least one teacher and one parent from each school.

I would like to see more teachers than parents on the committee.

There are more elementary schools - one principal does not make sense.

Not sure I agree with more parents from the elementary schools. The parents of middle and high school students might have a broader view.

I suggest adding a military representative to this board as their issues are unique and might not be represented otherwise.

In order to ensure that each school has a voice, you might also want to add an advisory board with a rep from each school and folks from the community at large.

Not bad, but how will the parental community be reasonably polled?

The make up needs vetting at the community level.

Would recommend change in make-up of the committee.

What organizational structure is this based upon? There is not enough information to indicate that this is a good/proper structure. What is the process of election? How do these people get inputs to represent the cluster? What real power does this CCC have or are they just advisory? The name is not very specific or catchy. I think a step in the right direction; but not very defined.

I believe more representation would be beneficial.

I would advocate for an additional principal (one each from middle and elementary) and I would advocate for 6 teachers and 8 parents.

I would like to add more parent involvement by 2 per level of school versus the 1-1-2

I think we should also be looking at the possibility of closing an elementary school or maybe even two in order to reduce costs.

Instead of Board Member appointees, I would like to see more elected parents.

This group will be a popularity contest. How can you expect that ALL student populations will be able to vote accordingly if the members represent only one portion of the "Community" unless this initiative is supposed to segregate the schools by race. Parents/students who do not live in the PL community, but attend the schools here because of academic needs will be represented HOW?

I would prefer twelve on the board and add another at large where maybe physical facilities or sports issues are represented. A coach or maintenance person

The people who have daily contact with students and have been trained as educators would have the minority say in this configuration.

Ok...this answers my questions from nbr. 3!

NOT really sure on the duties of this committee and if the small number will reflect the wished of all levels.

It needs to be a MINIMUM of 1 principal each from high school, middle school AND elementary, as well as a MINIMUM of 1 high school teacher, 1 middle school teacher, 1 UPPER elementary teacher (2 or 3-4th grade), AND 1 LOWER elementary teacher (a Kindergarten OR first grade teacher) as K and 4th are completely different worlds. In fact, there should be DOUBLE the number of professionals over parents as THEY are the PROFESSIONALS with experience in education.

i think it needs to be bigger. Need more representatives. High school has 2000K kids, a third of the cluster. Need principals from High (2 due to their numbers), Middle 1, Jr 1, and elementary schools 2.

No parents appointed by board member, why?

Term of two years is great.

One teacher per, middle, jr. and 2 from elementary and 2 high (6 total). Parents same, two high school, one middle, one jr. and 2 elementary.

Again, elected by peers and changing every two years will simply be confusing with no continuity. Let the professionals do their jobs they trained, applied for and negotiated under the public system. I promise I won't micro manage your job either.

This seems completely unbalanced...why more parents than educators? Why, when 7 of the PL schools are elementary, is there only two elementary reps? We need to have a balance of parents and teachers, and we need to add one or two more elementary teacher and administration reps.

More representation

3 Principals

6 Teachers

8 Parents

2 At large

We have seven elementary schools, why only half a rep for elementary? Why do volunteers have the majority vote instead of the professionals? Why should the School Board appoint two parents, what is the reasoning behind that other than political? Not enough information. Thanks for your hard work and amazing volunteerism.

4 parents + 2 more at large parents? I'm not sure why there are a majority of parents on the CCC. One would expect that the majority of board members would come from a group that has actual training and experience. A proposition with a board consisting of this makeup will never get off the ground. More than that, it just seems that this whole thing is being based off a position of mistrust of the people who dedicate their lives to this profession, and that's not the way to form a district.

As an elementary school staff member, this board is extremely lopsided. More parents than teachers--so the board is governed by "nonprofessionals" with the only classroom experience being their child(ren) and maybe a stint of volunteering. Principals that might not even understand the elementary level--and only one teacher that does Two parents appointed by the board (might not be elementary either). I'm feeling frightfully under-represented!!!

I would like to see more issues put to the vote of the school community parents by survey, rather than made by representatives that may not really have a good feel for how the majority of parents weigh the issues.

You will likely have the same parents that can take the time to attend meetings, and these parents may or may not share the view points of a majority of parents.

higher percentage of teachers, not parents

Add more teachers.

We need more teachers. The teacher to parent ratio seems irrational.

I would like to see parents of former students eligible for the at large positions. These people have had good experience within the cluster and have gained additional perspectives from seeing their students function in the years after graduation.

You are attempting to make huge, broad, sweeping changes in these 10 schools. Many of the teachers in the schools will move to other schools, so you will be working with an inexperienced talent pool. And then you expect these overburdened principals and teachers to make enormous decisions which will impact not just their schools, but 9 other schools? Same problem with the parents. I do not see how this proposed structure can effectively govern.

Great, just what we need another committee.

Again ,this is a total joke. Look at the demographics it is controlled by SDUSD. If you want real results you would have no SDUSD members voting, but only giving advise, input and suggestions.

Please also add a Counselor!

I really think that A) a school needs to have one principal, each school needs to have it's own principal not one or two principal's to three schools.

B) There is no way an elementary student will learn safely and thrive when they are under the influence of a hormone induced middle school student. The elementary school kids need to be separate and innocent like they are.

Too cumbersome...Have a superintendent and a few board members...people are busy and too many members would make things complicated..we have only five board members for our huge district. Why not have a five member board. Sometimes people with no stake in the system are most rational..think John De Beck, Kay Davis or other leaders who don't have a kid in the system..or a paycheck on the line, or union backing.

Go for a LEADER and a good board. look at the private school models, they work!

Educators should educate students. I do not see why there are so many parents on the board deciding how money should be spent on our children. What will be their backgrounds? It appears political to me. Please further define the relationship of the CCC to the PLCSF for newly involved stakeholders not familiar with the PLCSF functions. Seems like not many parents involved. It seems like a cluster staff meeting. It depends on many things.

Where would Dana fall in the school representation?

If anything this should be school specific positions that are led by school principals and educators ONLY. I myself am NOT a teacher and have no business setting educational policies based on my opinions rather than experience in the classroom.

Parents are not educators I disagree I disagree with everything I have read about this (CCC). The sad thing is my husband is a teacher and we will have to send our child to private school if your structure proceeds. This seems like a very small number of people, to represent a large and diverse community of students, parents and teachers. What would be the methods of communication? How would each of these committee members be sure they were reaching/representing all of their constituents?

With all the work teachers and principals already do, how will these members be compensated for the extra work they will do?

I am classified and already feel very underrepresented in this scheme of yours.

How would the parents be chosen? What qualifications might be required? Would the entire group make all the decisions?

The big question for me is what is wrong with our cluster schools? Have these worries been ignored by principals or the board? Is this a reaction to real problems at our schools or a reaction to a national discussion on education? Is this change just for the sake of change? Will this change the demographics of the cluster? It all seems so precipitous

3 Principals: 1 high school; 1 middle;

1 elementary

* 4 Teachers: 1 high school; 2 middle;

1 elementary;

* 6 Parents: 1 high school; 2 middle;

3 elementary;

* 2 at large: 2 parent appointed by SDUSD Board Member

Change to 3 principals (1 at each level).

Change to 1 year term for committee chair.

There need to be more than 11 people making these big decisions. Principals from all schools in the cluster should be involved. We need more than 1 teacher from each type of school involved. Teachers from each grade level in elementary and each subject in the middle and high schools should be represented. Parents should be voted by their peers, not appointed by a school board member so that there is a more equal chance that any parent who wanted to could be elected. (Only parents with

I am opposed to non-elected membership. We have enough trouble with ones we elect.

Why are the practitioners underrepresented and the board and parents overrepresented? I thought the idea was to give teachers more of a voice, not less. Do we have such little respect for the folks in the classroom that we need to micromanage and mandate all that they do? As an educator I feel as though I am being punished and I don't know why. Our school's test scores are high, my students are making progress, and my parents are happy and participating. What more should I be doing?

Again, I worry about the input from some like me who are not as qualified as they should be.

I think there should be more teacher members than parent members

OK but the leadership is rigged. Teachers included on the CCC board, great. But in question 4 you outline for dismissal of staff. So any teacher on the CCC is basically a hand-picked "Yes" person.

Committees just water down the product. We don't need more committees! Stop talking and take action.

More Teacher representation

Too many parents that don't have a clue!

This needs to be a much larger group. Parents should be included from every school site. Teachers should be included from every grade level, and from every subject/department at the middle and high school levels. Parents should be voted on by their peers not appointed by a board member who may be likely to choose someone that is a special interest person not someone that the parents would have chosen on their own. This committee is like a small school board and everyone should be elected.

3 Principals (1 high school, 1 middle, 1 elementary).

3 Parents (1 high school, 1 middle, 1 elementary)

This still maintains 11 CCC members.

I believe some of the Classified employees might like to be included in this process.

I believe the elementary is very under-represented in the model presented. (Aren't there about 2,600 students at elementary level in our cluster (Middle about 1800, and High school 2,100). If so, I would propose 1 additional principal—one from every level, 4 teachers—one from K-1, one from 2-4, one from middle, and one from Highschool.

This would also make it, so the staff (the professionals) had one more member than the community members—I think this is appropriate.

Must include sub-populations such as ELL, GATE and Special ed parents.

I assume that if the selected parent has a spouse living in the same household they are included, but don't count against the limit of four parents.

I believe that the CCC should only be composed of people that have to do with the particular Cluster. Then an appointed member of the CCC should report to the SDUSD Board of Education with the needs of that Cluster.

I believe that it would be a very cumbersome process to elect these representatives. Most teachers in one school do not know the teachers in another school. Is it reasonable to expect teachers and administrators to take on another job such as this would require? How would parents be elected? Mail ballots? At what cost for postage?

I have no problem with PLC having a group to help make the schools better, but not day to day management.

Again, if it is the same group of parents electing each other, how are different points of views to be heard?

Who are the peers who are electing the 9?

I see more questions than answers.

I disagree. If this is implemented, many of the stable, quality team member teachers will be forced to go to other schools.

I feel that the elementary schools need to be better represented. I don't understand why there would be more parents on the new Collaborative Cluster Committee when the teachers and the principals are the individuals that work directly with the students and have the knowledge and expertise to know what the students and the schools need. I think the CCC should be reconfigured so that each school has 1 principal, 1 teacher & 1 parent representing each individual school.

How can you expect teachers on this board to vote in an honest way if they are subject to removal (Accountability) by the same board.

Every school should have a principal, teacher, and parent representing their school.

Definitely need more teachers on the committee. Parents do not have the in depth knowledge of how a school is run.

All principals should be represented.

I disagree that parents should have more positions and therefore more votes than teachers and staff do. I am both a Point Loma teacher and a parent of two children who attend Point Loma schools. As I have stated before, although parents are a very integral part of the education process, they should not have more of a voice in the education of students than the teachers and staff do.

Not understanding the actual decision making power that the cluster council will have or how these staff personnel will be compensated in time or financially.

(3)Principals, (4)Teachers, (4)Parents

The majority voice on this committee should be trained professionals with the experience to have a better understanding of what it takes to create outstanding learning communities. Parents should still have a voice, but not the majority. If you were a patient in a hospital, would you rather have a team of experienced professional doctors collaborate on your treatment plan, or some of your neighbors who happened to read a medical research journal?

Parents that have not worked in classroom will outnumber teachers on your committee?

What a farce!

This is about power.

Nothing in Spanish for the second language students?

If you don't know about this survey or this website how can you get all people involved in a decision?

Why are you trying to ramrod this through quickly without sufficient knowledge?

It needs to be an equal balance of teachers and parents.

This needs to be broadened to include reps from all the cluster schools and reps from outlying communities that have students attending the cluster schools. At the very least a formal liaison committee, with a meaningful voice, needs to be established to make sure all schools and parties are represented fairly.

I notice that it lists high school, middle, and elementary. Is the junior high not recognized for some reason or does it fit into one of the other categories?

Since there are 10 schools represented in Point Loma School Cluster, I propose that there be more representation from all schools: possibly more committee members.

I Would like to know more of the description of the Collaborative Cluster Committee and what each individual job description would be. Are these committee members going to poll the stakeholders and report into the committee, then on to the School District? How will the stakeholders voice be heard and applied?

I do not agree with the Charter plan.

Way too limited. Why is a SDUSD board member appointing members? Sounds like cronyism from here.

Until have seen the by-laws of the CCC

ALL schools need a voice. There needs to be a military rep as well.

This is inequitable. Parents should not have a majority, if anything it should be 50/50. 1 elementary teacher is unacceptable. Every site should have a voice. If you want by in, all stakeholders should have a seat at this table. This feels more like a takeover.

Need more info.

It seems like there should be a Principal/teacher/parent from Correia, Dana and 1 or 2 elementary schools. Also, the lower grades need a teacher rep as well as an upper grade elementary school teacher. Needs for K/1 are very different than the needs of a 3/4 teacher.

I think the teachers and principals are under represented. I think there should be a balance of teachers/administrators and parents. Out of all the people listed above there is only one group that day in and day out is responsible for the children's education. That is the teacher's group. No matter what happens within the cluster the teachers will be blamed or championed. They should have a stronger voice. Every time they want to change things they never ask the teachers what would they do?

Not every school would be represented. I think this is wrong. I understand having a small number of people to get things done, but it is wrong. Unfortunately this would be a biased group, - again 11 people making decisions for so many - only works if every school has a voice and all stakeholders have a voice for important votes and decisions. If small groups make decisions for the masses support will be lost for the cluster.

Seriously, who cares about this? It's just costly rearranging of deck chairs... well intended but not getting at root of this problem. Our society cares more about defense & tax breaks for the rich than it does about education & we also let the real problems (parenting issues, student disinterest & distraction) get away from us by tripping over ourselves to accommodate those who don't care & whose lives don't work. We also get in the way of good teachers & make them jump thru endless hoops.

Are these paid or volunteer. This is a big commitment, yes?

Who are the peers who elect the 9 members? Will principals elect the principal members, teachers elect the teacher members, and parents elect the parent members?

Thanks for taking this survey. It helps all of us consider what is really important in planning for our schools' future.

Too vague--need more information to answer.

I would like to see the addition of a Community Member or Members that do not have to be a "current" parent or teaching professional to participate in the policy, structure and expectations dialogue.

Since Correia and Dana are both considered middle schools, it would seem to me that you would at least want one representative from each, so your 1 middle school position does not seem to accommodate that...I think the key is to have professional staff and parents from all the levels of schools since each level has its unique issues to be addressed and each level is a connected link in the cluster, the cluster is only as good as its weakest link, so lets not have any weak links! Go PL Cluster!

The teachers are the professionals here. They should comprise the majority on this committee instead of parents.

The Point Loma Cluster of schools is a very successful group of schools. The main reason is we are very supportive parents. We know and understand the value of education. We instill values and hard work. If all parents worked as hard as we do every child would succeed. The problems are not the schools but us parents (in my opinion).

I do not understand this survey but I know what ever school my children went to failure would not be an option.

There are SSC's at each school. They consist of a Principal, teachers, staff and parents. The SSCs should be utilized to provide complete detailed info on what the concerns and challenges are at each school site. This info can then be provided to the Cluster to be compiled, processed, and solved or brought to the board for solutions. Essentially, PL Cluster Board could be a conduit of efficient communications between the cluster SSCs and the board.

I would like to have parents as part of the reporting structure.

Not sure if that is an equal consistency

WHAT?

Teachers should be at the focal point. So to speak, they are truly in the trenches and have a long history of fighting for the needs of their students. I would also include 2 high school students. Instead of appointing 2 at large parents, district should appoint teachers. All other positions should elected for by all stakeholders and the term should be for only 1 year. Why did you choose this structure? Who wrote it?

The cluster charter wants to secede from the school district yet wants to report to them? Wants two members appointed by them? How hypocritical-leave the district alone and the money that comes from them and the state-freedom? independence? Then function like that-you can't have it both ways.

There needs to be more educators making decisions about curriculum. Each site has individual needs and concerns and each site should be represented as a voting member on the committee. There should also be one lower elementary as well as upper elementary represented. The needs are very different.

I think this structure is utterly wrong and a recipe for disaster.