SAVE THE DATE

Wednesday, Oct. 4, 2017

SUPERINTENDENTS FORUM

CAL STATE
EAST BAY

A FORUM TO FURTHER EXPLORE PARTNERSHIPS FOR STUDENT SUCCESS

Art and Education Bldg, Room 143
11:30 am–1:30 pm
Cal State East Bay
25800 Carlos Bee Blvd./Hayward
Lunch will be provided.

Please RSVP by Friday, September 22
to madonna.pornobi@csueastbay.edu

THE MISSION OF THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AT CSU EAST BAY IS TO PREPARE AND INFLUENCE BOLD, SOCIALLY RESPONSIBLE LEADERS WHO WILL TRANSFORM THE WORLD OF

Dear Superintendent,

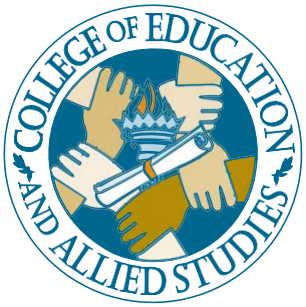
IN MEETINGS WITH FACULTY FROM THE DEPARTMENT OF EDUCATIONAL LEADERSHIP YOU HAVE SHARED YOUR INTEREST IN PURSUING FURTHER PARTNERSHIPS BETWEEN YOUR DISTRICT AND THE COLLEGE OF EDUCATION AND ALLIED STUDIES. IN THE SPIRIT OF COLLABORATION, WE INVITE YOU TO JOIN DEAN CAROLYN NELSON FOR A SUPERINTENDENTS FORUM TO DISCUSS DISTRICT INITIATIVES AND OPPORTUNITIES TO EXPAND THE COLLEGE'S SUPPORT OF YOUR WORK TO BUILD STUDENT SUCCESS.

THE CHAIRS OF THE DEPARTMENTS OF EDUCATIONAL LEADERSHIP; EDUCATIONAL PSYCHOLOGY AND SCHOOL COUNSELING; HOSPITALITY, RECREATION AND TOURISM; KINESIOLOGY; AND TEACHER EDUCATION WILL JOIN THE CONVERSATION. YOU ARE WELCOME TO INVITE ANOTHER MEMBER OF YOUR LEADERSHIP TEAM.

WE LOOK FORWARD TO SEEING YOU ON **October 4, 2017** AT THE **Superintendents Forum**.

BEST REGARDS,
EMILY LOWE BRIZENDINE, ED.D.
PROFESSOR EMERITUS
COORDINATOR, DISTRICT PARTNERSHIPS
DEPARTMENT OF EDUCATIONAL LEADERSHIP CAL STATE EAST BAY

IF YOU HAVE QUESTIONS, FEEL FREE TO EMAIL PEG WINKELMAN, DEPARTMENT CHAIR
*(**peg.winkelman@csueastbay.edu**)*


COLLEGE OF EDUCATION
AND ALLIED STUDIES

Notes: Superintendent Forum
October 4, 2017

What goals and initiatives are you pursuing in your district?

- **Livermore:** Multi-tiered systems of support- RTI and interventions, but also socio-emotional learning piece. Looking for comprehensive, systemic support.
- **Hayward (Matt Wayne)** STEAM buildings, partnering with EB; developing courses that are STEAM, with innovative curriculum and courses
- **Fremont (Kim Wallace):** Third year of PLCs across the district, using that as as framework for everything else going on in the district,
- **Dublin (Leslie Boozer):** PLC district, trying to balance all those items while growing rapidly, adding 500-1000 students per year, opening new schools; strong interest in community in STEM, strong biomed and engineering programs.
- **San Lorenzo (Fred Brill):** Resource alignment, partnerships, ensuring highest needs students are getting the support they need; anti-racism, rolled out an anti-bias framework.
- **San Ramon (Rick Smidt):** Climate and personalized learning; In terms of climate: they faced horrible issues of hate in their communities, targeting marginalized groups. Set up mandatory trainings for educators and kids, the entire community. For personalized learning, want to give kids/families different options for learning; and to care more about wellness, and work on the stress that our kids face every day. Third, to drive down class size in a way that doesn't add tax dollars.
- **Milpitas:** "Culture of 'we'"- when staff feels cared for, they feel able to advocate for kids; it means we celebrate all students cultures and backgrounds; engaging parents in feeling welcome, want to know them, want them working with us. Looking at different ways, by secondary education, kids have a personalized pathway that touches on their passion that helps them prepare for both career and college; college isn't the end, it's the means to a career.
- **San Leandro (Rosanna):** Focus around equity and inclusion around career and college readiness; Excited about building technology infrastructure, went 1-1 in an 18 month period
- **Pleasanton (Dave H):** Personalized learning environment, choice at the course level. The whole child, identifying what teachers need; one of the challenges is university reqs.

What challenges are you facing?

- Hate against multiple marginalized groups
- Working to promote anti-bias
- Achievement gap
- Student stress, mental health
- Turnover, instability
- University reqs (A-G?) make personalized learning programs difficult to implement in districts
- Fremont and Dublin:

    - Teacher shortages, especially in math, sci, special ed; in Fremont, critical bc we are adding a lot of students each year; more kids means more teachers; we are so overcrowded we literally don't have enough chairs. Don't have the money to purchase buildings. (Dublin) needs to build a HS, need room for 3000 seats; need $$ for land. Growth impacts, constantly hiring and dealing with facility issues.
    - Culture change- Dublin was a small district and needing to scale up all systems-
    - Changing demographics: going from very personalized to one with a whole new influx of people, changing population; now a majority Asian system.
    - Socioeconomic disadvantaged, African American, special education are almost hidden, large disparities (Dublin)
    - Demanding parents
    - Dublin- one of the lowest funding in the state
    - Dublin- Teacher negotiations
- San Lorenzo Hayward
    - 70% free and reduced lunch; but in declining enrollment districts.
    - Aging buildings, no bond taxes to fund new ones
    - Unions/negotiations
    - Not enough resources to provide what the kids deserve
- Livermore:
    - Migrant families—fear from families, DACA (two weeks ago, shelter in place, not a drill for an activity near campus; did the procedure, sent out messaging; had to go have to school where there are 45 families that wouldn't leave the school; is this the high demand parent? No, immigrant families that bc police were on campus, families through it was a set up or trap or that their children were going to be taken away) Worry that families will be scared to access the resources we have
- San Ramon-
    - Climate- changed demographics from 90% Caucasian to about 55%;
    - Class size- In academics, avg class size is 37-1.
    - Student wellness
    - Dealing with "no one likes the way it is but no one wants to change"
- Wayne- just how much we are expected to do. We have to do suicide prevention training- what we put on staff is hard enough, it's hard enough to teach kids to read and write, but now we are asking them to… we get minimal funding, we are not getting funded to be full community schools
- We are 46th in the nation in education (Rosanna) (Katie note: what does that mean? Why is that happening?) Low prioritization of education
- San Ramon- FUNDING. The LCFF has worked for some but not others; SM is the third lowest funded in the state.

Specific to the political climate:

- Lack of civility (everyone- parents, kids, teachers), exacerbated by the social media

- Social media- every thought, good bad or ugly, is out there; like lightening shared. Hard to be proactive.
- Every leader right now is struggling with a new set of layers of work, philosophies that have to be communicated in way that have
- Leadership in response to today's times
- We combat so much fake news- inaccurate information that swirls around on social media is overwhelming; Boozer- Las Positas went on lockdown, and from social media, we have to get out a message in two seconds- bc you will hear from parents and students, there's a shooter, etc. IT'S a tremendous burden for districts to face.
- Civility and mental health services; I had to get a restraining order for death threats for the political stances we were taking for a particular charter group. We now have to – there is an anxiety there- people are edge for everything- secretaries are feeling like they are taking hits from whatever people are feeling, we are reaching out to parent groups, they look to schools to provide the one safe haven.
- Lack of civility, social media- going there immediate to solve problems; a general sense of fear, especially among Latino families. They are afraid to do things like fill out free and reduced lunch forms.

What are the possibilities for CSU and district collaboration?

- Staffing shortages are key:
    - Special ed, speech/language, Mandarin, psychologists
    - Social workers
- Streamlined placement process for graduating seniors from San Leandro; whether automatic placement, cutting through bureaucracy- will help them "market", help retain enrollment
- Increased opportunity for funding and grants, STEAM initiative grants, computer science pathway, and they need key partners for that (csueb would be the partner/principal investigator). This could be something to leverage regionally.
- Fred Brill: a communication system, maybe quarterly, where there is a newsletter-like "SUPERINTENDENT'S NEWSLETTER" that summarizes new opportunities, doctoral students looking to XXX, ETC.
- Matt: persistence and patience.
- It is helpful to get the superintendents together- to know what programs are locally offered, you learn a lot from colleagues.
- Fred: could the superintendent gatherings be thematically based? Maybe a gathering around ELs, or Special education, then we could grab some of the district designees who lead those.
- Livermore: would like data about how the students we are sending to CSUEB are doing.
- Rosanna: what about working groups to make the partnerships or initiatives actionable? If it's a deliverable- the check in v. the "let's make it happen" and report back to the full group; so taking one of the challenges we've identified and working on it.

Notes from the debrief:

Takeaways:

- Important to provide a safe space and forum for them to talk to each other; but with some structure. (Bobbie)
- We have to make sure we can be thought-partners (Emily)
- We need to be resources, and we have resources to offer. In the next iteration, we should talk about what we do and what expertise we offer and what we could *do* for them. (Mari)
- A "superintendent's letter" to district cabinets (asking superintendents who they would like to receive- compile a mailing list) once a quarter or so that can summarize what we have to offer- as a faculty—perhaps through CRECE; highlight a few things and then have statements about faculty to communicate research interests and current projects
- We need to work with the superintendents around issues and language of social justice; The whiteness of the superintendents- the surfacing of deficit views, for example, in the discussion of the "demographic shift"—it was code for "We aren't white anymore"
- Could part of the next conversation- could that be a thematic discussion- to discuss for example the 'demographic shifts' and through the discussion offer multiple perspectives – not just how they are constructing that shift and its implications but also how their communities are; perhaps activities generating dialogue/different ways of thinking about
- Next steps: Katie will send notes to everyone in DEL, Bobbie will work on newsletter, Emily will work on action items, a thank-you letter from Peg/Carolyn; include in it our next steps from the meeting (and maybe a summary of our takeaways)