
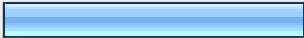


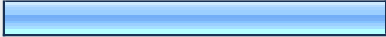


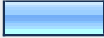

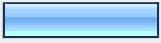
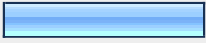

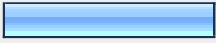


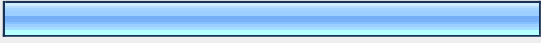
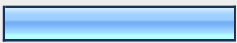
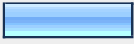









# Superintendent's Budget Survey - Staff






1. Please indicate your status with the district			Response Percent	Response Count
Licensed Staff			61.4%	601
Classified Staff			32.9%	322
Building Administrator			2.1%	21
District Administrator			3.6%	35
		Other (please specify)		23
			<b>answered question</b>	<b>979</b>
			<b>skipped question</b>	<b>31</b>

2. Please indicate the primary place of your assignment.			Response Percent	Response Count
Elementary School			42.1%	421
Middle School			16.3%	163
High School			23.5%	235
District or Central Office			10.8%	108
Other (please specify)			7.4%	74
			<b>answered question</b>	<b>1,001</b>
			<b>skipped question</b>	<b>9</b>

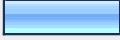
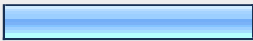
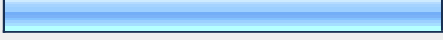
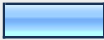

3. In which region do you work.			Response Percent	Response Count
Churchill Region			16.8%	167
North Region			22.0%	219
South Region			18.4%	183
<b>Sheldon Region</b>			<b>23.0%</b>	<b>229</b>
More than One Region			7.4%	74
District			12.5%	125
		Other (please specify)		23
		<b>answered question</b>		<b>997</b>
		<b>skipped question</b>		<b>13</b>

4. Support for system-wide and school-based intervention programs and strategies to help students succeed and to increase achievement. (e.g., reading interventions, math support, middle-to-high transition programs)			Response Percent	Response Count
<b>ESSENTIAL, critical to our mission and goals.</b>			<b>59.1%</b>	<b>556</b>
VERY IMPORTANT, but Not Essential.			25.4%	239
GOOD TO HAVE, but Not Essential.			13.9%	131
NOT IMPORTANT			1.0%	9
NO OPINION			0.5%	5
		<b>answered question</b>		<b>940</b>
		<b>skipped question</b>		<b>70</b>


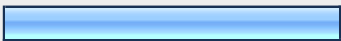
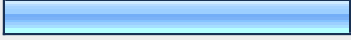


5. Extra funding to support literacy programs that help students who are not reading at grade level.			Response Percent	Response Count
ESSENTIAL, critical to our mission and goals.			54.1%	509
VERY IMPORTANT, but Not Essential.			32.8%	308
GOOD TO HAVE, but Not Essential.			11.8%	111
NOT IMPORTANT			0.9%	8
NO OPINION			0.4%	4
			<b>answered question</b>	<b>940</b>
			<b>skipped question</b>	<b>70</b>

6. Adoption of new math curriculum, textbooks and materials, and professional development to support implementation			Response Percent	Response Count
ESSENTIAL, critical to our mission and goals.			6.8%	64
VERY IMPORTANT, but Not Essential.			17.2%	162
GOOD TO HAVE, but Not Essential.			48.6%	457
NOT IMPORTANT			26.0%	245
NO OPINION			1.4%	13
			<b>answered question</b>	<b>941</b>
			<b>skipped question</b>	<b>69</b>

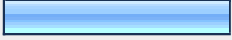
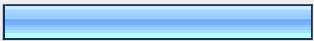
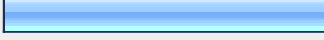


**7. Data tools to help staff track student progress for the purpose of targeting instruction to those areas where students need additional support (data warehouse, district reading & math assessments)**

		Response Percent	Response Count
ESSENTIAL, critical to our mission and goals.		12.6%	118
VERY IMPORTANT, but Not Essential.		27.4%	256
<b>GOOD TO HAVE, but Not Essential.</b>		<b>48.4%</b>	<b>453</b>
NOT IMPORTANT		10.9%	102
NO OPINION		0.7%	7
		<b>answered question</b>	<b>936</b>
		<b>skipped question</b>	<b>74</b>


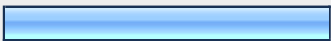
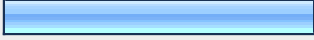


**8. Providing up-to-date technology and staffing to support instructional technology in schools**

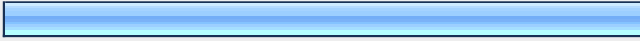
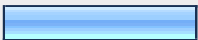



		Response Percent	Response Count
ESSENTIAL, critical to our mission and goals.		20.7%	194
VERY IMPORTANT, but Not Essential.		37.0%	347
<b>GOOD TO HAVE, but Not Essential.</b>		<b>38.0%</b>	<b>356</b>
NOT IMPORTANT		3.9%	37
NO OPINION		0.3%	3
		<b>answered question</b>	<b>937</b>
		<b>skipped question</b>	<b>73</b>

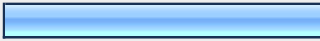
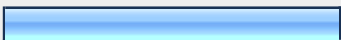
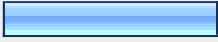


**9. Initiatives designed to close the achievement gaps for students who are struggling in reading, writing, or math (e.g., Student Achievement Coordinators, Minority Student Achievement Network).**

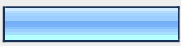
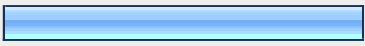
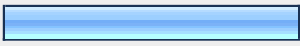


		Response Percent	Response Count
ESSENTIAL, critical to our mission and goals.		24.7%	232
VERY IMPORTANT, but Not Essential.		33.9%	319
<b>GOOD TO HAVE, but Not Essential.</b>		<b>35.2%</b>	<b>331</b>
NOT IMPORTANT		5.2%	49
NO OPINION		1.1%	10
		<b><i>answered question</i></b>	<b>941</b>
		<b><i>skipped question</i></b>	<b>69</b>

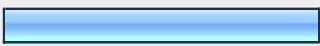
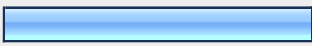
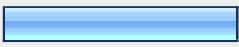


**10. Positive behavior support, intervention and consultation services**

		Response Percent	Response Count
ESSENTIAL, critical to our mission and goals.		22.4%	210
<b>VERY IMPORTANT, but Not Essential.</b>		<b>35.7%</b>	<b>334</b>
GOOD TO HAVE, but Not Essential.		34.0%	318
NOT IMPORTANT		6.6%	62
NO OPINION		1.3%	12
		<b><i>answered question</i></b>	<b>936</b>
		<b><i>skipped question</i></b>	<b>74</b>

11. Maintaining the staffing ratio and class sizes to the extent possible.			Response Percent	Response Count
ESSENTIAL, critical to our mission and goals.			70.6%	662
VERY IMPORTANT, but Not Essential.			20.9%	196
GOOD TO HAVE, but Not Essential.			7.7%	72
NOT IMPORTANT			0.7%	7
NO OPINION			0.1%	1
		<b>answered question</b>		<b>938</b>
		<b>skipped question</b>		<b>72</b>

12. Targeted Funding to support student academic needs at high poverty schools (Academy School funding, equity funding)			Response Percent	Response Count
ESSENTIAL, critical to our mission and goals.			34.9%	326
VERY IMPORTANT, but Not Essential.			36.8%	344
GOOD TO HAVE, but Not Essential.			23.4%	219
NOT IMPORTANT			3.5%	33
NO OPINION			1.4%	13
		<b>answered question</b>		<b>935</b>
		<b>skipped question</b>		<b>75</b>

<b>13. Additional resource support for meeting increased graduation requirements in math and science</b>			
		<b>Response Percent</b>	<b>Response Count</b>
ESSENTIAL, critical to our mission and goals.		19.0%	177
<b>VERY IMPORTANT, but Not Essential.</b>		<b>39.4%</b>	<b>367</b>
GOOD TO HAVE, but Not Essential.		32.5%	303
NOT IMPORTANT		5.7%	53
NO OPINION		3.4%	32
		<b><i>answered question</i></b>	<b>932</b>
		<b><i>skipped question</i></b>	<b>78</b>

<b>14. English language learner programs and support services for students while acquiring English language abilities</b>			
		<b>Response Percent</b>	<b>Response Count</b>
<b>ESSENTIAL, critical to our mission and goals.</b>		<b>34.7%</b>	<b>326</b>
VERY IMPORTANT, but Not Essential.		33.8%	317
GOOD TO HAVE, but Not Essential.		25.6%	240
NOT IMPORTANT		4.4%	41
NO OPINION		1.6%	15
		<b><i>answered question</i></b>	<b>939</b>
		<b><i>skipped question</i></b>	<b>71</b>

15. Comment on Instructional Priorities:		Response Count
		193
	<i>answered question</i>	<b>193</b>
	<i>skipped question</i>	<b>817</b>

16. Budget Reduction Strategies(less than \$100,000): Rank your top five strategies in priority order with 1 being highest and 5 being lowest.							
	1	2	3	4	5	Rating Average	Response Count
Reduce staff development for teachers in literacy and math instruction	16.3% (113)	13.2% (91)	17.9% (124)	21.7% (150)	<b>30.9%</b> <b>(214)</b>	2.75	692
Reduce support for meeting increased graduation requirements in math and science	7.1% (46)	17.5% (113)	19.3% (125)	27.1% (175)	<b>28.9%</b> <b>(187)</b>	2.64	646
Reduce positive behavior support intervention, coordination and consultation	11.8% (78)	17.7% (117)	25.5% (168)	<b>26.2%</b> <b>(173)</b>	18.8% (124)	2.95	660
Reduce programs to assist students' transition from middle school to high school	13.5% (96)	<b>26.4%</b> <b>(188)</b>	25.0% (178)	19.4% (138)	15.6% (111)	3.29	711
Reduce funding for athletics and other extracurricular activities by \$100,000	<b>39.3%</b> <b>(294)</b>	19.7% (147)	15.4% (115)	14.7% (110)	11.0% (82)	3.81	748
Reduce or eliminate mentoring and induction programs for new teachers	<b>29.7%</b> <b>(220)</b>	25.8% (191)	18.9% (140)	11.6% (86)	14.0% (104)	3.71	741
	<i>answered question</i>						<b>865</b>
	<i>skipped question</i>						<b>145</b>

**17. Budget Reduction Strategies(\$100,000 to \$500,000): Rank your top five strategies in priority order with 1 being highest and 5 being lowest.**

	1	2	3	4	5	Rating Average	Response Count
Reduce maintenance and upkeep to schools and district grounds	10.7% (58)	15.0% (81)	22.8% (123)	25.6% (138)	<b>25.9%</b> <b>(140)</b>	2.74	540
Eliminate or reduce equity-based school funding (schools that serve lower-income families receive greater funding and staff resources)	9.2% (35)	13.4% (51)	18.6% (71)	28.6% (109)	<b>30.2%</b> <b>(115)</b>	2.56	381
Reduce building administration	<b>24.4%</b> <b>(130)</b>	21.4% (114)	20.9% (111)	19.2% (102)	14.1% (75)	3.44	532
Reduce funding for athletics and other extracurricular activities up to \$500,000	<b>37.1%</b> <b>(229)</b>	22.3% (138)	16.0% (99)	11.5% (71)	13.1% (81)	3.81	618
Reduce extra funding for schools with declining enrollment	<b>27.7%</b> <b>(170)</b>	26.9% (165)	21.7% (133)	12.9% (79)	10.9% (67)	3.74	614
Reduce extended learning opportunities, summer school and after school programs for students	14.8% (76)	<b>22.5%</b> <b>(115)</b>	21.3% (109)	21.7% (111)	19.7% (101)	3.13	512
Reduce school and central department budgets for materials and supplies	15.0% (85)	19.4% (110)	<b>24.0%</b> <b>(136)</b>	22.8% (129)	18.9% (107)	3.08	567
Reduce physical education time in elementary & middle school	15.4% (58)	17.0% (64)	14.9% (56)	21.8% (82)	<b>30.9%</b> <b>(116)</b>	2.81	376
	<b><i>answered question</i></b>						<b>860</b>
	<b><i>skipped question</i></b>						<b>150</b>

**18. Additional Budget Reduction Strategies (\$500,000 to \$1,000,000): Rank your top five strategies in priority order with 1 being highest and 5 being lowest.**

	1	2	3	4	5	Rating Average	Response Count
Reduce central office support services to schools; e.g., curriculum/instruction, technology, human resources, finance, etc.	17.7% (105)	16.2% (96)	20.6% (122)	21.8% (129)	<b>23.6%</b> <b>(140)</b>	2.99	592
Reduce the school year and/or work year by 2 days	<b>35.1%</b> <b>(238)</b>	22.4% (152)	16.6% (113)	12.7% (86)	13.3% (90)	3.76	679
Reduce specialists in PE, Music, Media, Arts, Counseling, etc.	6.3% (16)	12.9% (33)	16.1% (41)	25.1% (64)	<b>39.6%</b> <b>(101)</b>	2.34	255
Close and consolidate 2-3 smaller elementary schools	<b>29.8%</b> <b>(176)</b>	26.1% (154)	15.9% (94)	15.9% (94)	12.2% (72)	3.72	590
Reduce extra staffing provided to schools with declining enrollment	10.5% (65)	<b>29.9%</b> <b>(185)</b>	27.1% (168)	20.2% (125)	12.3% (76)	3.36	619
Reduce or eliminate targeted funding for literacy initiatives	3.5% (13)	13.1% (49)	26.7% (100)	<b>31.7%</b> <b>(119)</b>	25.1% (94)	2.51	375
Eliminate or reduce funding used to address higher student needs at certain schools	2.7% (9)	12.8% (42)	19.8% (65)	26.1% (86)	<b>38.6%</b> <b>(127)</b>	2.28	329
Delay work to implement Oregon's new graduation requirements	<b>32.2%</b> <b>(219)</b>	18.5% (126)	19.7% (134)	15.6% (106)	14.1% (96)	3.58	681
	<b><i>answered question</i></b>						<b>854</b>
	<b><i>skipped question</i></b>						<b>156</b>

**19. Additional Budget Reduction Strategies (over \$1,000,000): Rank your top five strategies in priority order with 1 being highest and 5 being lowest.**

	1	2	3	4	5	Rating Average	Response Count
Reduce district administration & restructure the central office	<b>33.0% (251)</b>	16.4% (125)	15.9% (121)	17.6% (134)	17.1% (130)	3.47	761
Increase the staffing ratio by 1.0	3.7% (13)	11.5% (40)	15.8% (55)	22.9% (80)	<b>46.1% (161)</b>	2.15	349
Increase the staffing ratio by 2.0	6.8% (12)	13.6% (24)	20.9% (37)	19.8% (35)	<b>39.0% (69)</b>	2.43	177
Reduce the school year and/or work year by 3 or more days	<b>21.3% (147)</b>	20.0% (138)	16.5% (114)	21.0% (145)	21.2% (146)	3.19	690
Spend reserves and other sources of one-time funds (as prudent) to mitigate program and staffing cuts for the short-term	14.2% (97)	15.7% (107)	<b>25.8% (176)</b>	24.6% (168)	19.6% (134)	2.96	682
Reduce or delay purchasing of instructional technology, textbooks and classroom equipment	8.8% (67)	<b>29.2% (222)</b>	28.4% (216)	20.9% (159)	12.6% (96)	3.30	760
Postpone new math textbook adoptions, purchase of materials and related professional development	<b>39.3% (318)</b>	26.6% (215)	14.8% (120)	11.0% (89)	8.3% (67)	4.04	809
	<b>answered question</b>						<b>862</b>
	<b>skipped question</b>						<b>148</b>

**20. Comments on Budget Reduction Strategies:**

	Response Count
	152
	<b>answered question</b>
	<b>152</b>
	<b>skipped question</b>
	<b>858</b>

**21. Are there some other programs, services or activities, or district initiatives, we should consider as a high priority as we struggle with balancing the district budget?**

		Response Count
		318
	<i>answered question</i>	318
	<i>skipped question</i>	692

**22. Are there some other programs, services or activities, or district initiatives, we should consider eliminating or reducing as we struggle to balance the district budget?**

		Response Count
		296
	<i>answered question</i>	296
	<i>skipped question</i>	714

**23. Are there some other efficiency measures or cost-saving ideas we should consider as we struggle to balance the district budget? Some suggestions have included: • Courier/mail services on alternate days • Increase Rental fees & usage charges • Use Surplus property as revenue source – develop or sell • Adjust transportation distances • Four-day weeks • Payroll warrants – do not mail out • On-line learning opportunities • Alt ed consolidation/reorganization and drop-out recovery • Energy conservation measures in all buildings**

		Response Count
		463
	<i>answered question</i>	463
	<i>skipped question</i>	547