



### Castlemont Community Meeting

October 11, 2014 · LCAP/Budget · Updates to the Strategic Plan  
Moderated Superintendent & Executive Cabinet Q&A

#### ACADEMIC PROGRAMS , STUDENT SUPPORT, SCHOOL QUALITY, TRANSPORTATION & BUDGET

QUESTION	RESPONSE
<p>There is a huge big disconnect between general education and Special Education. For example: Art, Music, Prep periods and breaks. Some Principal’s feel PEC is responsible. How can you bridge the gap that is going on? These are all OUSD students regardless of their disability.</p>	<p>Programs for Exceptional Children (PEC) is actively pursuing providing prep teachers to support elementary sites without prep for Special Education students in their budget. For many reasons, inclusion being primary, Special Education students need access to peers during those prep periods and should not be excluded.</p>
<p>What are the plans to transition our schools to linked learning curriculums or models?</p>	<p>The transition has already begun as a part of the Career Pathways Trust Grant. We’re collaborating with our higher-ed (college) partners and our linked learning staff have visited with other successful models outside of Oakland for key learnings and best practices.</p>
<p>Translation from Spanish: We need more support for our children at schools and to know how to talk to them so that they can be focused so they can attend college and be successful in life.</p>	<p>We agree, when principals, teachers, other school staff and parents work together to support our students they do their best. Our goal is clear, all Oakland students graduate college, career and community ready. We are increasing supports to students through counselors, behavioral health services, school based health centers, restorative practices, trauma services, college awareness and counseling and a host of other activities. We are working with our principals, teachers and staff to build effective relationships with students, create safe and supportive classroom environments and to hold high expectations for ALL students. Our community schools strategy is designed to remove barriers to student success, address underlying issues that may district students from learning and to support their focus on school and future life goals.</p>
<p>In Fremont, funds are needed to have classes that students like or want to take to motivate them to attend school (i.e., music). How can the school get funds?</p>	<p>We are looking at all of our high schools and discussing how we can add to, or restructure them, to be more engaging, be best positioned to meet the needs of every student and sparking their passion for learning.</p>
<p>Can you help us get supports in place to jumpstart “personalized learning” at sites that want to jump into it?</p>	<p>We can help and plan on supporting schools that have plans to get a jump start. Schools contact the Director of Linked Learning. For schools that are not there we plan on supporting them by introducing and helping them explore how linked learning can benefit all students.</p>
<p>Oakland has such a hub of art and artistic energy. Is that why we</p>	<p>We absolutely need to do more with tapping into the artistic wealth in our community. STEAM is a step in the right direction, but we can do more in</p>

<p>stopped talking about STEM and started talking about STEAM and supporting Arts in schools?</p>	<p>supporting Arts as an integral part of a well-rounded education.</p>
<p>What importance does your plan (or view) for the district place on providing performing and fine arts in our schools?</p>	<p>We believe in providing a diverse portfolio of school choices to Oakland families. We value the Arts and recognize that this is an area of growth for our district in terms of pathways and perhaps magnet programs as a way to attract and retain families in Oakland Unified School District.</p>
<p>Translation from Spanish: What are you going to do to at the school level with programs to make sure our kids can go to college?</p>	<p>We are using assessment data to make sure all students are on grade level and if they are not, we are creating meaningful opportunities and implementing programs that will assist with getting them on grade level. We are also making sure that students have opportunities to take college classes, Advanced Placement, and IB (International Baccalaureate) in high school, which will expose them to the rigor needed for success in college. Finally, we are doing the work to make sure teachers have and can be trained on instructional strategies that will challenge students to think critically.</p>
<p>Foreign Language classes are missing in Oakland schools—We need them. (German, French, Mandarin)</p>	<p>We agree and will look for opportunities to expand course offerings in this area for next year and beyond. A second language is an important part of a well-rounded education and curriculum, particularly at the secondary level.</p>
<p>My son’s school does not have a school garden program. The outside lights are left on all weekend during daylight hours. A teacher told me his recycle bin doesn’t get emptied enough and is too full to use. The city of Oakland is one of the greenest cities in America. Why can’t our school reflect this? Can we get funding for Garden Education at all schools?</p>	<p>Recycling is an important practice in OUSD. Our school site custodians are trained to empty recycling bins daily. To ensure that all custodians are emptying recycling bins daily, we will communicate in writing our standard and expectation to all of our school site custodians. To continue our pursuits as a district to become more and more green in our schools, we have established through our Facilities Department we have established our “Solar Initiative Project”. This project includes installing solar panels at 17 of our schools. All of our newly constructed buildings like the LaEscuelita Educational Complex and Lincoln School Modernization projects are examples of our focus on using green materials to effectively and efficiently become more green in our schools/District. Conserving energy and our resources is important. We will communicate to our school site staff to ensure that outdoor lights are turned off after evening school events. Some lights are sensor lights and can be set with a timer to turn off at designated times.</p>
<p>Student support services targeting emotional wellness have historically been considered a luxury. How will you strategize planning and prioritizing and achieve emotional wellness for all students.</p>	<p>You are correct, in tight budget times, unfortunately, support services and enrichment offerings are often curtailed. California remains at the bottom in per pupil funding, nevertheless, the new state Local Control Funding Formula is bringing additional funds to OUSD. Our first Local Control Accountability Plan (LCAP), approved by the board in June 2014, is our three-year plan to accelerate student achievement. In our LCAP there are goals and investments to bolster student support services. For example, as part of this new funding formula we increased the placement of school counselors at our schools. Social emotional learning, restorative practices, student engagement, health services and other student supports are also identified in goal areas. Please see our full LCAP on the district website, particularly section 3, to see how we have prioritized this area.</p>
<p>More and more jobs are requesting bi-lingual applicants.</p>	<p>Yes! One of our goals is to support students to earn the Seal of Bi-literacy upon graduation. One of the ways we are doing this is through the development of Dual</p>

<p>Can money be used to teach a Foreign Language as part of curriculum beginning in Kindergarten and ending in 12<sup>th</sup> grade?</p>	<p>Language programs and a PK-12 Dual Language pathway that allows students to learn all content in English and the target language. In addition to this, we absolutely need to offer student foreign language instruction prior to high school, and as early as elementary.</p>
<p>How will investment towards academic, behavior and social-emotional learning interventions increase to prevent the over-identification of students who are referred and set to Special Ed?</p>	<p>Programs for Exceptional Children and CSSS staff are collaborating on developing a continuum of services and interventions which address social-emotional well-being and behavioral supports for all of our students.</p>
<p>A large percentage of our Oakland students are English Language Learners; however, only a small percentage of these students (and their families) are receiving the necessary resources to be fluent in English. What is the district's focus for funding programs and schools that serve these students?</p>	<p>This year, all schools with high numbers of ELLs received supplementary and concentration funds through LCFF to address the language, content, and social-emotional needs of these students. Moving forward, we will also use LCFF funds to support the development of quality newcomer and Dual Language programs as well as new ELD curriculum aligned to the new ELD standards.</p>
<p>What is OUSD's plan to move forward with the Office of Civil Rights investigation? And what is it doing this year to address disproportionate suspensions?</p>	<p>We have a comprehensive team that has put together a three year plan to address the OCR investigation, but more importantly, to make sure every student is afforded the best education and opportunities to succeed. This year we will be focusing on intentional efforts to reduce suspensions and increase engagement for African-American male students. We will also work with teachers and school leaders on becoming culturally competent and setting up systems in schools to reflect that.</p>
<p>What is your thinking/policy regarding grade advancement at OUSD not automatic or auto-metric?</p>	<p>We need to develop a district policy around this issue, based on research and with flexibility. The ultimate consideration is what is going to provide the best outcome for the child. Sometimes this can be achieved with acceleration and sometimes it can be achieved by age appropriate grade placement with greater enrichment opportunities.</p>
<p>Translation from Spanish: What can you do as a Superintendent to support all students who need therapy rather than leaving it to those who apply or request it? How do you get therapy for everyone who needs it, generally speaking?</p>	<p>We want all of our students who need <i>and</i> request therapy to have access to quality therapy. We have almost universal access to mental health services at our schools and our 16 school based health centers also provide behavioral health services. Additionally, all of our schools have Coordination of Services Teams, who review student data (academic, social, emotional) to determine the types of services students need, so as you name, students who need services get it, not only those who request it.</p>
<p>Translation from Spanish: How will you make sure students are the priority?</p>	<p>We have selected 3 goals this year and all of them are focused on students, as they should be.</p> <ol style="list-style-type: none"> <li>1. Quality Schools (safe, clean and healthy)</li> <li>2. Deepening Common Core Instructional Practices (text, talk, time, and task)</li> <li>3. College and Career Readiness (deepening literacy instruction through all content as well as social and emotional learning)</li> </ol>

How are we as a school district committing to address the socio-economic needs of our students?	We are focused on providing every student, regardless of their socio-economic status, the very best educational opportunities to help them succeed. This means ensuring there are quality schools in every region of the school that meet the needs of all students.
Student busses (yellow for SpEd) are inconsistent and late while impedes student learning. What is being done?	In June of 2014, a decision was made to switch our Programs for Exceptional Children transportation partner to First Student. First Student comes with an impressive record of transporting students and specifically students with disabilities. Yet, our transition planning, scheduling, and verification of student data systems were less than adequate creating inconsistent and late routing of students to school. We agree that this is unacceptable and are currently aligning our information system, routing and schedules with First Student in an effort to ensure that every student arrives to school on time. We are also conducting after-action reviews and maintaining a database of every late or mis-routed student to avoid these types of missteps in the future.
Translation from Spanish: If you said that every student is important, How can you support students with low academic abilities?	We realize to meet the needs of every student we must have programs and instruction that will address their weaknesses. Through the use of data we are identifying those areas and providing opportunities for students to grow.
When is Castlemont going to get the same Special Education capabilities (SDC/SA classrooms) as every other HS in the district? Oakland HS and Skyline have this, why not us?	It is extremely important to us to ensure that every area in Oakland (West, East, North and South) has Special Education Programs strategically placed for access and options to all of our families. Currently, our Programs for Exceptional Children Department is analyzing the location of programs and realigning them to the needs of students/families. We are committed to providing Special Education Programs and classrooms that meets the needs of our community.
When will dance be considered as PE for freshman? This allows students to fulfill requirements for graduation, enjoy electives and become aligned with career pathways.	We need to be evaluating our course offerings across the board to ensure that they are relevant and meaningful for our students. Dance as a PE credit is a great idea. We will explore this option further with the state as we plan for next school year.
Establishment of more or expansion of Special Education schools that address mild to moderate students with disabilities. For example: Dyslexia = classroom support.	Dyslexia can be addressed by the reading clinic and/or the SIPPS pilot program. PEC is moving towards building a seamless continuum that supports students with common goals, not disability categories.
I'm not sure I like the question presented today. While I agree with the concept of starting with the end in mind, a lot of parents here cannot answer this question. A lot of us don't know what a safe and healthy school would look like. But, a lot of us like me have	One of the basic needs is safety. We understand that without that feeling it is very hard to function, let alone teach and learn. We will work with schools to assess where they are in this area and work with the school community to establish a safe school community. This may mean physically, emotionally or both.

<p>ideas of what to do to build a safe and healthy school. I would love to see social emotional learning workshops at my school and others. This feeling of being unsafe—that stems from emotional and physical violations has its roots in each individual mind. Can we teach emotional intelligence at our schools? Can we and our kids be safe at our schools?</p>	
<p>I am an I.A. for Special Education and I would like to know how to help students that have behavior problems so that they can be successful.</p>	<p>PEC holds a behavior round table on a bi-monthly basis and anyone can attend. IAs should have access to the Behavior Support Plan (BSP) and training provided by the teacher.</p>
<p>I would like to know what is going to happen to our children in Special Ed. Some of us I.A.s would like some training to know how to help and support them to be successful. Also, we don't have enough supportive materials or know how to implement some of the materials that we have.</p>	<p>Paraprofessional Training is occurring on 10/15 and every other 3<sup>rd</sup> Wednesday of the month. Professional growth and training opportunities will increase as the Special Education Strategic Plan is implemented. Additionally, PEC is looking at opportunities to partner with a college to provide a certification program.</p>
<p>What process/funds/protocols are being developed or are going to be implemented to support the growth and effectiveness of teachers?</p>	<p>Teacher growth and effectiveness is at the heart of improving our schools. We have a teacher effectiveness rubric that is guiding the work of teacher evaluation in nineteen of our schools. By having a common framework, we will develop a common shared understanding about what effectiveness means for all teachers and the results for students.</p> <p>We can also identify priorities for improvement and specific criteria for teachers to move along a continuum towards being “highly effective” in all areas. The rubric is based on the research of Charlotte Danielson. Even for schools who are not in the evaluation pilot, we are prioritizing certain elements of the rubric this year for ALL teachers in order to begin to calibrate the art of instructional practice across classrooms in OUSD.</p>
<p>Can we limit the number of teacher interns like Teach For America per site? Reach Academy has 5 interns and needs teachers with more experience. A high concentration of interns at a low-performing site is a recipe for disaster.</p>	<p>Teachers (both interns and BTSA eligible) are all receiving BTSA support. A full-time coach has been provided to support the new teachers in the moderate/severe classrooms. Professional development was provided on the buy back day to all teachers regarding curriculum and instruction. A series of 3-2.5 hour trainings were provided to new teachers during September. Additionally, the teacher-leader model has been implemented this year and many of our special education teachers are receiving additional classroom level support.</p>
<p>Why do so many of our PEC coordinators have jobs that are</p>	<p>While the transportation issues are being addressed, Kara Oettinger, Executive Director for Programs and Services, has been assigned to support OTs, ATs, SLPs and</p>



<p>too large for one person? For example, the coordinator of Special Ed transportation is also the coordinator for all itinerant Special Ed staff (SLPS, vision offering, OTS, PTs). We have been left out in the cold while she tries to fix transportation.</p>	<p>PTs.</p>
<p>Translation from Spanish: How will students be motivated to be in class on time?</p>	<p>Students will be motivated to attend class on time through engaging and meaningful learning opportunities. We are working on what this looks like in every classroom and on every grade level, then we are supporting schools and teachers with what they need to get there.</p>
<p>Translation from Spanish? How can you help teachers improve their teaching?</p>	<p>We take the work of improving the quality of our teacher's skills seriously. Research shows the number one impact on student achievement is the quality of the teacher. We provide ongoing opportunities for teacher development, including buy-back days, special evening and weekend events and a comprehensive course catalogue. In addition, the principal's primary job function is to ensure an effective teaching staff by observing, providing feedback and coaching to teachers. The principal is designed to be the "lead learner" in the building, since they were at one time an effective teacher and have been trained in how to support teachers of all levels towards improvement.</p>
<p>How can the district help first time teachers in classroom management and implementing their lesson plans to incite students to want to learn? Is there a class to teach teachers how to modify their lesson plans for Special Ed students?</p>	<p>Teachers (both interns and BTSA eligible) are all receiving BTSA support. A full-time coach has been provided to support the new teachers in the moderate/severe classrooms. Professional development was provided on the buy back day to all teachers regarding curriculum and instruction. A series of 3-2.5 hour trainings were provided to new teachers during September. Additionally, the teacher-leader model has been implemented this year and many of our special education teachers are receiving additional classroom level support.</p>
<p>Are STIP subs a good idea? Assuming they do pull outs or push ins—it seems weak.</p>	<p>Our substitute teachers have been a great support to our schools and provide much needed teacher support particularly at our sites that have teacher vacancies. While we'll always seek to fill available teacher positions at our schools, in those instances in which we can't, a substitute teacher is a viable option. Principals can make the decision as to the best use of the substitute in their school—whether this is pull out or push in all depends upon the need.</p>
<p>In order for teachers to provide effective instruction, support services need not to be a question as to how will sites pay for it, realizing its funding and teaching and learning department so that schools receive meaningful direct services?</p>	<p>We have current structures in place to support teacher growth and development, including monthly learning opportunities and more extended offerings on buy-back days. This year we have developed a catalogue of course offerings which outlines the different options available to support effective instruction. Going forward into next school year, we will be engaging in a process to redesign the support model provided by central office to schools to ensure it is in alignment and supportive of school needs.</p>
<p>What are some specific steps that are being taken to ensure that sites benefit from a school district</p>	<p>We want to be known for how well we graduate students to be prepared for college, career and community. To do this work, every department must be in synch and have systems that are solid, transparent and have accountability measures. We</p>

<p>that is accountable for quality in every aspect of the organization?</p>	<p>are reorganizing departments and systems with this intent. We will then establish consistent ways to communicate how well we are doing in those systems and what we need to do to improve.</p>
<p>What are some action steps to ensure that teacher and principal retention is a district priority as this directly impacts who/how we work collaboratively to improve daily instructional practice?</p>	<p>We realize there is a shortage of teachers and principals. We want to keep them and empower them to grow new teachers and principals. To do this, we must look at pay, honor their work and provide professional growth opportunities.</p>
<p>What's OUSD's plan to ensure all OUSD schools are fully staffed at the beginning of the year and receive all the needed resources?</p>	<p>We are currently operating in the context of a state-wide teacher shortage. It has been and continues to be a very challenging hiring year with increased demand for teachers across the greater Bay Area compounded by a decrease in the number of teachers coming out of teacher credentialing programs. We pursued a number of strategies to recruit a sufficient number of teachers to fill all of our vacancies for the start of the year, including offering early contracts to teachers in high demand credential areas such as Math, Science and Special Education, participation in the Visiting Educator's program to recruit teachers from Mexico and Spain to staff our bi-lingual programs, and specific outreach to Historically Black Colleges and Universities and Hispanic Serving Institutions. Unfortunately, despite our best efforts, we were not able to start the school year fully staffed, and we continue to recruit for some ongoing vacancies. While we continue to search for fully credentialed teachers, we are prioritizing classroom vacancies for skilled substitute coverage.</p>
<p>How are you holding Principals accountable for student academic achievement? Students may have A's or B's but are failing state tests—What's the correlation and where's the accountability?</p>	<p>Each school has created goals for the year. Their supervisor is responsible for supporting them in meeting their goals by examining data, observing classes, arranging PD and coaching principals on what is needed to reach the goals, this could include grade alignment to standard proficiency.</p>
<p>We need better marketing for our schools and need to improve safety to attract young, new parents.</p>	<p>We are redesigning our Quality School's process that will measure what schools have and need to have to meet the needs of every student. Once we have assessed the needs, we will engage the community in how to strengthen schools.</p>
<p>Given how rampant child trafficking and exploitation is in the Bay Area in general and Oakland specifically, what is OUSD's strategy to prevent our children from falling prey to those exploiters who would victimize them?</p>	<p>OUSD is a leader and pioneer as a district is addressing this issue. We convened the city's Commercially and Sexually Exploited Children's Task Force (CSEC). We are part of a public relations campaign to raise community awareness about this issue. We are in the process of implementing a prevention curriculum at our middle schools. We are working with our partners on the Task Force to bring additional case managers and prevention services to address this issue. Additionally, we have increased training and awareness of the importance of school safety in helping to prevent our children from being exposed to potential traffickers. Our school police along with city police work to create safety along routes to school and around school perimeters. We will remain actively engaged as a partner in the city to address this issue to protect our children.</p>

<p>What are your thoughts around police in schools? Are you willing to explore removing them from schools? Why or why not?</p>	<p>Our school campuses are some of the safest places in Oakland. Yet, the crime rate in the city of Oakland is higher than the national average. Therefore, we must partner with our Oakland Police Department to ensure that our schools remain safe. Currently, we have School Security Officers (SSOs) on our campuses to secure the perimeter of our campuses. The SSOs work closely with school administrators to ensure safety procedures are implemented by students, staff and community. We also have an OUSD Police Department whose mission is to support the educational mission of the District by ensuring the safety and security of the District’s students, staff and property, providing a reassuring, visible presence when needed, responding quickly to calls for assistance, reports of crimes and emergencies.</p>
<p>How do you plan to address the issues of funding to truly middle class schools (not Title I schools) where the district relies too much on parent fundraising to fill gaps?</p>	<p>The District distributes funding to schools based on a per pupil formula. This basic allocation allows sites to meet the basic needs of running a school. As noted, schools with a large population of low income students receive additional resources - through LCFF supplemental funding and Title 1 - while those in wealthier communities rely on parent fundraising. We strive for equity, but are challenged by the overall low level of funding to schools in California.</p>
<p>Translation from Spanish: What is the goal for this year?</p>	<p>We have selected 3 goals this year and all of them are focused on students, as they should be.</p> <ol style="list-style-type: none"> <li>1. Quality Schools (safe, clean and healthy)</li> <li>2. Deepening Common Core Instructional Practices (text, talk, time, and task)</li> <li>3. College and Career Readiness (deepening literacy instruction through all content as well as social and emotional learning)</li> </ol>
<p>Translation from Spanish: How will you ensure students are safe?</p>	<p>Our school campuses are some of the safest places in Oakland. To maintain this level of safety we provide annually Safety Day training for all school staff, enforce policies and procedures for visitor sign-in and sign-out, have established a new practice of all staff having a picture ID to identify themselves as authorized personnel on our campuses. We also have an OUSD Police Department. Our OUSD Police Department ensures the safety and security of the District’s students, staff and property, provides a reassuring, visible presence on campuses when needed, responds quickly to calls for assistance, reports of crimes and emergencies. We also have School Security Officers (SSOs) strategically placed a school sites where the violence and crime rates in the city are high. Besides physical safety, we also believe in emotional safety. We have an anti-bullying policy for all of our schools and are committed to restorative justice practices when conflict arises. We also believe in food safety and have put in place this year quarterly audits of all of our school kitchens. Our 1<sup>st</sup> audits were done during the week of October 6<sup>th</sup> -14<sup>th</sup>.</p>
<p>Even if we achieve equity among schools, there won’t be equity until we make sure this is equity in each class. Principals are constantly playing favorites not based on merit. Every teacher and every student needs equal access to support. One class should not be overlooked with the most at-risk students, especially without support.</p>	<p>We have intentionally redesigned school supervision teams, each network has a smaller number of schools to oversee and Network Teams include a Network Superintendent, Deputy Network Superintendent, School Improvement Partner and Data Assessment Partner. This shift has allowed us to get into schools more frequently and examine and identify focus areas. This is an area that we have identified and are addressing. We are also creating opportunities for more comprehensive visits that will include teacher focus groups and student focus groups.</p> <p>In addition, we setting up consistent and transparent ways to communicate important information to teachers and other staff. This will assist in shifting the</p>



<p>Classes are segregated within schools. How do we achieve transparency when Principals will not provide teachers/parents with information needed and teachers do not get information Principals are given at their meetings. Can you post at that information online? With the internet you can get direct feedback from teachers.</p>	<p>culture from being siloed to transparent.</p>
<p>How do you feel about bullying? What is your plan to handle the problem or do you even have a plan?</p>	<p>We want all of our schools to be bully-free zones, and safe places for all students. We do have a plan and we are addressing bullying through prevention curriculum and activities as well as training for school staff on how to address bullying when it does occur. Two years ago we took 12,000 OUSD students to see the No Bully documentary movie. Students received pre and post classroom lessons around this field trip. Many schools use curriculum, such as Caring School Communities to build positive school culture. We recently received bullying prevention grant to strengthen our work in this area through additional training of school staff, students and providing coaches to support schools with this issue. We know that any incident of bullying is unacceptable and that we need strengthen our efforts in this area.</p>
<p>Who will monitor the schools other than the Principal to make sure that every ethnic group/nationality needs are being met?</p>	<p>We have intentionally redesigned school supervision teams, each network has a smaller number of schools to oversee and Network Teams include a Network Superintendent, Deputy Network Superintendent, School Improvement Partner and Data Assessment Partner. This shift has allowed us to get into schools more frequently and examine all focus areas including sub-groups and how they are succeeding.</p>
<p>The Anchor Grant is going away— What is the district going to do to replace it?</p>	<p>OUSD is not familiar with a grant with that title. Please supply us with more information and we will be happy to investigate further. Please email us with additional information</p>
<p>Why can't OUSD do an audit? According to the Tribune you've failed this since 2004.</p>	<p>Since the State's takeover in 2003, the State Controller's Office (SCO) has been required to provide audits of the District's finances and compliance with state and federal regulations. They have had difficulty completing audits in a timely manner, partly due to the condition of District recordkeeping. However, the District's financial systems and documentation have improved considerably over the past five years. In 2013, the District hired an outside auditor to provide an independent audit, in cooperation with the SCO. That audit, which confirms that the District's financials are in good shape, will be released soon. The District will continue to move toward completing timely audits.</p>
<p>What will OUSD do differently to make sure that we track LCFF spending accurately given the district's challenges with completing audits?</p>	<p>The District has significantly improved its financial recordkeeping over the past five years and will not have a problem tracking LCFF resources. The LCAP process requires the District to demonstrate that funds have been spent according to the LCAP. As we provide updates to LCAP during the year, LCFF funds will be clearly identified.</p>
<p>We are spending \$38.5 plus on transportation. We've seen the</p>	<p>Special Ed has been an area of increased focus over the last 2-3 years, we have elevated the department lead to a cabinet-level position and under the direction of</p>

<p>transportation service just fall so flat and this effects our kids. Also, we see Special Ed as a large part of our budget. Special Ed is also not meeting our student’s needs. Teachers not in place on day one! Supplies not available as well and still not available. Is it time to do an audit of this department?</p>	<p>the Board of Education enacted a number of reforms. We have obtained outside consultants to evaluate special education operations and developed an improvement plan which we are currently implementing. In addition special education is subject to regular audits just like all departments in OUSD.</p>
<p>Why did the OUSD board decide not to fund school libraries?</p>	<p>Ruth: For the past several years, the District provided central support for libraries through the Measure G parcel tax. For 2014-15, the District decided to shift how Measure G funds were allocated to provide more resources directly to schools.. As a result, school libraries were not centrally funded. However additional resources were provided to school sites to allow them to use for libraries or other site-determined needs.</p>
<p>Why should I vote for Measure N? Where is assurance that the funds go where they are supposed to? What if OUSD decides to spend the money elsewhere? After the tax payers passed Measure G (funds school libraries) and OUSD is taking money this year.</p>	<p>The District cannot advocate for or against Measure N. However we can explain what Measure N will do for our District: Ensure every OUSD student has access to academic courses in English, math, science and other core programs for admission to a 4-year university. Prepare all students for entry into college and apprenticeship or job training programs with major employers. Reduce dropout rates by expanding the counseling, tutoring, mentoring, and other support services that keep students at an 84% graduation rate.</p> <p>Measure N is a \$120 school parcel tax that will expire in ten years, unless renewed by voters. Low-income residents and senior citizens are exempt. Measure N includes strict financial accountability including a 5-member Independent Citizens’ Oversight Commission with expertise in financial audits that will review all spending. Every dime generated by Measure N benefits our local schools and students, and cannot be taken by Sacramento.</p> <p>All of the funds collected under Measure G, the existing parcel tax, are being used for the purposes identified in the Measure G ballot measure. Libraries were one of several allowable expenditures.</p>
<p>Translation from Spanish: How can a school get financial support so that the classrooms are functional? (i.e., As a mom I volunteer so I see children not copying what the teacher writes on the board—I ask why and they say because they don’t have a pencil.) How can we make sure all students have what they need?</p>	<p>OUSD has always strived to ensure each student had what they needed to succeed, although we have not always been successful. Under Supt. Wilson’s leadership there is a re-newed commitment to open channels of communication with school sites so we are aware of their needs prior to problems arise and can satisfy those needs in a timely fashion.</p>
<p>How is the district supporting school sites to participate fully in LCAP development and implementation?</p>	<p>Last year we adopted our first LCAP, the district’s 3-year plan to improve student achievement, with the input of almost 5000 stakeholders. This year we are planning to improve our specific outreach and participation with school sites to engage more about progress monitoring and priority setting. School sites also participate in LCAP through their SSCs. SSCs work with the principal and the</p>

	school community to develop their site plan which should include goals and strategies to address the needs of LCAP target populations (low income, foster youth, ELL students, as well as our district identified groups including special education and African American male students)
We need more funding for our schools and making sure families support our OUSD schools.	OUSD and our allies are major advocates for the Local Control Funding Formula that has redistributed funding in California and increased funding for OUSD. We will continue to advocate for additional funding state-wide. With the dollars that we currently have, we are allocating a greater share to school sites.
Will the process be changed for approving school site plans before funds are released?	We are working to make sure School Site plans are living documents that have measurable goals and outcomes. We will not hold funds from schools, but we will hold schools accountable for meeting the set goals.
Is it possible to receive actual numbers and the breakdown of each dollar spent?	Important budget information is located on our “hot topics” section of the OUSD website Under the “Community Budget Engagement,” you will find the 2014-15 revised budget, school budget snapshots, and presentations detailing LCAP and our budget allocations.
We need better help with funding our sites and make sure we check-up where we stand.	We are striving to improve transparency. Over the last several months we’ve posted the major budgets documents indicating where the funds are spent. We encourage you to review the materials on the OUSD website listed under “Community Budget Engagement”
Is LCAP planning for 3 years with implementation after? OR 3 years of planning and implementation?	LCAP is a rolling 3-year plan that is updated every year. The first year for implementation is this year, 2014-15.
Teachers are having problems with their paychecks?	Once a teacher has been onboarded into the OUSD system, paychecks should be received regularly. When there is a problem, the payroll department will investigate and get a replacement paycheck issued within a few days.
How and when are the issues raised—the Grand Jury Report—about the OUSD budget inadequacies being addressed? (Issues like: accuracy, completeness, poor credit rating) What is the timeframe for change?	The inadequacies of financial systems raised in the Grand Jury Report are being addressed. The District hired an outside auditor to independently audit the District’s financials for 2011-12. The auditor found the financials to be accurate and complete (the report should be issued within the month). The outside auditor will begin the 2012-13 audit in November, and, as soon as that is complete, will begin the 2013-14 audit, with the intent of being caught up by June 2015.
You should go to the richest schools in our district, make a list of what they have in terms of support for their teachers and students and make sure the rest of the schools in OUSD have the same.	Contrary to popular belief, low-income schools actually receive significantly higher per-pupil allocations than schools with higher income populations. All schools receive the same basic per-pupil allocations for books and supplies. Those schools with low income students in more challenged neighborhoods receive additional funding per-pupil. Some schools may have additional parental support. However the distribution of resources is intended to balance that by providing additional funds where families have less financial flexibility.
We need funding for art, music, dance and theater programs at all school sites.	There is an opportunity to express funding priorities for LCAP engagements and at the site level through the school governance process.
Is it true that charter schools take	All students in OUSD community schools and district approved charter schools are

<p>funding away from district run schools?</p>	<p>OUSD students. In California, funding follows the student, so when a student leaves a district community school and attends a charter school, the funding for that student is transferred to the charter school.</p>
<p>How does each school justify its budget and how funds are spent especially when they veer far from numbers for or recommended budgets?</p>	<p>School sites are allocated funding each year based on formulas. The school principal then decides how to allocate funds to best serve students at that site through a public process involving the school site council. During the school year, a financial analyst from the budget department meets monthly with the principal to review the site budget and to ensure that spending is within the approved budget.</p>
<p>Is there a plan to get the district's \$50+ million debt paid or forgiven?</p>	<p>The District is current with its State Loan Payments which is approximately \$6M per year. These payments are scheduled through 2026. We will continue to pursue loan forgiveness, or reduction working with State Legislative representatives and other affiliates.</p>
<p>How does funding work for charter schools?</p>	<p>The state allocates a specific amount of funding per student regardless if that student attends a charter school or an OUSD community school. If a student chooses to attend a charter school, funding then follows that student to a charter school to support their education.</p>

## PARENT ENGAGEMENT

QUESTION	ANSWER
<p>When will the district revise the family engagement standards to reflect LCFF requirements for family and community engagement?</p>	<p>The board approved family engagement standards provide research-informed best practices for high quality family engagement at every level of the district, including school governance. LCFF regulations do require a district LCAP parent advisory body. Currently, SSC members are being elected at their school sites. As part of these elections, SSCs can nominate parent SSC members for the district advisory body. At the upcoming Oct 25<sup>th</sup> SSC Summit, voting will take place. The district LCAP Parent and ELL Parent Advisory Council will have representation from each of the 7 Board of Education districts. The advisory will meet throughout the year to advise the district on progress monitoring and annual approval of the LCAP.</p>
<p>How are you going to make it clear to Principals that parent participation is needed in schools and we need to work together to get our students where they need to be especially when some have a Superman complex?</p>	<p>We understand how important the role of parents/guardians is in education and are shifting practices to invite parents to participate in specific ways. This shift includes communication, consistent outreach and meeting parents where they are.</p>
<p>How do you plan to include parent to improve the schools?</p>	<p>We want and encourage parent involvement at all levels of the district, from active engagement at their child's school to district level engagement through advisory bodies. At the school site level, we are actively recruiting parents to serve on the SSC. Schools also have many other opportunities through parent groups like PTAs, math and science nights, parent-teacher conferences, "chats/coffee with the principal" sessions, parent volunteers, etc. All of these avenues for parent involvement help to improve schools. Specifically, the SSCs are designed to be part of the continuous improvement efforts of the school. Also, we are training parents through our Parent Ambassadors program and new online parent leadership toolkit on how to best support the transition to new academic standards, the importance</p>

	of school attendance and positive behavior as well as the focus on college and career readiness.
Helping out with our family support for our school sites. We need more services at our sites.	We would like strong family supports at every school. Many schools do have family resource centers and/or family engagement staff to connect with parents and offer many services to support families. One of our goals this year and over the next several years is to support all of our schools to establish family welcome and resource centers. Please reach out to your school principal, teacher, community school manager, family engagement staff and/or other staff members to express your interest to have more family supports at your school.
How are you going to balance opportunity for those students that don't have high parental financial support?	We want each of our schools to be engines of opportunity for all of our students. Our community schools strategy is designed to ensure that all of our students, no matter how they are situated in terms of resources and access to opportunity, get what they need to graduate college and career ready. Many of the services we offer, ranging from our school based health centers and counseling to tutoring and high quality after school and summer programs are there particularly for students without access to these resources through their neighborhoods or families.
When doing community/student/parent engagement, how will that look? (Ice breakers, Community building, Student-friendly?)	First and foremost, we want all of our community engagements to be respectful, responsive and meaningful. There are many different purposes for engagements with students, parents and community members. Some are informational while others are to hear and gather input or to plan something. Some engagements are for celebration, fun and community building. In any case, we will be transparent about the purpose of any engagement, and ensure that we provide the types of ice-breakers and community building activities necessary to create safe and respectful spaces for us to engage as a community in support of our children's' success and well-being.
Translation from Spanish: Can we have English classes for parents?	While we do have family literacy classes at a number of our schools, the need exceeds our capacity. Our adult education department is working with our local community colleges to expand family literacy, GED and CTE courses for our families.
Translation from Spanish: Can we increase or add more programs for parents to improve their student's education?	Yes, we are actively working to expand opportunities for parents to support their student's education. We want and encourage parent involvement at all levels of the district, from active engagement at your child's school to district level engagement through advisory bodies. At the school site level, we are actively recruiting parents to serve on the SSC. Schools also have many other opportunities through parent groups like PTAs, math and science nights, parent-teacher conferences, "chats/coffee with the principal" sessions, parent volunteers, etc. All of these avenues for parent involvement help to improve schools. Specifically, the SSCs are designed to be part of the continuous improvement efforts of the school. Also, we are training parents through our <b>Parent Ambassadors</b> program and new online parent leadership toolkit on how to best support student achievement (includes topics such as: the transition to new academic standards, the importance of school attendance and positive behavior as well as the focus on college and career readiness).
Does LCFF require community participation? (Via the SSC) for funding? Not just federal money?	LCFF does require parent engagement. As such, we are in the process of electing the District LCAP Parent and ELL Parent Advisory Council. This advisory council is elected from nominated parent members of school SSCs with representation across all 7 Board of Ed districts. This council will advise the district on progress monitoring and approval of the district's LCAP. At the site level, SSCs are still required to approve



	<p>the use of restricted Title funding. However, the goal of SSCs is primarily to advise on the development of the school’s strategic site plan, what we call the Community Schools Strategic Site Plan (CSSSP), to accelerate student achievement. Part of developing a plan to align resources with priorities and goals. Under LCFF, schools are to focus on how to support ELL students, low income students and Foster Youth, in addition to our districts identification of supports for special education and African American male students.</p>
<p>We need adult education. Currently, Oakland residents have to go to San Leandro.</p>	<p>We agree, that is why the board decided to maintain our adult education funding at the level we were at a couple years ago. We know this level of funding is not where it was several years ago before challenging budget times forced the state to allow districts to “flex” adult ed funding. We are actively engaged and leading an adult education consortium with our community colleges to secure additional funding and to create expanded opportunities for adult education in Oakland. OUSD is a committed partner in this work as we are well aware of the need in our city.</p>