

**May 20 Workshop Recap
Henry Haight School
Can AUSD Live on State Funding Alone?**

Table Discussion 1:

What else do you need to know, or are concerned about?

- How can we energize the community in a great/broader way to begin to understand the complexity and urgency of the AUSD budget?
- How do charter schools impact AUSD budget?
- Do charter schools take dollars from the District?
 - Variable ADA?
 - Fees to District?
- Title I school – what to do?
- Unfunded mandates: Special Education Can you get out from that?
- Is Alameda Point development to far off to rely on?
- Is parcel tax going to be too hard to pass? Too many previous taxes. Economy
- Can public schools ever change?
- What priorities will be used to establish funding cuts?
- As a district can seek grants to supplement funding cuts?
- How do we ensure equity of expenditures if we are sweeping Title I cuts to supplement needs?
- How can we make information more accessible?
- Will be able to recruit top notch staff?
- Who can we function as a district on this limited amount of money?
 - Need employee retention
 - Meeting the needs of students
- School closures?
- Intra District Transfers impact on API scores?
- Never have one high – no place to house all of the students
- Are we putting a capability in place to grant write for larger/longer term grants?
- What would AUSD actually look like under some realistic cost-cutting scenarios i.e.school/class sizes, programs, etc.
- How much can we save if we only provide an education for students living in Alameda, move students, maximize space and close schools?
- What programs would be cut?
- Closing schools does not seem to save enough money. Did not discuss third idea – class size increases. What is the savings?
- Will we be able to teach to the best of our abilities with less supply dollars/
- What about schools like Lum that don't get Title I funds or have affluent families like Edison/Earhart/Bay Farm?
- What would be the benefit of turning AUSD into a charter District?
- How would this affect teachers?
- What priorities will be used to establish funding cuts?
- Funds for elective courses. District priorities for scarce financial resources.

What else do you need to know, or are concerned about? (continued)

- The real discussion is what options are suggested by the grim realities presented here. Using those assumptions to get the meat of the discussion.
- I am concerned that we talk about involving Title I parents, losing teacher preps, etc. When the truth is we are looking great in spite of saying We are in a Crisis!. People don't show up unless they feel the pain. There has been no NO REAL PAIN. You want people to show up? Close schools, shorten the school day, show them reality. I don't think they come otherwise. The cuts identified tonight still have no real meaning to most people.
- Identify all private schools in the area – show the costs of textbooks, laptops and uniforms - Analyze the opening at each grade level in private schools – Identify timeline and assessments necessary for getting information about private schools
- What planning is needed to convert to Charter?
 - What are the costs to Regional Occupation and Career Technical Education?
 - What does it mean to teachers?
- We need a Strengths/Weaknesses/Opportunities/ Threats analysis done.
- The future of my children.
- I did not receive any mailings about this event. I learned about it through word of mouth and looking on the website.
- Be open to changes and make a positive spin on what ever the outcome may be.
- How are stakeholders going to be included in the decision making process?
- I am concerned about how categorical flexibility will affect my daily job as a teacher. How much power will the sites have to determine how funds are allocated? As it relates to funding equity will be the key on the West End!
- Can we start from scratch and rebuild school district from the students up? Making schools small business (like a person at our table mentioned in about Venezuela). How can each school create a profit? ROP with a purpose.
- If we shut down schools, does that benefit us in the long run or destroy us?
- Concerned how to raise attendance at the meetings and how to keep it to the point where people understand. What's the bottom line?
- If we get a big turnout at Edison, will there be enough room and where to park?
- What do we really value? We are not all the same –high quality looks different – define the base – share the “quality: We also need to be clear about what we have no control over.
- What's next – options alternatives
- Loss of programs at the elementary level = loss of preps = impacts classroom teachers ability to be effective, increase work hours for already underpaid teachers
- What would the cost savings be if we went back to a half day kindergarten AM/PM schedule?
- Never, never have 1 high school ... it won't work
- Do modeling based on different types of schools – magnet, charters (independent and dependent), traditional

What else do you need to know, or are concerned about? (continued)

- Develop a Q&A re: different types of schools or comparative charts
- What is the amount we need to educate our students through 2022?
- What options do we have to keep current services and go forward? Can we stop talking cuts and start talking increasing revenue!
- Other Federal money – Secretary of Education has monies available – how can we find out about it and how do we access it?
- What percentage of employees may be let go for 2009/10 school year?
- Let's address retention, recruitment of students AUSD loses many students unnecessarily
- Let's create a massive volunteer force to help (in a real way) at the schools or contribute their expertise
- Let's get our teachers trained in differentiated instruction and use current education theory and research – many are still teaching like they did in the 60s
- I don't see special education funds in the budget analysis
- Let's create some creative, experimental models and school structures, what do we have to lose?
- Why aren't we using reading recovery at grade 1? By far the results per research.
- We need special education ombudsmen.
- Mandated programs that are unfunded. Can we refuse to comply?
- Declining enrollment – when to close more schools
- Is declining enrollment specific to an area that might indicate need for school closure? Or program closure? i.e ROP? Adult School?
- Is the development of Alameda Point going to be an advantage to AUSD? When?
- Employee retention is an issue that is exacerbated by ongoing cuts. I think employees are incentivized to come as they understand the stakes they face

How can we get you more involved?

- Have coffee, food day care
- I am here – what do you need?
- Perhaps public access TV – notices on meeting times
- Banners on front of comprehensive High schools
- Ask
- I am heavily involved.
- Invite stakeholders to the table. Hold meeting at sites/locations that have adequate parking.
- More face to face advertising
- I am involved – where is the restructuring committee?
- Participate as a “thinking partner”
- Provide concrete plans and examples and seek input
- You need to do nothing

Table Discussion 2:

What is the best way for the community to work together on this problem?

- Get the facts out.
- Put in black and white.
- Child care.
- More locations for meeting (floating)
- Meeting wording.
- Continued efforts like this
- Repeat this presentation topic more times/Give overview at June 2 meeting
- Open up discussion with general public getting as much information out as possible
- Have Mayor attend these meetings, newspapers with more information publicized
- Band together to get rid of charter schools
- Another parcel tax – or make permanent
- More meetings like this
- If parents and educators felt that their ideas would actually be considered, I think they would more apt to work on these issues.
- Step 1. Get succinct accessible straightforward fact sheets/ Power Points. Define the hard choices in obvious and plain language.
- Think groups around specific issues
- On element should be talking points materials in the community. That we have “talking points” from these meetings. The people that most need to be convinced won’t attend these meetings. A “Did You Know” sheet listing compelling facts that were presented tonight could be circulated in the community to build understanding and peel back the complexity. It also is important to cultivate and use the blogs that are emerging in Alameda and are largely replacing traditional media. You don’t have much a PR budget, but you need PR!
- Identify what we want. Identify how much it will cost. Actually show the community what the cuts will be eg. School days end at 12 noon
- Open discussion on goals of parents and students
- Hard sell! Make possible cuts very clear – what sports to go. What AP to go? Make cuts clear, people will pay.
- Continue to try to get as many people as possible to participate via all methods.
- Surveys, round table discussions, fish bowls, autodailer, whole District Professional Development dedicated to this.
- To get more people to attend. But, also be realistic about working within our financial abilities.

**What is the best way for the community to work together on this problem?
(contuned)**

- If you want productive conversation, engagement and input at meeting like this, giving the information in advance for people to study, doing a short summative presentation followed by questions and answers for clarification. Then you should begin the discussion and conversation.
- Task force: Board members, administrators, teachers, parents and classified staff, AEF and AEA reps.
- Promote, promote, promote, Encourage, encourage, encourage. Keep reaching out tirelessly.
- Site community meetings with site needs to prioritize
- Work with private and public agencies to put the word out
- Take the presentations to sites – SSC, PTA, day time presentations
- Community meeting with food and student performances
- Ask Brooke Briggance – she did a great job with Measure H
- Personally invite key people to lead workgroups and discussions i.e. house party approach
- A common monetary goal for us all to work toward
- Good question. I think you to change all AUSD schools to double session and scare parents to death – then they will show up.
- Reach out to the majority liberal community, politically Alameda votes Democratic and liberal
- Reach out not only to families but those who feel they have no investment in education, so they can see the value of investing in our public schools.
- City Hall
- Workshops – local suggestion boxes at coffee shops
- Representatives drawn from different affected groups to lead “role-alike” meetings.

How do we get everyone involved?

- Need to feel more pain? It's all still here. Someone else will take care of it.
- Hard to get people in Spring – Fall is prime.
- Targeted communications –person/person outreach
 - Parents? Voters?
- Facebook
- Make it personal and honest to family concerns, make as transparent as possible
- Let everyone know we are talking about a new parcel tax
- Have everyone who attended bring someone to the next meeting
- Perhaps more parents and advocates to work in the best interest of the parents and students
- Alcohol and cookies
- Local business associations
- Ask Journal if McMahon can write a weekly column on topic of budget
- There are not enough meetings scheduled.
- Informing the students can help the community
- Educate all to value of our programs
- Call people
- Make it personal
- You don't need everyone. You get enough feedback.
- Involving everyone is unrealistic and burdensome; as noted strategic decisions are required, re: soliciting interested influential and knowledgeable people
- You'll never get involved, but you can get almost everyone educated with is imperative
- Maybe site PTAs. Get students to attend/active students
- New website – Obama focused, take advantage of energy generated by election
- Info fairs, community out-reach programs that start in the classrooms
- Unfortunately I think there will need a lot more pain (i.e. cuts) to get people motivated and involved.
- Keep publishing notices like this one to businesses, churches, City Hall. Provide Day care.
- Childcare? Later start time?

Who else should be at these meetings?

- Community representatives
- Community reps
- Parents that are not here tonight
- More families; more staff
- Senior citizens/High school students
- Property owners – homeowners; business owners
- Anyone that we will be asking to pay a parcel tax
- More parents who are not staff
- Everyone in our community
- Representative of all community groups
- Same people just more of them
- Wilam Chan, Alice Lia.Bitker, Lena Tam, Mayor, business people, Wind River, WABA, PSBA, GABA, Democratic Club, Pete Stark representative, Rosenblum, Alameda Hospital, Mialisa Bonta, Ben Jealous. Have those with connections bring them. Invite them in the newspapers.
- Senior associations participation
- All PTAs at the very least
- Have more students attend., student body Presidents.
- At next PTA meetings ask for people to sign up. Make calls and remind them. Focus on middle school parents as they will be affected more then other students.
- More parents
- Students, parents, any one.
- City leadership needs to be visible and part of the process.
- Students – ASB Presidents – school officers
- More parents/community/business members
- More teachers
- Business owners, preschool parents, homeowners without school age children
- Every tax payer/homeowner/parent
- People who are not parents/guardians, reps from business community
- Every interest group including realtors, future parents, current parents and staff
- Voters, parents
- More non-school employees – approach Rotary
- Senior citizens, students, church representatives, business associations
- Immigrants and elderly
- City officials, business leaders. other philanthropists

How can we get them to attend?

- Have everyone bring someone new
- Incentives: bonus to schools for reps? Food?
- Child care
- Make it clear we are looking at floating a new parcel tax when this one expires
- Need to be specific about bad things/cuts coming on the horizon. Otherwise people will make time for it. Need to paint a dire picture unfortunately
- Can lead a horse to water but can't make them drink.
- Go to them
- Close Franklin and Edison and see the hell fires erupt!
- Conference in Senior Center and Library – video.
- Provide child care. Post an Alameda Parents Network. Newspaper stories.
- Provide food or raffle prizes
- Real estate values – making a difference – What is important? Use local news. How about our local access channel?
- Face to face
- Make it painful
- Let them know their preps are in jeopardy
- Coffee/food
- Go to them – Rotary, Senior Center, Retirement groups, Professional associations
- Take advantage of everyone's existing communication channels – encourage new blogging
- Events sponsored by the city

Was tonight's meeting helpful? If yes, how did it help? If not, how can we improve it?

- This is a good format for engaging people: defined agenda, time constraint, small groups.
- Yes - the calculations are staggering
- Yes
- Repeat all questions at the microphone – couldn't hear all of the questions
- Yes. Try not to use acronyms – most lay people do not know what they mean. Try to more plain English that most people can understand.
- Yes. Informative. Liked agenda and setup. Need to establish norms and post at meetings, i.e. no side bars.
- It was helpful; however I'm still not sure what the long term affects will be and how I might impact any changes.
- Make PowerPoint easier to read
- Yes, good background – good to do these. But the discussion needs to move quickly to options/alternatives.
- Interesting but not helpful. In addition to show the line item cuts, actually the impact on the school day.
- It is a start.
- Appreciated the overview in the Power Point
- It was a very small scratch on the surface. I'm interested to learn more.
- Yes it was. Could be improved by going through the budget and finding things that you can cut.
- I heard repeatedly tonight "we need to have discussions" with the community. Our end of the discussion is WAY TOO limited!
- A little. I would have liked to know that I could have accessed the info on the website.
- Yes – good to see a wide variety of interests and faces at the meeting.
- Yes it definitely opened my eyes to the reality of what's really happening.
- Need to get going! Together. Work from each neighborhood! Where they value their school programs
- Yes, but we need more simple terms and explanations
- Yes
- Yes. It would be helpful to print the slide presentation in advance.
- Superintendent was very clear ... very nice – it was clear and no off topic – great job
- Slides/Information was useful; goals for the meeting were not clearly stated
- Made me think I have to be more active
- It was helpful in disseminating information but not particularly helpful in generating collaboration, creativity and solutions, etc.
- Yes, good to see the numbers
- Yes informational
- It helped me understand direction of the Board and the desire to move the community in the right direction
- Great info on budget woes and "what if" questions

What is the most important thing you learned this evening?

- We learned that all members of the community are at the table. We need translators.
- These cuts will potentially be horrific. Need to find another solution.
- We don't have enough staff or community involvement
- Rankings, general budget totals
- Power Point will be on the website
- I will need to look at the presentation online to really understand the numbers.
- Mike McMahon's comments at the end during Board members time to comment were informative and helpful to what's happening in Sacramento. "We can't address this adequately at a local level". When are we going to stand up to Sacramento as a united group?
- The update on the Federal stimulus dollars.
- Attendance is especially important.
- It's real.
- Different points of view from principals, Board members, teachers and parents
- That PTA donations might be considered in "equalizing" the schools
- We are in trouble
- District staff is frustrated and not prepared to discuss realistic solutions; need to re-frame and seek concrete solutions
- Where is everyone? No one is here. That's not good.
- People care and want to come together to work this out.
- I have confidence in the leadership I haven't had in many years!
- The potential train wreck coming in two years
- That we need to make changes and seek options best for AUSD
- You can not pound that sense of urgency home enough. Crisis breeds opportunity or at least an entitled sense of "I told you so".

Recap of classification of individuals self identified as:

48 sheets turned in.

25 AUSD Parent
2 Student
16 Community Member
18 Teacher
9 Staff
7 Admin

Multiple boxes were checked.

Location Information:

7 Edison Elementary
7 Encinal High School
5 Paden Elementary
3 Lum Elementary
3 Alameda Science Technology Institute
3 Ruby Bridges Elementary
3 Alameda High School
2 Haight Elementary
2 Earhart Elementary
2 Bay Farm
1 Lincoln Middle
1 Chipman Middle
1 Franklin Elementary