

Shoreline Schools

Envision Shoreline: Strategic Planning Survey

Summary Report

March 2024

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INTRODUCTION

Shoreline School District is engaged in a strategic planning process designed to set priorities for our schools and district over the next 2-3 years. A strategic plan is an important tool for school districts, especially given the current complex educational landscape, and locally as we work through our significant budget challenges. We need a smart plan to help our district face the future while keeping our mission and vision alive.

The primary purpose of a strategic plan is to provide a clear roadmap for the future of Shoreline School District, helping us make wise decisions about where and how to use our resources. This is important for our short-term fiscal stability, especially during the difficult budget challenges we are facing. At the same time, a strategic plan keeps us focused on our long-term mission and vision, guiding us through uncertain times while keeping us centered on our values and beliefs.

As we consider our priorities, we are keeping our values of equity, safety, student growth, and student learning at the forefront when making decisions. We also believe in our individual and collective ability to create a system where a student's identity and ability are not predictors of success. To aid us in this regard, the district will use Shoreline's Race and Equity Decision Making Tool during our strategic planning process. Even though we may not be able to reach the ideal by using the Race and Equity tool, its use allows for a more equitable process as we consider priorities and actions. It helps us consider how race and equity impact choices by asking questions such as:

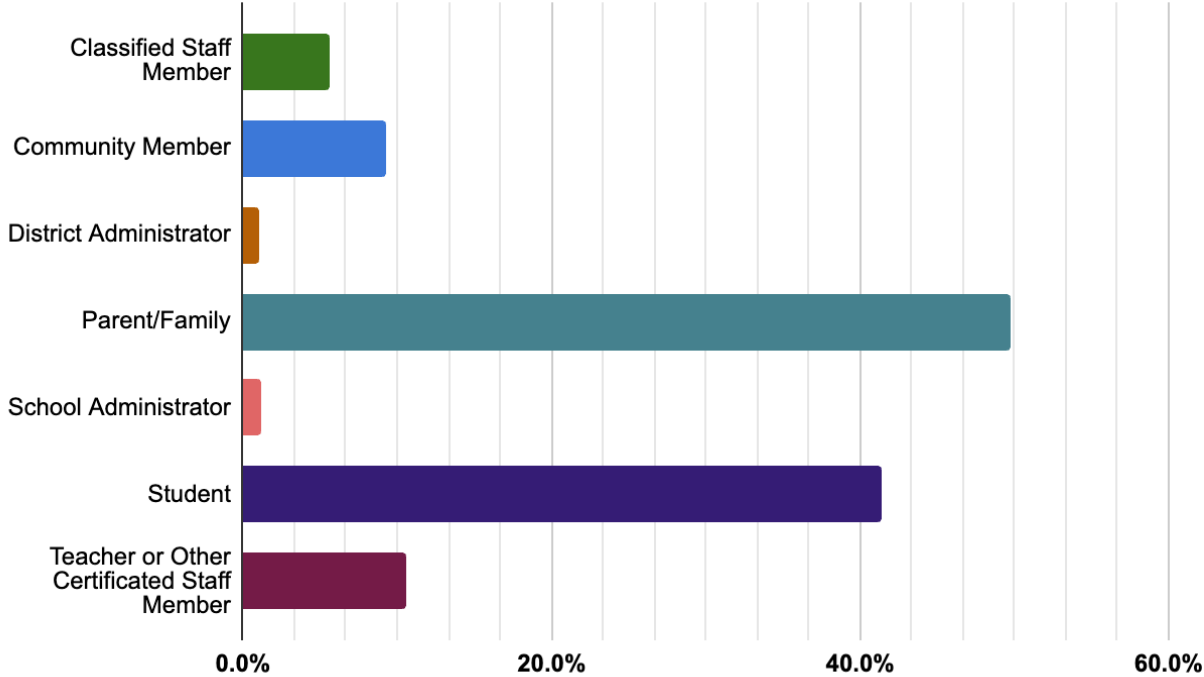
- Who is making decisions?
- Who is affected by decisions?
- What are the impacts of our decisions?

In February 2024, we sought feedback from members of our school district and community via a district survey about priorities to help guide our planning efforts. This report includes a summary of the responses from that survey.

SURVEY DESIGN

A total of 2,053 survey responses were collected from families, students, district staff and community members between February 26 and March 6. The survey was available in English and translated into Amharic, Arabic, Chinese, Spanish and Tigrinya. A breakdown of respondents can be found in figures 1 and 2 below.

Figure 1: Respondent Groups



Role	Respondents	
	Percent	Number
Classified Staff Member	5.6%	113
Community Member	9.2%	185
District Administrator	1.0%	19
Parent/Family	49.8%	998
School Administrator	1.2%	23
Student	41.4%	830
Teacher or Other Certificated Staff Member	10.6%	213

Figure 2: Respondent Demographics

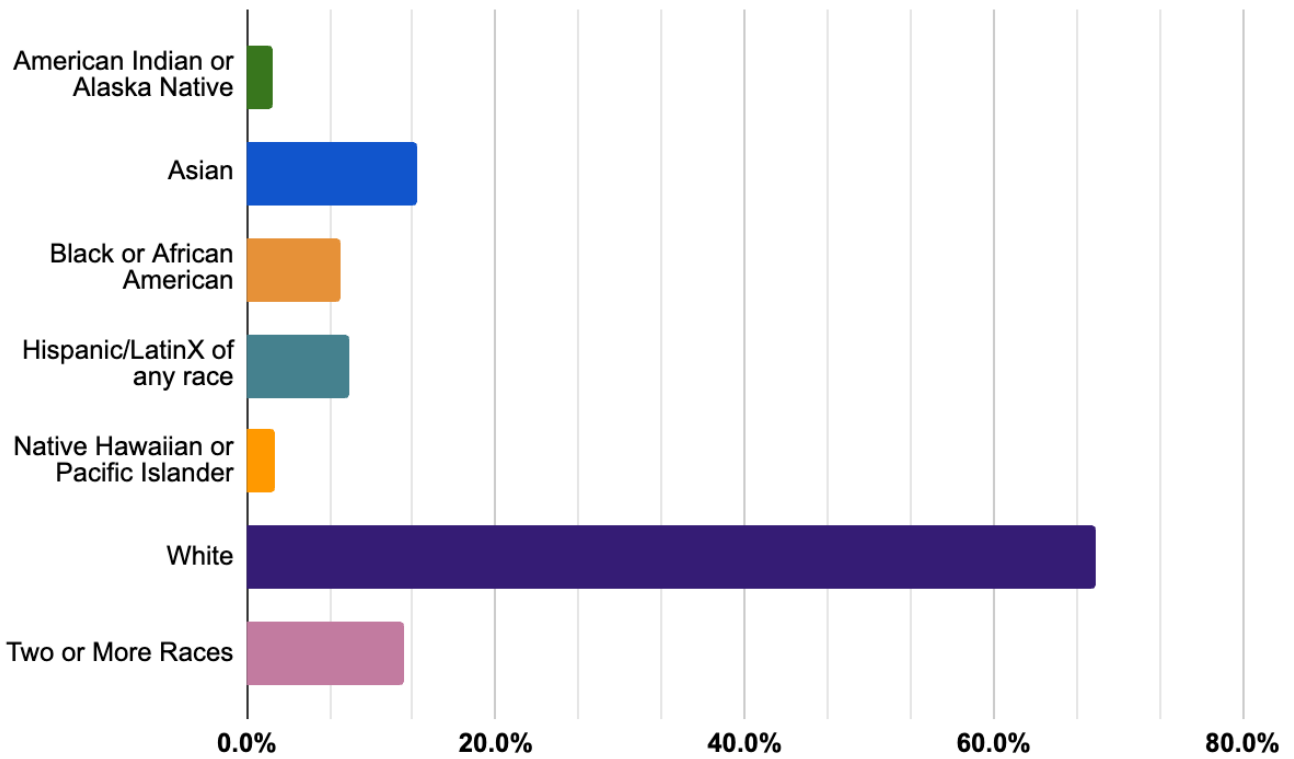


Table 2: Respondent Demographics

Role	Respondents	
	Percent	Number
American Indian or Alaska Native	2.0%	38
Asian	13.7%	255
Black or African American	7.5%	140
Hispanic/LatinX of any race	8.2%	153
Native Hawaiian or Pacific Islander	2.3%	42
White	68.2%	1269
Two or More Races	12.6%	235

Survey Prompts

Respondents were first asked to identify up to 5 items from a list of district functions and services (areas) that best describe what Shoreline School District is doing well. Next, they were asked to put the same set of functions in order of importance for the district to improve over the next 2-3 years.

This prioritization is one source of information that we will use to inform decisions about areas to improve. At the same time, we know we will need to consider regulatory, legal, and contractual requirements when planning. For these reasons, there may be services in areas that receive a lower priority ranking that we will still need to maintain in some form. For example, there are state requirements for certain staff training that we must provide each year.

In addition to prioritizing services, respondents were also asked to reply to the following prompt:

What advice do you have for the Shoreline School District as we set priorities and goals for the next 2-3 years?

SURVEY RESPONSES

What Shoreline School District is Doing Well

For the first part of the survey, respondents were asked to identify up to five functions the district is performing well. Items were then ordered by the frequency of responses. Responses are included by demographics and role in figures and tables 3-4 below

Figure 3:

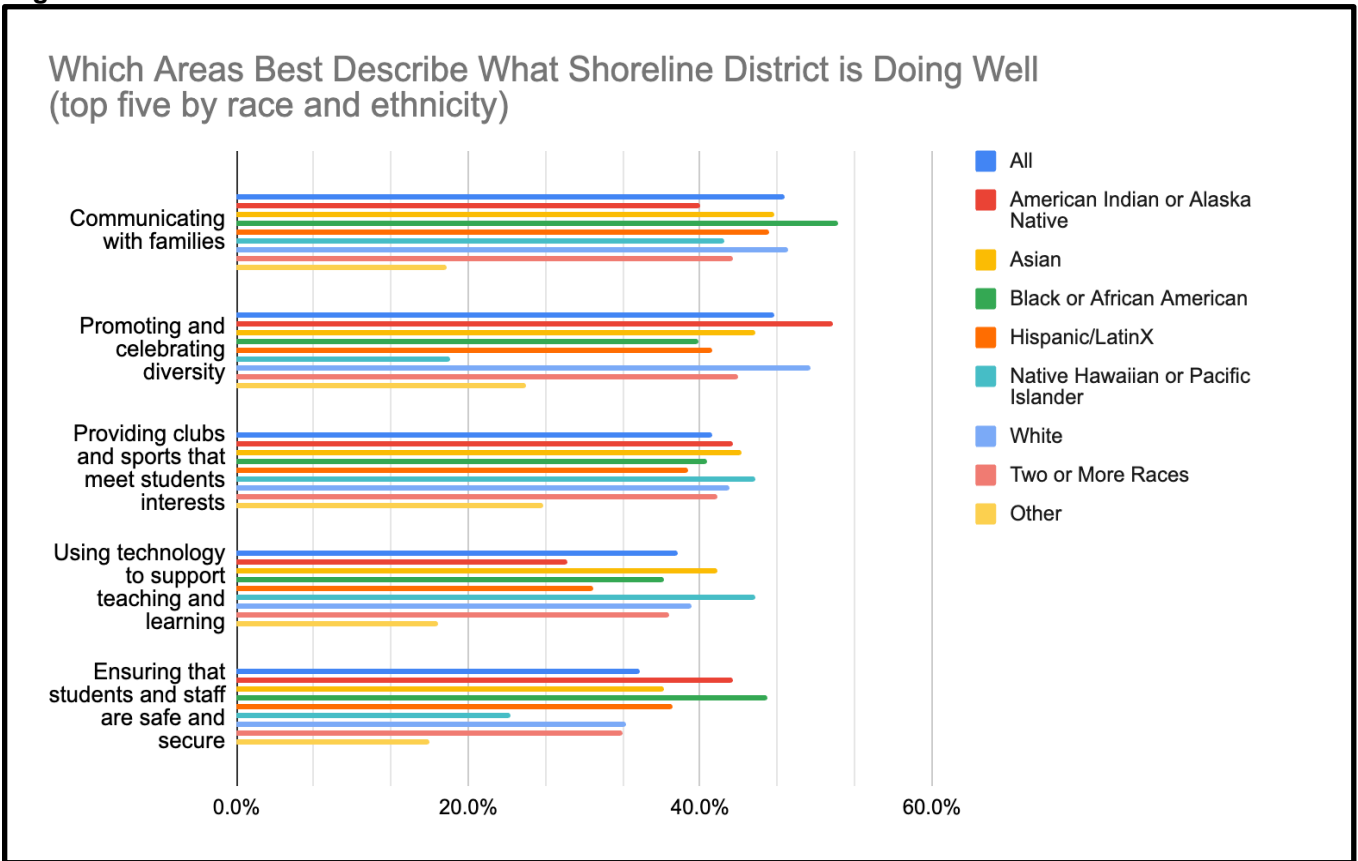


Table 3:

Which Areas Describe What Shoreline School District is Doing Well	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic/LatinX	Native Hawaiian or Pacific Islander	White	Two or More Races	Other
Communicating with families	47.3%	40.0%	46.5%	51.9%	45.9%	42.1%	47.7%	42.8%	18.2%
Promoting and celebrating diversity	46.5%	51.4%	44.8%	39.9%	41.1%	18.4%	49.6%	43.2%	25.0%
Providing clubs and sports that meet students interests	41.0%	42.9%	43.6%	40.6%	39.0%	44.7%	42.5%	41.4%	26.5%
Using technology to support teaching and learning	38.1%	28.6%	41.5%	36.8%	30.8%	44.7%	39.3%	37.4%	17.4%
Ensuring that students and staff are safe and secure	34.9%	42.9%	36.9%	45.9%	37.7%	23.7%	33.6%	33.3%	16.7%
Meeting the academic needs of students	31.6%	40.0%	33.2%	27.8%	33.6%	36.8%	32.9%	32.0%	40.2%
Operating and maintaining facilities that support learning	28.9%	14.3%	28.2%	21.1%	26.0%	18.4%	31.3%	22.1%	18.2%
Creating an inclusive and equitable environment	28.8%	37.1%	33.2%	21.1%	27.4%	21.1%	29.3%	30.2%	24.2%
Meeting the social and emotional needs of students	27.6%	37.1%	29.1%	29.3%	28.8%	36.8%	28.3%	27.0%	34.9%
Providing students with classes that meet their needs and interests	21.6%	17.1%	30.3%	22.6%	28.8%	15.8%	21.6%	21.6%	31.1%
Attracting and retaining diverse, high-quality employees	20.8%	14.3%	24.9%	22.6%	23.3%	18.4%	20.6%	23.0%	46.2%
Graduating students ready for college and career opportunities	19.8%	22.9%	22.8%	26.3%	23.3%	21.1%	19.9%	20.7%	25.0%
Working together with families in meaningful ways	17.8%	20.0%	22.0%	27.8%	22.6%	15.8%	15.8%	15.8%	21.2%
Providing equitable support for students not making academic progress	16.8%	22.9%	17.8%	15.0%	26.7%	15.8%	16.1%	14.9%	21.2%
Using technology to support district operations	14.0%	14.3%	16.2%	12.0%	11.6%	15.8%	14.4%	16.2%	38.6%
Addressing our budget challenges	13.6%	17.1%	16.6%	17.3%	21.2%	18.4%	12.7%	10.8%	22.0%
Partnering with community organizations	12.7%	11.4%	17.4%	17.3%	19.9%	21.1%	11.6%	9.5%	22.7%
Providing professional growth and training opportunities for employees	8.2%	8.6%	8.3%	9.8%	7.5%	5.3%	8.0%	9.5%	34.9%

Figure 4

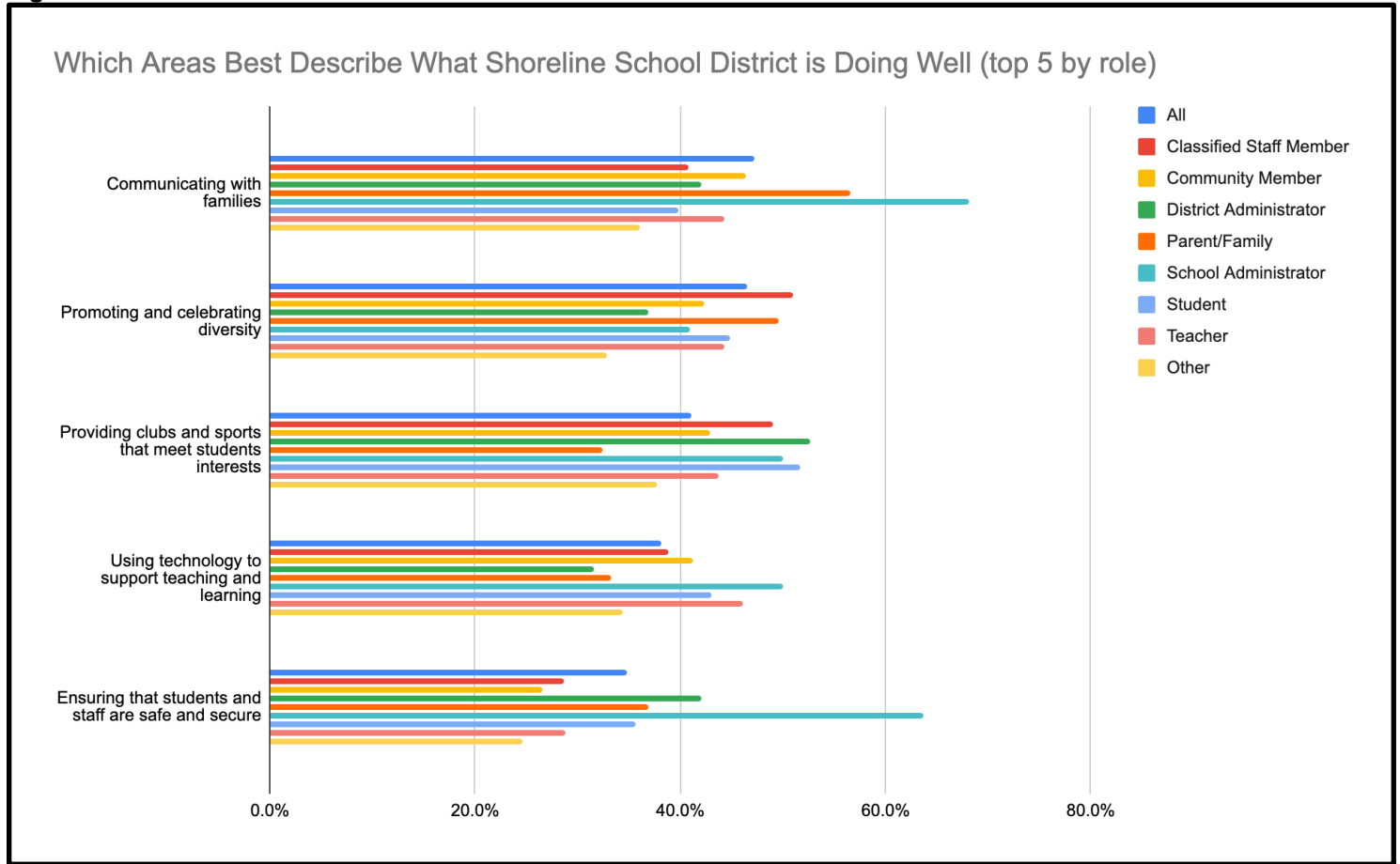


Table 4:

Which Areas Describe What Shoreline School District is Doing Well	All	Classified Staff Member	Community Member	District Administrator	Parent/Family	School Administrator	Student	Teacher	Other
Communicating with families	47.3%	40.7%	46.3%	42.1%	56.6%	68.2%	39.8%	44.2%	36.1%
Promoting and celebrating diversity	46.5%	50.9%	42.4%	36.8%	49.6%	40.9%	44.9%	44.2%	32.8%
Providing clubs and sports that meet students interests	41.0%	49.1%	42.9%	52.6%	32.4%	50.0%	51.7%	43.8%	37.7%
Using technology to support teaching and learning	38.1%	38.9%	41.2%	31.6%	33.3%	50.0%	43.0%	46.2%	34.4%
Ensuring that students and staff are safe and secure	34.9%	28.7%	26.6%	42.1%	36.8%	63.6%	35.7%	28.9%	24.6%
Meeting the academic needs of students	31.6%	29.6%	24.3%	31.6%	27.9%	50.0%	38.7%	24.5%	21.3%
Operating and maintaining facilities that support learning	28.9%	25.0%	32.2%	36.8%	34.1%	50.0%	22.1%	36.1%	26.2%
Creating an inclusive and equitable environment	28.8%	34.3%	24.9%	36.8%	29.9%	45.5%	28.3%	26.0%	32.8%
Meeting the social and emotional needs of students	27.6%	26.9%	23.7%	36.8%	29.0%	54.6%	29.2%	22.1%	21.3%
Providing students with classes that meet their needs and interests	21.6%	20.4%	14.1%	26.3%	18.4%	36.4%	29.0%	18.3%	18.0%
Attracting and retaining diverse, high-quality employees	20.8%	20.4%	21.5%	31.6%	21.0%	31.8%	22.7%	19.2%	21.3%
Graduating students ready for college and career opportunities	19.8%	24.1%	18.6%	57.9%	15.0%	54.6%	26.4%	20.7%	16.4%
Working together with families in meaningful ways	17.8%	14.8%	14.1%	21.1%	19.2%	40.9%	18.0%	15.9%	16.4%
Providing equitable support for students not making academic progress	16.8%	22.2%	15.3%	42.1%	13.7%	40.9%	22.8%	15.9%	11.5%
Using technology to support district operations	14.0%	13.0%	13.0%	31.6%	10.9%	36.4%	15.4%	27.4%	19.7%
Addressing our budget challenges	13.6%	10.2%	9.6%	36.8%	9.7%	31.8%	19.6%	13.9%	8.2%
Partnering with community organizations	12.7%	13.0%	7.9%	21.1%	9.0%	40.9%	18.3%	10.6%	11.5%
Providing professional growth and training opportunities for employees	8.2%	8.3%	10.2%	15.8%	6.2%	22.7%	11.3%	13.0%	9.8%

What to Improve

For the second part of the survey, respondents were asked to rank the same functions in order of importance for the district to improve over the next 2-3 years. Items were then ordered by importance, with higher numbers indicating a higher priority for improvement.

Responses are included by demographics and role in figures and tables 5-6 below.

Figure 5:

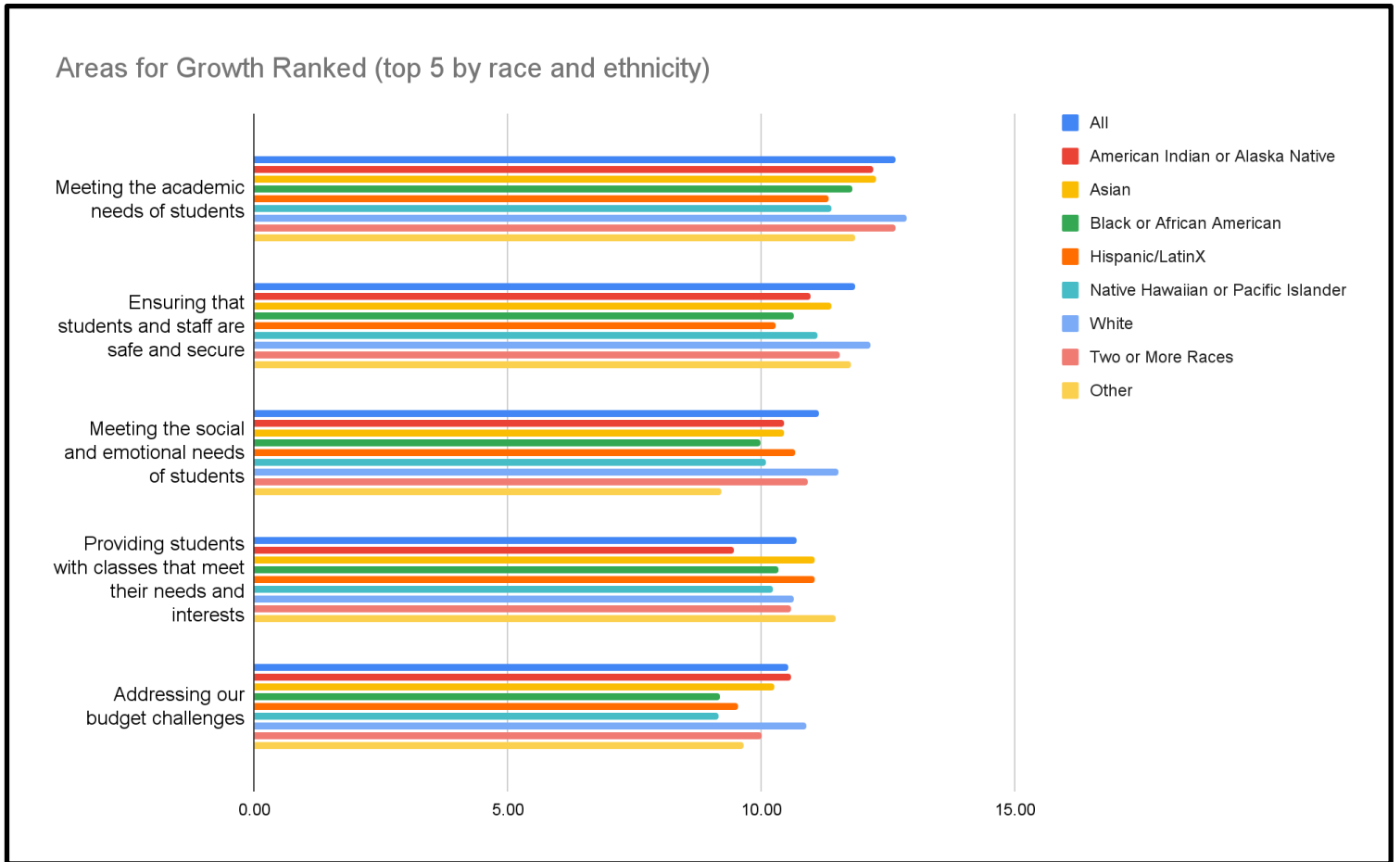


Table 5:

Areas for Growth Ranked (by race and ethnicity)	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic/LatinX	Native Hawaiian or Pacific Islander	White	Two or More Races	Other
Meeting the academic needs of students	12.64	12.21	12.27	11.80	11.32	11.37	12.88	12.66	11.84
Ensuring that students and staff are safe and secure	11.85	10.97	11.37	10.63	10.29	11.12	12.15	11.55	11.76
Meeting the social and emotional needs of students	11.14	10.45	10.45	9.99	10.66	10.10	11.53	10.92	9.21
Providing students with classes that meet their needs and interests	10.70	9.45	11.06	10.34	11.05	10.24	10.65	10.59	11.47
Addressing our budget challenges	10.54	10.58	10.26	9.18	9.53	9.15	10.89	10.02	9.66
Graduating students ready for college and career opportunities	10.53	8.39	10.90	9.57	9.88	10.17	10.64	10.68	11.48
Attracting and retaining diverse, high-quality employees	10.18	9.21	9.64	9.65	9.95	8.56	10.41	9.76	8.58
Providing equitable support for students not making academic progress	10.18	10.21	8.92	10.49	10.10	10.15	10.38	10.17	9.56
Creating an inclusive and equitable environment	9.52	10.95	9.25	9.56	9.42	10.05	9.66	9.18	8.49
Communicating with families	9.31	10.08	10.01	9.63	9.48	10.02	9.12	9.46	9.92
Providing clubs and sports that meet students interests	8.98	8.47	9.02	9.56	9.47	9.02	8.79	9.62	9.99
Operating and maintaining facilities that support learning	8.86	9.70	8.98	9.07	9.45	8.73	8.77	8.95	10.01
Working together with families in meaningful ways	8.81	10.32	9.40	9.63	9.62	9.59	8.57	8.39	8.31
Providing professional growth and training opportunities for employees	8.35	8.68	8.12	87.00	8.03	6.44	8.30	8.67	8.48
Promoting and celebrating diversity	8.05	10.03	7.91	8.81	8.71	9.85	8.01	8.07	7.95
Using technology to support teaching and learning	8.04	7.82	8.56	9.27	8.43	9.63	7.69	8.28	8.86
Using technology to support district operations	6.65	6.71	7.31	7.56	7.69	8.00	6.26	7.02	7.88
Partnering with community organizations	6.64	7.68	7.57	7.57	7.92	8.80	6.29	7.01	7.49

Figure 6

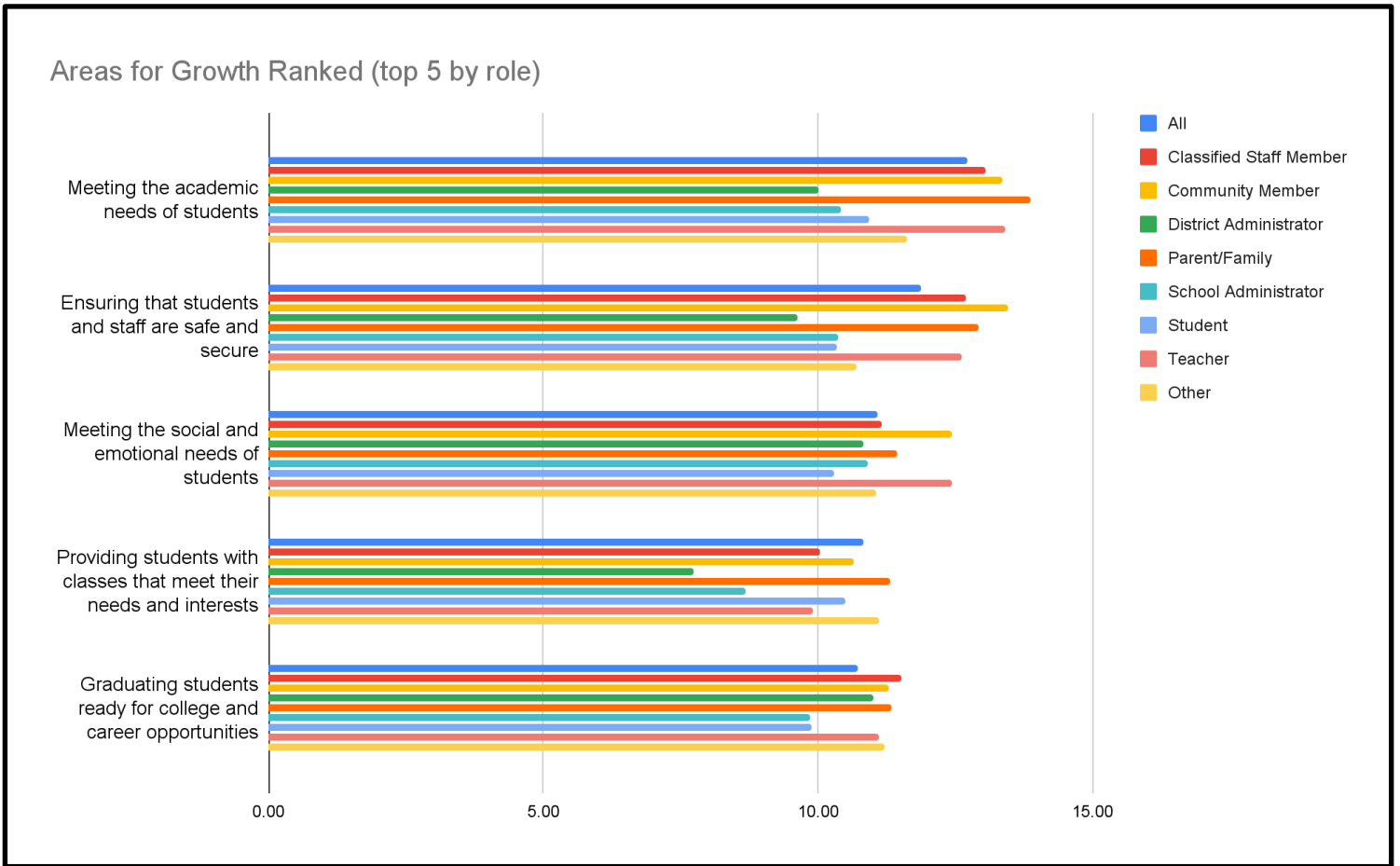


Table 6

Areas for Growth Ranked (by role)	All	Classified Staff Member	Community Member	District Administrator	Parent/Family	School Administrator	Student	Teacher	Other
Meeting the academic needs of students	12.72	13.04	13.36	10.00	13.87	10.41	10.93	13.41	11.63
Ensuring that students and staff are safe and secure	11.88	12.68	13.46	9.63	12.93	10.36	10.33	12.61	10.69
Meeting the social and emotional needs of students	11.08	11.16	12.43	10.84	11.43	10.91	10.29	12.43	11.07
Providing students with classes that meet their needs and interests	10.82	10.04	10.64	7.74	11.32	8.68	10.49	9.90	11.12
Graduating students ready for college and career opportunities	10.73	11.52	11.29	11.00	11.35	9.86	9.88	11.11	11.22
Addressing our budget challenges	10.56	11.56	11.12	12.42	10.66	11.55	10.18	11.07	10.08
Providing equitable support for students not making academic progress	10.10	10.59	10.44	10.68	9.96	12.32	9.73	11.82	9.49
Attracting and retaining diverse, high-quality employees	10.06	10.95	10.23	8.58	10.56	8.09	9.20	10.75	9.53
Communicating with families	9.33	9.64	8.46	8.84	9.08	8.55	9.89	8.31	10.14
Creating an inclusive and equitable environment	9.32	9.09	9.38	11.16	9.05	11.09	9.43	10.54	8.73
Providing clubs and sports that meet students interests	9.06	8.19	8.54	7.42	9.01	8.05	9.64	8.02	9.47
Operating and maintaining facilities that support learning	8.92	9.23	8.64	9.37	8.91	9.95	9.09	8.23	9.10
Working together with families in meaningful ways	8.77	8.63	8.43	9.79	8.53	8.50	9.08	8.88	7.85
Providing professional growth and training opportunities for employees	8.37	7.88	8.15	8.42	8.18	11.23	8.69	8.10	7.83
Using technology to support teaching and learning	8.11	7.36	7.45	9.79	7.78	7.77	8.84	7.23	8.42
Promoting and celebrating diversity	7.88	6.67	7.70	10.47	7.01	7.45	9.13	7.37	8.34
Using technology to support district operations	6.65	6.61	5.61	8.53	5.82	8.32	8.07	5.27	8.29
Partnering with community organizations	6.64	6.16	5.67	6.47	5.53	7.91	8.10	5.94	7.29

Advice for the District

For the third part of the survey, respondents were asked to answer one open-ended question: *What advice do you have for Shoreline School District as we set priorities and goals for the next 2-3 years?*

Responses (1,674) were analyzed to identify the most common themes based on frequency of comments for all respondents and for demographic groups and groups by role. A summary of these themes is included below. In addition, for all respondents, example comments and recommendations are included.

Theme 1: Academics

Number of Comments Related to Academics: 449

The comments related to this theme underscored the importance of preparing students for higher education and the workforce with a curriculum that aligns with current and future demands. There are calls for support for students struggling academically and demands for rigorous academic coursework. Recommendations included maintaining high academic standards while providing support for students at all levels.

Another top concern among respondents revolves around the quality and diversity of academic programs. Participants advocate for a curriculum that is not only rigorous but also inclusive, catering to the varied interests and capabilities of students. There is a call for enhanced STEM (Science, Technology, Engineering, Mathematics) programs, alongside arts and humanities. Respondents believe these programs are essential for a well-rounded education and should be protected from budget cuts. Respondents urged considering their importance on par with traditional academic subjects.

Example Comments:

- Please keep academic rigor and academic support in place for all students!
- Provide more opportunities for kids... let them know that they can try new things.
- We need to allocate greater attention to STEM courses in college preparatory programs.

Examples of Recommendations for Academics:

1. **Support Personalized Learning:** Provide resources and support for personalized learning approaches that address the individual needs of students, including those who require additional help and those capable of advanced work, to ensure all students achieve their full academic potential.

2. **Enhance Curriculum Diversity and Rigor:** Develop and implement a more diverse curriculum that caters to various learning styles and abilities, including advanced courses, STEM programs, and extracurricular activities, to challenge students and prepare them for future success.

Theme 2: Safety and Well-Being

Number of Comments Related to Safety and Well-Being: 303

Respondents indicated that good work has been done in the area of safety and well-being, yet there is still room for improvement in this area. Comments related to safety, well-being, social and emotional learning, and health highlighted a recurring theme about the need for enhanced mental health support and safe learning environments. Respondents emphasized the importance of prioritizing student and staff mental health to foster a supportive educational atmosphere. The demand for increased mental health resources reflects a broader recognition of the challenges and stressors students and staff may face, emphasizing the need for accessible support services within the school district.

Moreover, the comments highlight a concern for physical safety within school premises, suggesting a call for security measures and protocols to ensure a secure learning environment. This includes addressing issues such as bullying and ensuring that safety measures are adequately communicated to and understood by students and parents.

The survey responses also suggest a desire for more robust social and emotional learning (SEL) programs. Integrating SEL into the curriculum can help students develop crucial life skills, including empathy, emotional regulation, and effective communication, which are essential for their overall well-being and academic success.

Lastly, the health aspect, including physical well-being and hygiene, was mentioned, with some respondents pointing out the need for cleaner facilities and healthier food options. This indicates a broader concern for the physical health and comfort of students, which can significantly impact their ability to learn and thrive in a school setting.

Example Comments:

1. "Security and safety are number one, no learning can happen without those two."
2. "Please prioritize safety & education."
3. "The non-academic needs of our student population are growing rapidly, and schools/teachers are not funded or staffed in a way to meet all these needs."

Examples of Recommendations for Safety and Well-Being

- 1. Promote a Safe and Inclusive Environment:** Implement robust safety measures and policies to ensure a physically safe learning environment for all students, while also fostering an inclusive culture that respects and values diversity, addressing issues of bullying and discrimination effectively.
- 2. Strengthen Mental Health Support:** Establish comprehensive mental health services and support systems within schools to address the emotional well-being of students, including counseling services, mental health education, and interventions designed to reduce stress and anxiety.
- 3. Integrate Social and Emotional Learning:** Incorporate social and emotional learning (SEL) programs into the curriculum to equip students with essential life skills, such as emotional regulation, empathy, resilience, and effective communication, to support their overall development and academic success.

Theme 3: Equity, Diversity, Inclusion

Number of Comments Related to Equity, Diversity and Inclusion: 251

Community feedback highlights a nuanced understanding of equity and inclusion, with repeated calls for a balance between supporting diverse learners and maintaining academic excellence.

Respondents also emphasized the importance of true commitment to equity and inclusion, suggesting that budget allocations should reflect this priority. They pointed out disparities for students of color and students who receive special education. Many called for a genuine inclusive environment that doesn't just claim to value diversity but acts accordingly.

Several comments touched on the need for more actionable commitments to equity, diversity, inclusion, and belonging. The importance of recruiting and retaining more staff of color was also mentioned, highlighting a disparity in how different groups of teachers are held to account.

While many comments applaud the efforts toward creating an inclusive educational setting, others critique the perceived emphasis on diversity initiatives, suggesting it might detract from academic focus. The feedback calls for a balanced approach that fosters an inclusive culture without compromising educational quality.

Example Comments:

- As a district, we talk a lot about equity, diversity, inclusion, and belonging. We must find more actionable ways to show this commitment.
- Prioritize equity for diverse learners and prioritize strong curriculum leadership and support.
- Increased diversity in faculty and staff would lead to more equity and inclusion for students.
- Balance equity with ensuring students are academically ready for high school and college.

Examples of Recommendations for Equity, Diversity and Inclusion

1. **Empower Diverse Voices and Participation:** Create forums and opportunities for students and families from underrepresented groups to voice their experiences and contribute to school policies, ensuring that decision-making processes are inclusive and reflective of the entire school community.
2. **Cultivate an Inclusive Curriculum:** Revise and expand the curriculum to reflect a broad spectrum of cultures, histories, and perspectives, ensuring that all students see themselves represented and can learn from a diverse range of viewpoints.
3. **Enhance Staff Diversity and Training:** Actively recruit and retain a diverse faculty and staff, and provide ongoing professional development in culturally responsive teaching methods and anti-bias education to foster an inclusive and equitable learning environment.

Theme 4: Budget Management

Number of Comments Related to Budget Management: 218

Budget management issues were a common concern, with many respondents worried about the impact of budget constraints on the quality of education. There were calls for more transparent and responsible budgeting practices and concerns about potential cuts to essential programs and services.

Some comments suggest that the community would appreciate more opportunities to provide input on budgetary decisions, reflecting a desire for a more inclusive approach to fiscal management. This feedback highlights the importance of involving various stakeholders in budgetary discussions to align financial decisions with the educational needs and priorities of the community, ultimately aiming for a balanced approach that optimizes educational outcomes while maintaining fiscal responsibility.

Respondents urged the district to prioritize spending on direct educational needs and to manage the budget more effectively and to prioritize financial stability to avoid compromising educational quality and equity.

Example Comments:

- Keep communicating with parents about budget issues and cuts. Be transparent.
- Managing the budget should be a high priority.
- Bring greater focus on preserving and improving the quality and quantity of programs, classes, and extracurriculars. Even and especially with the budget issues, these are not things worth compromising.

Examples of Recommendations for Budget Management

- 1. Increase Budget Transparency:** Ensure clear and open communication about budget decisions, providing detailed explanations of how funds are allocated and the impact on educational programs and services to foster trust and understanding within the community.
- 2. Prioritize Educational Investments:** Focus budget allocations on direct educational outcomes, prioritizing spending on classroom resources, teacher support, and student services to enhance the quality of education while ensuring fiscal responsibility.
- 3. Engage Community in Budget Planning:** Involve stakeholders, including parents, teachers, and community members, in the budget planning process to gather diverse perspectives and ensure that financial decisions align with the educational needs and priorities of the community.

Theme 5: Family and Community Engagement

Number of Comments Related to Family and Community Engagement: 91

Family engagement is another critical theme emerging from the comments, with respondents expressing the need for more meaningful and constructive involvement of families in the educational process. This includes more opportunities for parents and guardians to engage with teachers and administrators, participate in decision-making processes, and contribute to the development of educational programs and initiatives. By strengthening family engagement, the school district can create a more collaborative and supportive learning environment that acknowledges and utilizes the valuable insights and contributions of families.

Example Comments:

- Strengthen partnerships with families, and Involve parents and caregivers in decision-making processes, and actually listen.
- We should focus on improving family engagement in schools.
- Partner with families and the community to ensure open communication and creative problem solving.

Examples of Recommendations for Family and Community Engagement

1. **Facilitate Active Family Involvement:** Create more opportunities for meaningful family involvement in school activities, decision-making processes, and educational planning, recognizing families as vital partners in the educational journey of their children.
2. **Strengthen Community Partnerships:** Foster stronger partnerships with local organizations, businesses, and cultural groups to enhance the educational experience through community resources, support networks, and real-world learning opportunities, thereby enriching the school environment and curriculum.

Top Three Themes by Role

Themes were also identified for groups by role. The top three themes for each group are included below.

Students (710 Comments)

1. **Educational Improvements and Resources:** Many students express a desire for a more challenging and diverse curriculum, smaller class sizes for more personalized attention, and better educational resources. This includes requests for more advanced classes, especially for students with high capabilities, and concerns about large student-to-teacher ratios affecting the quality of education.
2. **Safety and Inclusivity:** There is a strong call for creating a safer and more inclusive school environment. This encompasses the need for better bullying prevention measures, more mental health support, and a more diverse staff that reflects the student population. Students also mention the need for more attention to physical safety concerns, such as school cleanliness and security.
3. **Extracurricular and Social Activities:** Students are asking for more extracurricular activities, clubs, and sports, highlighting the importance of these programs in their overall school experience. They suggest that these activities not only contribute to their personal development and happiness but also foster a sense of community and belonging within the school.

Families (795 Comments)

1. **Academics:** Comments emphasized a need for a more focused academic environment, where the curriculum is challenging and engaging, ensuring that students are well prepared for post-graduation paths. There's a call for reemphasizing the educational focus toward academic subjects such as math, English, and science, ensuring that students are equipped with the necessary knowledge and skills for school and beyond. Some comments express concerns about distractions from academic learning, suggesting a need for a balance that prioritizes educational outcomes. Additionally, there's a mention of ensuring that academic programs are on par or exceed those of other schools, indicating a desire for competitive and high-standard education. The overall sentiment reflects a desire for an educational environment that prioritizes rigorous academic learning while preparing students for future success.
2. **Budget and Resource Allocation:** Many comments highlight concerns about budget management, particularly the impacts of budget cuts on essential programs and staff support. There's a clear desire for transparent, accountable budgeting that prioritizes student needs and educational quality, avoiding short-sighted cuts that compromise the learning environment or staff morale.
3. **Family and Community Engagement:** Families express a desire for more meaningful opportunities to participate in decision-making processes and a call for the district to listen to and value the voices of all community members, especially those who might feel marginalized or overlooked.

Classified Staff Members (97 comments)

1. **Academic Programs and Curriculum:** This theme includes discussions about the importance of maintaining a diverse range of academic programs, such as STEM (Science, Technology, Engineering, Mathematics) and music, due to their real-world applications and the vital role they play in student development. Comments express concerns over potential cuts to these programs.
2. **Safety and Well-Being:** Safety emerges as a paramount concern among respondents, with many emphasizing the need for a secure learning environment as a high priority. This theme encompasses physical safety within school premises as well as the psychological safety and wellbeing of students. Comments suggest an urgent need for measures that ensure students feel safe and supported, both physically and emotionally, within the school environment.

- 3. Budget and Fiscal Management:** Fiscal responsibility and effective budget management are central to the concerns expressed in the comments. Many respondents urge the school district to address budgetary issues responsibly without compromising the quality of education or student safety. There's a strong sentiment for transparency in budget allocation and spending, with a focus on prioritizing student needs and academic quality even amidst financial constraints.

Teachers and Other Certificated Staff Members (196 Comments)

- 1. Improving the Learning Environment:** There is a strong emphasis on enhancing the quality of education, including making classes more engaging, offering a more diverse curriculum, and providing adequate classes for advanced learners. Overall, feedback in this area highlights a need for a more engaging and supportive academic environment that caters to a broad spectrum of student needs and interests, from enhanced electives in middle school to better support for students facing academic challenges.
- 2. Enhancing School Safety and Inclusivity:** There's a notable concern for creating a safer and more inclusive school environment. This includes addressing bullying, improving the school's approach to diversity and inclusion, and ensuring students' mental health is prioritized. Suggestions include having a more effective anti-bullying system, making schools feel more welcoming to all students, and ensuring that staff are accepting of all students.
- 3. Financial Responsibility and Resource Management:** There are repeated mentions of the need for better budget management, including making more-informed spending decisions and finding ways to increase funding without sacrificing essential programs and activities. There are suggestions for the school district to be more mindful of its spending, to address budget challenges, and to ensure that resources are allocated in a way that directly benefits the students and their learning experience.

School and District Administrators (26 Comments)

- 1. Budget and Financial Management:** Responses frequently address the need for careful handling of the school district's budget, mentioning the district's crippling debt and the necessity to think critically about budget cuts, especially those that may indirectly affect students and classrooms. There is an emphasis on structuring the budget in a sustainable manner and ensuring that financial priorities are aligned with student needs rather than being dictated by external influences.

2. **Student Support and Wellbeing:** There is a strong emphasis on supporting students academically and emotionally, with suggestions to add more mental health counselors and behavioral technicians to assist students in managing their emotions and academic challenges. Survey responses also touch on the importance of being supportive of all students, understanding their diverse needs, and ensuring they thrive, especially highlighting the needs of students of color.
3. **Educational Priorities:** Respondents suggest prioritizing students' academic and emotional wellbeing and focusing on instructional quality and academic, social and emotional support for students. It also mentions the importance of celebrating achievements and focusing on assets while addressing areas of improvement. Additional suggestions include expanding extracurricular and alternative education options, like online schooling and career and technical education (CTE) programs, to support individual student learning and development.

CONCLUSION

We are appreciative of the thoughtful feedback and diverse perspectives shared by the Shoreline School District community. Survey respondents have highlighted several areas where the district is doing well. However, the feedback also underscores the need for a continued and focused efforts on enhancing academics, safety, equity, fiscal responsibility, and community involvement

As the Shoreline School District moves forward with its strategic planning process, it will be important to integrate these insights and recommendations into the plan's framework. This will not only ensure that the district's short-term actions are aligned with its long-term mission and vision but also foster a sense of shared purpose and collaboration among all stakeholders. The journey ahead is one of continuous improvement, and with the collective wisdom of its community, Shoreline School District is well-equipped to navigate the challenges and opportunities that lie ahead, ensuring a bright future for all its students.