

The Board of Directors appreciates the participation of parents and teachers at the evening meeting on Nov. 29, 2004. Members of the Board met following the open meeting in closed session. The results of the meeting are as follows.

### **The Determination**

Given all the feedback the board has received publicly and in confidence, the board has determined that current administrative structure does not possess the capacity to meet both the educational and business responsibilities of SDCCS in manner sufficient to guarantee the program's stability. Moreover, Randy Drabman's current contract is not acceptable as written, nor does the proposal submitted by Mr. Drabman present a viable alternative. Accordingly, no vote was taken to extend the current contract. During the comment period, the Board has received many requests for increased input into the review, evaluation, and recommendation process. As a result, effective immediately, the board has unanimously voted to form the Evaluation Committee (EC).

### **The Evaluation Committee**

The committee's duties and objectives are as follows:

1. Review the current administrative structure and recommend changes as the committee sees fit.
2. Create an evaluative procedure for the Principal.
3. Write any and all administrative job descriptions.

The Evaluation Committee will be comprised of:

- ◆ 5 Teachers, self selected
- ◆ 2 Board Members: Jennifer Currie & Lee Harris
- ◆ 2 Parents, chosen by the committee
- ◆ If possible, an outside professional with charter school experience will be invited to participate.

### **The Process**

In their review of the administrative structure, the committee will solicit input from a variety of sources both within and outside of our school in light of the totality of the school's current and future needs. The budget committee will provide the EC with the

total dollar amount available for the position/s within the administration in fiscal year 2005-2006. The EC will be tasked with allotting this dollar figure in a manner that best meets the needs of the administration as defined by the Charter. This could include offering Mr. Drabman a new contract at his stated salary requirements. The evaluative procedure crafted by the committee will be used for a review of Mr. Drabman's performance prior to May of 2005, and serve as a model for all future evaluations of the position. The committee will present its recommendations to the board at a special meeting in February. Based on the committee's report, the board will determine what if any changes to the administration and its personnel are required. If necessary, a hiring committee will be formed and the board will follow the successful hiring practices that have been established at SDCCS whereby teachers will be entrusted with the primary responsibility of defining the hiring process, identifying and interviewing the candidates.

The Board believes that this process effectively balances the input we have received with our duties as mandated by the charter. Further it presents the best opportunity to meet our upcoming challenges in a manner in which all stakeholders can be heard and the totality of the issues reviewed.

My tenure at San Diego Cooperative Charter has been, in a word, "interesting." The school has grown from a mere conception to a thriving enterprise.

On May 15, 2002, we had 3 students enrolled. By September 2<sup>nd</sup>, our actual numbers were 210. By our second year, we approached 270 students. This year we are an approved K-8 school with approximately 316 students.

The most important part of this enterprise, under my direct supervision, has been the selecting, treatment, and training of the staff. The number one reason parents come to our school is the education their children are receiving.

In terms of my training, this is the single most important part of school administration. "As long as you have a powerful group of teachers and a dynamic office staff, your school will run smoothly." (David Perkins, Harvard Graduate School of Education)

Consequently, I wish to continue my employment with the San Diego Cooperative Charter School under the following conditions:

1. I will receive the same amount of pay (\$90,000) plus a 3% per year increase for 2 guaranteed years plus 1 negotiable year. The 3% would not have to be expressed in dollars. For example, my portion of the Walton Grant called for a laptop and a number of materials to teach Ancient Greek. I would like to keep the laptop and the Ancient Greek dictionary. This would be equivalent to 3% of my salary. In a like manner, I could receive extended vacation time, etc.
2. I will be granted the \$18,000 to implement the Ivy League Connection Plan (attached).
3. I will be allowed to work with the current board to create a democratically structured board

In exchange, I will do the following:

1. Bring in thousands of dollars to set up a foundation for the school.
2. Develop an integral Administrative Program so that when I leave the school, it will not be forced to go "outside" to bring in another administrator.
3. To activate the process of reversing the trend of our operating Board to one of policy.

Randy Drabman, November 15<sup>th</sup>, 2004

**SDCCS**  
**Justification for Ivy League Magazine Network Connection**

The Ivy Magazine Network publishes the Alumni periodicals for Yale, Stanford, Princeton Harvard, Penn, Brown, Chicago, Cornell, and Dartmouth Universities, reaching nearly one million people. The alumni that make up the IVYs are among the most affluent, influential, and sophisticated readers in the nation, and they turn to these publications for information they cannot get anywhere else. In fundraising terms, the LIST is priceless.

In business circles, entrepreneurs are always talking about the “blind spot” in an industry; the opportunity missed by most, that only one or a handful of individuals were able to see and make millions. The same logic applies to public education’s fundraising industry. The individuals at SDCCS have discovered a previous blind spot.

The concept is a current practice at SDCCS. It is called, “Leave No Teacher Behind.” This means that if a school wants to be truly child-centered and score well on standardized tests, the administrators must first nurture their teachers so that they can, in turn, nurture their students. A teacher who likes to come to work performs extremely well. This translates into students wanting to come to school. This is when learning truly becomes child’s play.

SDCCS will take out a single advertisement in all nine alumni periodicals and use the above logic to obtain money from the members on the LIST.

*This portion of the proposal represents a reprint of a section of the Walton Family Foundation Grant application that Mr. Drabman submitted on behalf of the school. While the bulk of the grant was approved, this section was denied. The application of this concept is to print and sell bumper stickers with the above slogan through an ad in these publications. The \$18,000.00 is envisioned as being sufficient to cover the costs of the ads, initial print runs for the stickers, as well as labor for the administration and maintenance of such a promotional campaign.*

The purpose of this addendum is to address four areas I did not cover in my previous proposal. The first is what directly follows. The latter is my concluding remarks.

## I. THE REQUEST FOR A VISION

The ideas contained within my proposal expressed the manner in which I was asked to submit my own vision in order to be retained as the principal of SDCCS. In this context, the maxim of Thucydides is very instructive:

"Large nations do what they wish, while small nations accept what they must."

From this perspective, the Board is "the large nation". I was asked to "accept what I must": To write a proposal that would guarantee the eventuality of my being dismissed from SDCCS. Simply put, I was asked to submit a hierarchical statement: My Vision for the School's Future. I was going to be judged on the creation of a top-down model. Unfortunately, I do not believe in or represent a top-down administrative practice. For this reason, it would be virtually impossible for my proposal to aid in my attempt at reemployment.

It should be noted that former Board members among others have accused me of manipulating the teachers into supporting my principalship and publicly expressed statements strongly suggesting that my tenure at SDCCS has had zero positive effects on the school. Hence, the following examples address some of these issues or at least attempt to explain why someone would make such a claim.

For example, think of there existing, translanguistically as it were—that is, in two distinct languages L1 and L2—two homonymous words 'W':

'WL1' which denotes objects of kind X and 'WL2' which denotes objects of kind Y, XY. In my community, since people speak L1, that is, use the word 'WL1', the only homonym to which I am exposed is the word 'WL1'. Had I been a member of another community where people speak L2, that is, use the word 'WL2', the only homonym to which I would have been exposed would have been the word 'WL2'. Since the word 'WL2' is simply not a word in my community, it is a fortiori not a word to which I can have been exposed or causally connected. I can't have learned (or attempted to repeat) that word. Likewise, had I been a speaker of L2, I couldn't have learned the word 'WL1'.

In a like manner, within our educational community or more precisely within the language that emanates from the Board, the homonym set "traitor" and "trader" are subject to the same linguistic dilemma. It is as if a member of the L2 community ventured into ours and began speaking about the principal being an outstanding "trader," meaning entrepreneur, the leaders in our educational community took that to mean "traitor". Our community then decided to request of the principal a hierarchical (non-entrepreneurial) proposal for continuing his employment. There are many other examples from history.

The clearest example took place in Salem, Massachusetts several hundred years ago. It consisted in determining whether or not someone was a witch. The procedure consisted of holding the individual under water for an extended period of time. If he/she died, the person was not a witch. Asking me to respond in a top-down fashion essentially, not only "begs the question," but is an attempt at determining whether or not I am a credible principal by means of undercutting my authority with staff, parents, and by extension with students. Unfortunately, your process is what Chomsky calls Manufacturing Consent.

## II. KNOWLEDGE AS A PREREQUISITE TO TEACH

Howard Gardner uses Plato's Meno as a first step to introduce cognitive science in his *The Mind's New Science*.

In the Meno, a Platonic dialogue, Socrates persistently questions a young slave about his knowledge of geometry...

The centerpiece of the dialogue features many questions and responses in the approved Socratic manner. Through this interchange, the philosopher ultimately succeeds in drawing out from the boy the knowledge—that a square with a four-foot side would actually be sixteen square feet—that is, twice as great an area than he had supposed; and the knowledge that one can, by geometric maneuvers, inscribe a square that is actually eight square within this larger square. In doing so, Socrates has demonstrated to his satisfaction, and to the satisfaction of the slave's master, Menon, that the youth possesses within him all the knowledge necessary to compute the various geometrical relationships in question...Here, for perhaps the first time in intellectual human history, was an extended rumination on the nature of knowledge: where does it come from, what does it consist of, how is it represented in the human mind?....

Prior to hiring a single staff member, the argument was framed as to the individuals I wanted to teach at SDCCS. The slave boy mentioned above is based on the philosophy of education that "any given credentialed teacher" can fill any given vacant position at SDCCS. Clearly, the slave can be drawn out and taught because he contains the "knowledge" within. However, the philosopher is the one doing the thinking. It is this individual who ought to teach at SDCCS, not the slave. In terms of hiring teachers, my philosophy of administration has to do with going beyond the job description and finding that specific individual who is not only a positive cognitive fit, but also a personality suited to the collective sense of our staff. Hence, it is the person, not the job description that determines the quality of a true educator. This is an ongoing battle I have had with many members of the board throughout our evolution as a school to view teachers as philosophers not Plato's Slave Boy. Now, instead of looking at me as an individual, I have been morphed into any given Platonic "Slave Boy."

## III. EDUCATIONAL SUMMIT

As explained above, the proposal I was asked to submit was from a hierarchical

perspective i.e. MY VISION. My addendum has to do with my plan for shaping a collective educational vision from the staff at SDCCS.

In June of 2005, a survey will be sent out to all staff at SDCCS. It will cover the following topics and give feedback to those charged with writing initial position papers. In mid to late August, all staff will be called back to attend an Educational Summit to determine our next 5 years regarding previously discussed Educational Topics.

1. Special Education
2. Student Assessment
3. The Meaning of Leave No Teacher Behind.
4. Academic Freedom vs. Uniformity
5. Constructivism vs. Public Education 2005 USA
6. The Teaching of Mathematics.
7. The Teaching of Reading.
8. The Teaching of Language Arts
9. The Teaching of Science
10. The Teaching of Social Science
11. The Teaching of Philosophy/Critical/Creative Thinking.
12. The Working Definition of the Proletariat.  
Is it the person or a job description?  
Does the person define the position?
13. Are Teachers Merely Technicians?
14. What is the schools responsibility for educating the parents?
15. What is the meaning of Classroom Management?
16. Student Behavior Management.
17. Student Portfolios
18. Teacher Portfolios

19. Communication
20. The Unexamined School is not worth Existing.
21. Fund Raising
22. Administrative Practices and Accountability
23. The Teaching of Fine and Performing Arts.
24. The Teaching of Foreign Languages.
25. Board Practices and Accountability.
26. The Teaching of Classical Greek.
27. The Educational Concept of a Parent Coop.
28. School as a Business.
29. The Importance of PARENTS.
30. Student Safety

The staff will be organized into 6 groups with 4 members in each group. Each group will create a position draft on 5 topics. The topics will then be presented to staff for ratification. Those topics that have been ratified by the staff will be presented to Board for adoption.

#### IV. EDUCATIONAL ADMINISTRATION

Finally, what is educational administration? From my perspective, the question regards solving the multiple dilemma of a public educational system located endemically within America's Political Economy.

Educational Administration is the application of Classical strategy to contemporary educational problems. The model is as follows:

- A. Socrates taught Plato
- B. Plato taught Aristotle
- C. Aristotle taught Alexander the Great.

The philosophical is gradually transformed into the strategically practical of Alexander the Great's Campaigns. His chess like moves were laced with the philosophical import of both Plato and Aristotle, and as Whitehead said "The history of philosophy is mere

footnotes to Plato.”

These classical strategies apply to every educational domain from Special Education to Theories of Instruction and Evaluation. For example, to recover the facility grant from the Department of Education, Alexander the Great's innovation of first baiting then trapping one's opponents between dual phalanxes was implemented. In this instance, the phalanx consisted of San Diego Unified School District on one side and the County Office of Education on the other. The opponent was enticed to take the bait and occupy the ground between both phalanxes. Consequently, we were able to obtain the funding.

I hope this gives the reader a tiny glimpse into my administrative world. There are many other aspects from behavioral intervention through helping teachers and parents to teaching Classical Greek that you do not experience on a daily.. "and so it goes.."