

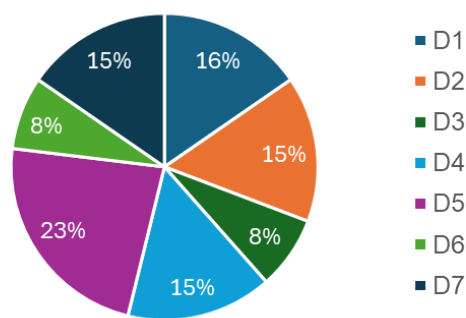
March 2025 PSAC Survey for Principals

Survey Title: "Principal Perspectives on Budget Changes for SY 2025-26: Centrally Budgeted and Managed Positions"

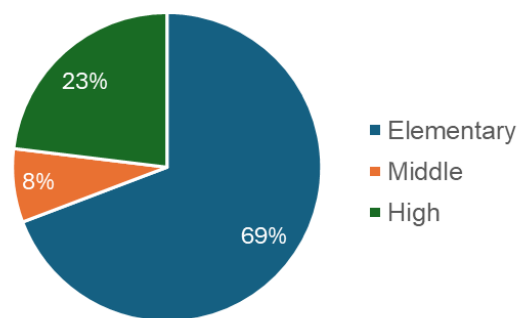
The principals from the following schools responded to the survey:

- D1: Chabot, Peralta, Young Adult Program, Oakland Tech 4 out of 9 **44.4%** of schools
- D2: Dewey, Cleveland, Garfield, Lincoln 4 out of 11 **36.3%** of schools
- D3: Hoover, Prescott 2 out of 8 **25%** of schools
- D4: Allendale, Bret Harte, Glenview, Montclair 4 out of 12 **33%** of schools
- D5: International Community, Life, Manzanita Community, Manzanita SEED, Think College Now, Urban Promise Academy 6 out of 12 **50%** of schools
- D6: Lockwood STEAM, Sojourner Truth 2 out of 13 **15.4%** of schools
- D7: Encompass, Esperanza, Korematsu, Madison Park 6-12 4 out of 12 **25%** of schools

Schools Responding by Electoral District



Schools Responding by Grade Span

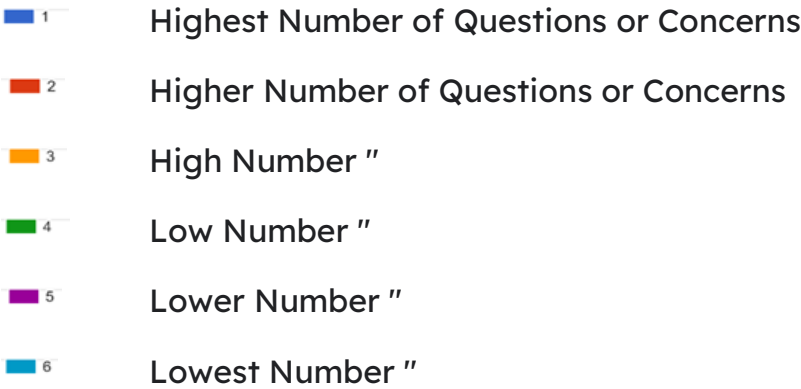


Percentage of All Possible Schools that Responded: 26 out of 77 **32.8%**

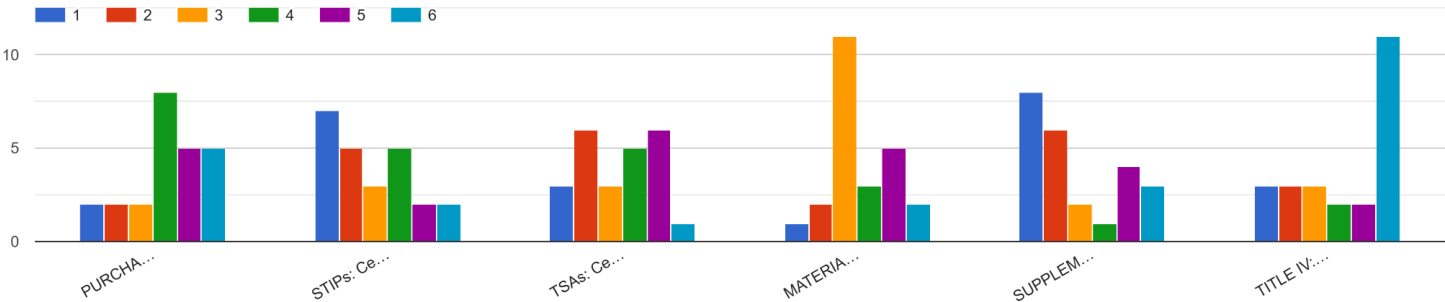
Percentage of All Possible Schools that Responded: By Grade Span

- Elementary Schools: 18 out of 49 **37%**
- Middle Schools: 2 out of 11 **18%**
- High Schools: 6 out of 17 **35.3%**

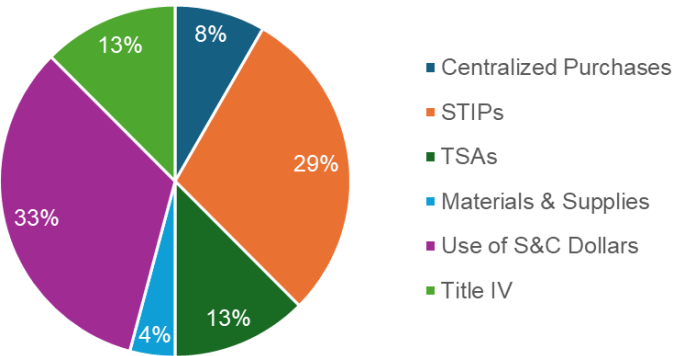
Question 1: About which of these changes do you have the most questions or concerns?



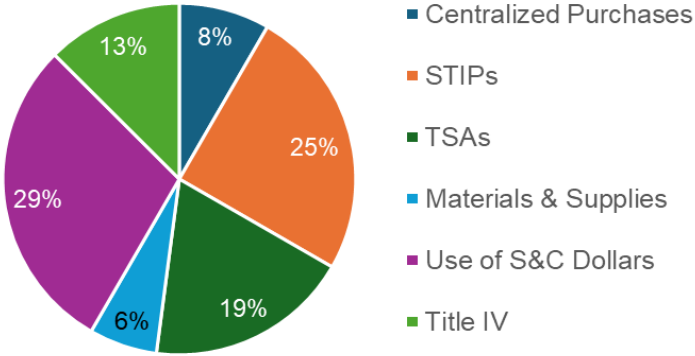
About which of these changes do you have the most questions or concerns? Please rank them from 1 to 6 (1 for most questions and concerns; 6 for least)



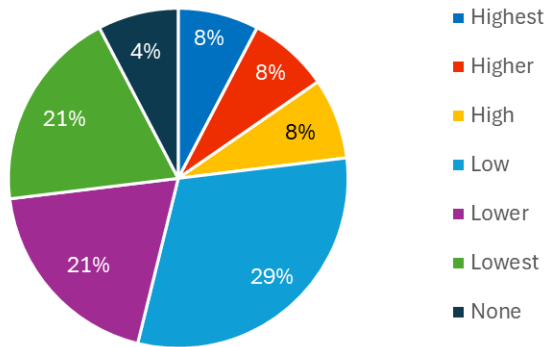
1 Responses:
Changes with the Most Questions and Concerns



Combined 1 & 2 Responses:
Changes with the Most Questions and Concerns



Number of Questions or Concerns for 1st Change



PURCHASES & CONTRACTS: Centralizing purchases and contracts (copiers, mail, fleet management)

1= highest number of questions and concerns

6= lowest number of questions or concerns

1: 2 responses

2: 2 responses

3: 2 responses

4: 8 responses

5: 5 responses

6: 5 responses

None: 2 responses

Comments

This year, we're facing a shortage of paper because the district did not provide all the books we needed. We went through a significant amount of paper, and now we've been asking the warehouse for more. In the past, a single pallet of paper has been more than enough to meet our needs.

Regarding centralizing the purchase of materials and supplies: I am unsure if I agree or disagree. On one hand, centralizing purchases could streamline the process and ensure consistency across schools. However, based on our current paper shortage, I am concerned that it might limit flexibility or responsiveness to the specific needs of individual schools.

Seems like a district responsibility. Should lead to savings through scale & better vetting of suppliers.

This makes sense, it's about time we did this.

I think this is a good idea as long as there are well-managed systems to support it.

N/A

How quickly will copiers be fixed under the central contract? If copiers need to be replaced, will they be replaced under this contract? Will paper and ink replacement be under this contract?

I fear that servicing our two copiers will take longer if the central office is responsible for contacting the company. This will result in lower morale of teachers who will be responsible for teaching without copies while waiting on services.

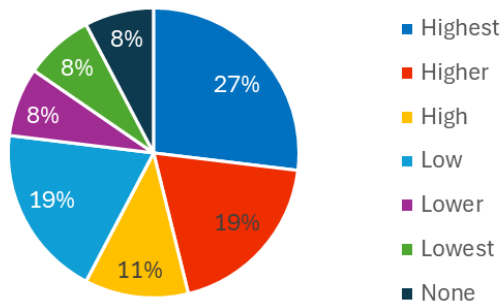
No real issue with this unless it becomes something we can no longer get same day/next day service.

We will be okay with this change.

My Admin team which has more experience in these matters is very concerned about copier contracts. I am as a result. We currently have a subcontract that allows them to get fixed basically on demand when they break and this keeps teachers happy as they need the machines to implement lesson plans. (Google Classroom is a vestige of Distance Learning...there is something critical about the pen meeting a piece of paper, so it's important).

How will this be EFFICIENTLY managed? What will be the process to order supplies, get tech support/fixes, and maintain copier health be managed?

Number of Questions or Concerns
for 2nd Change



STIPs: Centrally hiring and pooling STIP substitutes *STIP: Substitute Teacher Incentive Program*

1= highest number of questions and concerns

6= lowest number of questions or concerns

1: 7 responses

2: 5 responses

3: 3 responses

4: 5 responses

5: 2 responses

6: 2 responses

None: 2 responses

Comments

How will we ensure Elementary School Principals have coverage for IEP's and CSP classes? Is it possible to have subs for paras.

How will the central pool work?

Every school needs a STIP substitute. Our school pays for our STIP substitute and she is booked solid every day-- covering classes for IEP and SST meetings, or coaching with the TSA-- also there are no substitutes for classified positions so my STIP also subs as a para all the time. I really can't imagine how terrible next year will be with a STIP.

How will schools cover classroom teachers for IEPs?

Inconvenient but STIPs doing random stuff has long been an OEA concern and it became clear that having a STIP did not lower the sub costs for a school.

I don't understand how we're supposed to cover mandatory meetings, such as IEP's, evaluation meetings or SARTs without STIP subs at sites.

Frontline has been reliable in filling my sub jobs this year so not very concerned.

N/A

How will STIPS be allocated to school sites?

Who does principal contact for last minute IEP coverage? How will we cover teachers for IEPs that are scheduled in advance? What about last minute absence coverage for teachers or paras?

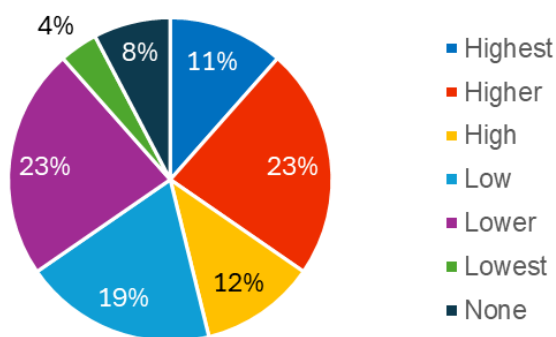
Suggestion: 1 STIP is shared between 2 school sites and the principals split the STIP. Example: One school has STIP Monday, Wednesday, and every other Friday. The other has the STIP Tuesday, Thursday and every other Friday.

Where is the plan to equitably send STIP subs to sites to cover IEPs and SSTs? Schools with higher percentages of EIPs need STIP subs more.

SUCH A THING - How can we cover IEPs/504s/SSTs? Also, the whole point of STIPs is to have someone they already have a relationship with!

Our school implements academic intervention for our 83% unduplicated pupil population- 585 students with the help of our stip subs. We will not be able to meet the needs of English Language Learners and students with trauma and learning challenges without our STIP team.

Number of Questions or Concerns for the 3rd Change



Centrally hiring Teachers on Special Assignment as required by labor agreements, MOUs, and statute

(Centrally hired TSA positions for 2025-26: School Improvement TSAs for Federally-Designated CSI Schools, Newcomer TSAs, Literacy TSAs)

1= highest number of questions and concerns

6= lowest number of questions or concerns

1: 3 responses

2: 6 responses

3: 3 responses

4: 5 responses

5: 6 responses

6: 1 response

None: 2 responses

Comments

At most elementary schools, the retention rate of new teachers is low. Evidence supports the idea that teacher impact directly influences student learning. Creating a culture of professional development and team collaboration is essential for success, and this is not possible without a coach. Strong work can come from a school when it is adequately funded. All teachers deserve thorough, guided learning experiences.

These roles are vital for addressing the unique needs of these schools and supporting effective teaching and learning.

I don't really know what this means, but every school should have a TSA, no question.

What does it mean centrally hiring? We have our TSAs that know our site needs- will they be able to continue in their position next SY?

The allocation for TSAs positions being centrally funded needs to be revisited. We currently have 700 students and we will get 1 base TSA and so will schools serving 350 students.

Doesn't impact my school site directly. We didn't have a TSA anyway and our Literacy TSA is staying.

We are a virtual school and have differing needs than most of the schools. We would love to retain the opportunity for our school to hire our TSAs.

I need additional information.

It is important that sites can interview and hire their own TSAs that match the program and philosophy of that site.

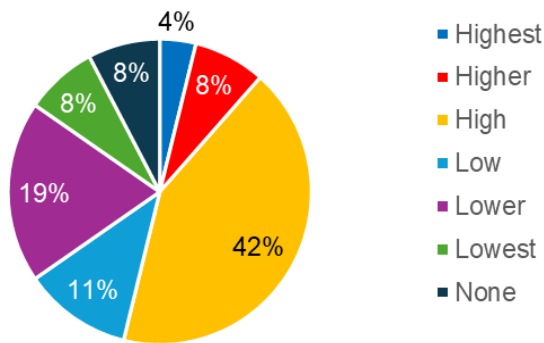
We are not impacted by this for this year - if anything this was a good thing for us!

We will be okay with this change.

Agree with the move.

My question is why the needs of the school are not considered when deciding on roles of TSAs. Additionally, why were schools not given the opportunity to choose positions they need.

Number of Questions or Concerns about 4th Change



Centralizing the Purchase of Materials and Supplies

1= highest number of questions and concerns

6= lowest number of questions or concerns

1: 1 response **2:** 2 responses **3:** 11 responses **4:** 3 responses
5: 5 responses **6:** 2 response **None:** 2 responses

Comments

My experience with central has been that things are very slow to happen. I would not want to be dependent on central for things that we need quickly when we need them.

I have not heard of this- need clarity

This could get dicey if not done right!

I think this is a good idea as long as there are well-managed systems to support it.

I don't know that I knew that this was a thing? What does this mean?

We will be okay with this change.

I think school sites know their needs best plainly. However I do think OUSD Central should /can provide the basics

Same as for copiers -- what will be the process to quickly access the supplies and materials we need for instruction? What additional personnel, resources, or systems will be in place? What are the formulas that will dictate school-by-school resource allocation?

As a first-year leader, I'm still learning and figuring out what works best, so I'm unsure about centralizing the purchase of materials and supplies. However, I can identify some pros and cons to consider when making this decision.

Pros of Centralizing the Purchase of Materials and Supplies:

1. Consistency: It can ensure all schools have access to the same quality and quantity of materials.
2. Efficiency: Centralizing could save time and reduce the administrative burden at individual schools by streamlining the ordering process.
3. Cost Savings: Bulk buying may result in discounts, leading to potential savings for the district.

4. Equity: Ensures that all schools, regardless of their budget or location, have access to the same resources.

Cons or Things to Consider:

5. Lack of Flexibility: Centralizing purchases may not meet the specific needs of individual schools, which could result in shortages of certain materials (like paper in our case).

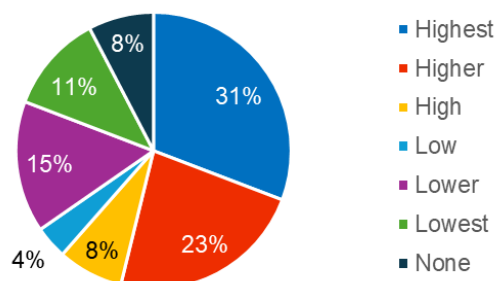
6. Delayed Responses: If the district is slow to respond to immediate needs, it could create gaps in resources for teachers and students.

7. Logistical Issues: A centralized system might not be as responsive to last-minute needs, especially in the event of unexpected shortages.

8. Overhead Costs: The process of managing centralized purchases might require additional administrative resources, potentially offsetting savings.

What limitations will be placed on schools? I doubt schools will be happy

Number of Questions and Concerns about
5th Change



Reducing Supplemental Dollars assigned to schools; Redirecting the bulk of those dollars to the following uses: *Maintaining Assistant Principals, Higher Compensation for Certificated and Classified Staff, Universal Access to Electives Across Schools*

1= highest number of questions and concerns

6= lowest number of questions or concerns

1: 8 responses

2: 6 responses

3: 1 responses

4: 1 responses

5: 4 responses

6: 3 response

None: 2 responses

Comments

As a first-year leader, I would wonder if the benefits of centralizing outweigh the potential challenges. It's important to balance efficiency with the specific needs of individual schools to ensure resources are available when needed. Flexibility and responsiveness should also be key factors in the decision-making process."

I think increasing base staffing at school sites is essential.

Larger schools have a lot less money and still have the same large needs- how will this be addressed in the upcoming years?

It makes sense to centralize more of the supplemental funds.

This is a problem because it allows for less flexibility for schools to fund the positions they want/need.

If these are the priorities, why can't we keep the supplemental dollars and make the changes ourselves to align to these priorities. Each school will have the amount associated with their population to make these decisions. Specifically at our school, we need more tech licenses and resources because we have a virtual school to purchase. With the reduced funding, we will need to cut many tech tools that support teaching and learning in a virtual setting.

More information

Decreased money in Supplemental means that sites have less means to meet the specific needs of their students; coupled with centrally allocating Title IV funds means that we have much less access to field trips and other resources for our students.

THIS IS ALSO A BIG DEAL - the biggest issue with this is that we not only get much less \$\$ but the \$\$ we get CANNOT be used for FTE. I had one FTE that was only .95 covered and the money that we still have would have covered it and then some and we weren't even allowed to use it so I had to tap into restricted monies.

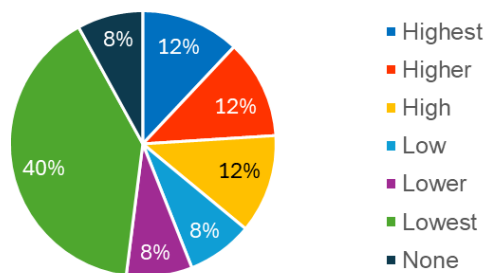
This is essential to paying for contracts with community partnerships, extended contracts, and paying out for assistant principals.

This is my number one concern. Three academic intervention positions have been lost due to a reduction in Supplemental. Our school's demographic was not considered in making this cut.

I like the move at my site as I actually saw an increase in base allocations. It will be a challenge in some respects, but there are other funding sources that will hopefully fill the gap as well.

My biggest concern is how critical these dollars are to support the extended contract programming I regularly ask my teachers to do. This reduction in dollars undermines my instructional program and ability to pay teachers for labor outside contract hours, which is required for my program to produce its quality outcomes.

Number of Questions and Concerns about 6th Change



TITLE IV: Centrally allocating Title IV dollars to support OUSD's MTSS Strategy and the COST process

1= highest number of questions and concerns

6= lowest number of questions or concerns

*MTSS: Multi-Tiered Systems of Support

*COST: Coordination of Services Team

1: 3 responses

2: 3 responses

3: 3 responses

4: 2 responses

5: 2 responses

6: 10 responses

None: 2 responses

Comments

To build trust, it's crucial that we prioritize transparency and intentionality in how we allocate resources, including Title IV dollars to support OUSD's MTSS Strategy and the COST process. We need to be clear about our vision: Are we genuinely supporting, educating, and protecting students and families who are closest to the pain—those who are most marginalized? Centralizing these funds should reflect the district's commitment to equity by ensuring that the unique needs of these communities are heard and addressed, rather than applying a one-size-fits-all approach.

Families must understand that we are not only addressing their needs but doing so with purpose and awareness of the specific barriers they face. The central allocation of resources should be used strategically to target the schools and communities that need the most support. This transparency is essential in building trust and showing that we are working to support those who face the greatest challenges. It's about demonstrating that our actions, including how we allocate Title IV dollars, align with our vision of equitable outcomes for all students, especially those most in need.

I am not familiar with Title IV funding or how it is used at sites.

This is taking money away from kids. Site Title 4 dollars directly impact kids/programs, centrally it is just managing school sites versus directly impacting kids.

I need additional information.

I was told that this money is being centrally allocated due to some/many sites not using this money. We always use the vast majority of it. Last year we left about \$150 unused in this fund. We use this money for field trips, vitally important to our students.

Not great, but also not a HUGE pot of money.

We will be okay with this change.

Last year was the first year we ever got Title IV. While I did use it this year, the impact of the loss will be minimal as we haven't gotten used to using it yearly.

The Central MTSS team plays an extremely limited role in the day-to-day operations of my school. How will this change? Will MTSS personnel be available to support with specific school-based issues (long & complex family/student mediations, support for mental health services, academic tutoring, etc.)