

2025 Community Budget Survey Summary Report

May 2025

INTRODUCTION

In 2023, Shoreline School District conducted a community budget survey to gather input from staff, families, students, and community members. This feedback was one element that helped guide decisions about how to reduce expenditures while protecting services most important to students.

To support continued budget planning, the district again used the same prioritization and open-ended survey prompts in 2025. This allowed for both updated input and comparison to prior results, helping the district assess where perspectives have remained consistent and where new concerns may have emerged.

MAY 2025 UPDATES

The report initially shared in April has been updated to reflect survey responses collected through May 1. With these additional 74 responses, a total of 603 people participated in the 2025 Community Budget Survey. The updated version includes revised charts and a more comprehensive summary of written comments. While the overall themes remained consistent, such as keeping class sizes manageable, supporting student mental health, and protecting school-based staff, the added responses placed greater emphasis on the impact of past reductions and highlighted the importance of preserving key supports for students and schools.

2023 SURVEY SUMMARY

The [2023 survey](#) played a role in guiding the district's multi-year budget alignment strategy. Community input emphasized protecting student-facing services and beginning reductions furthest from the classroom. In alignment with this guidance, the district eliminated central office and administrative positions, including directors, instructional coaches, and other non-school-based roles. Additional measures included furlough days, contract suspensions and concessions, and benefit reductions for central office staff. The district also paused curriculum adoptions, reduced professional development for non-classroom staff, and implemented across-the-board cuts to school and department budgets. Non-essential expenditures such as travel, printing, and district-sponsored events were also scaled back. Together, these steps reflect a consistent effort to honor community priorities and minimize the impact of reductions on student learning.

SURVEY DESIGN

As with the 2023 survey, respondents were first asked to prioritize a range of district services and support for students, families and staff. For the second part of the survey, respondents were asked to reply to two prompts.

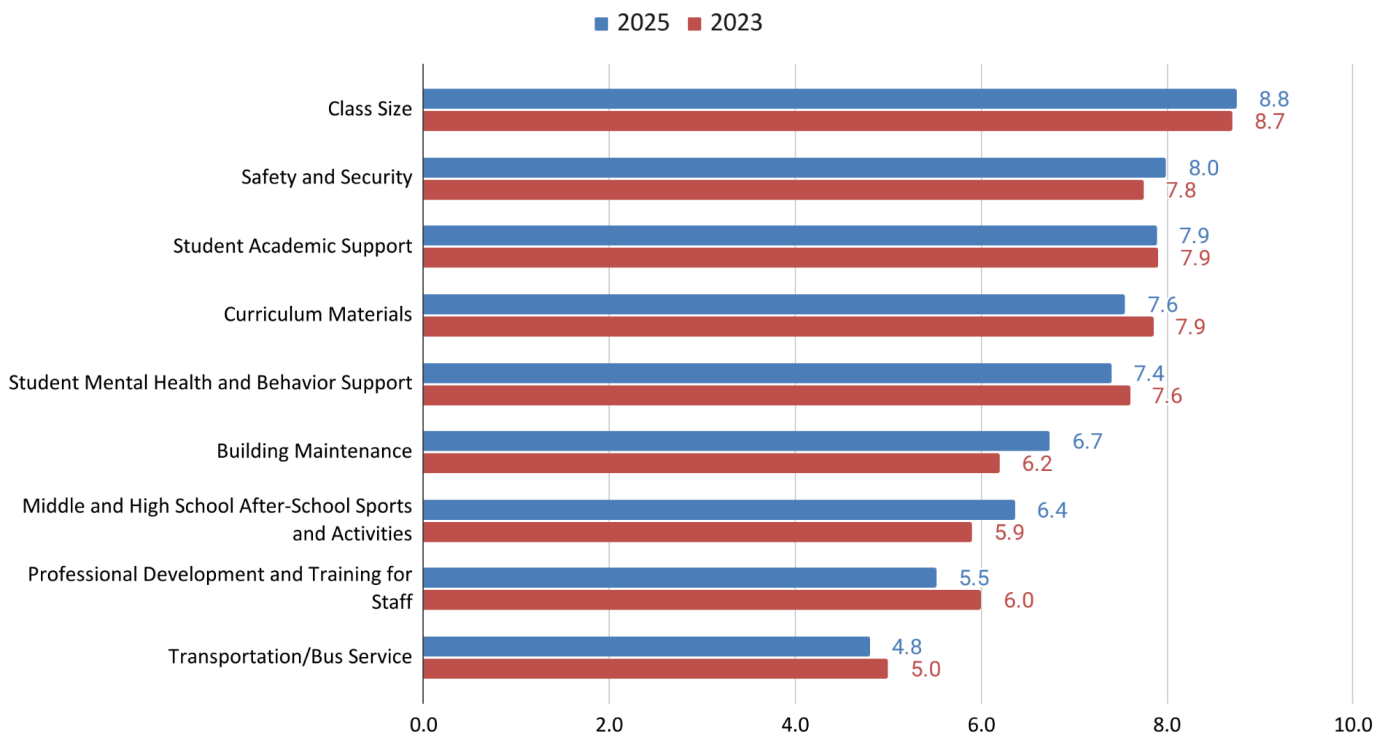
2025 Community Budget Survey Summary Report

May 2025

2025 SURVEY RESPONSES

Survey Prioritization

For the first part of the survey, respondents were asked to rank service areas on a scale of 1 – 9. A score of 9 below indicated the area that was the most important to the respondent and a score of 1 was the least important. No two items could receive the same score. Scores from 2023 are added for comparison.



2025 Community Budget Survey Summary Report

May 2025

Survey Open-Ended Prompts

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

1. Is there anything you want to share about the items you ranked above?
2. Do you have a specific suggestion for reducing the district's expenditures?

This follow-up served two purposes: (1) to inform current budget development decisions, and (2) to assess whether community perspectives have shifted in response to reductions implemented over the past two years.

The survey also provided an opportunity for families, staff, and students to share their views on the district's proposed Reduced Educational Program (REP) for 2025–26.

Major themes and sample responses from the open-ended responses follow.

Overview of Open-Ended Responses

Rather than organizing responses by individual survey prompt, this report groups open-ended feedback into two overarching categories: areas the community identified as most important to preserve, and areas where respondents suggested potential reductions or adjustments. This structure reflects how themes emerged across both questions and provides a clearer picture of shared priorities. Each theme was included if it appeared in at least five distinct responses, with approximate counts and sample comments provided to illustrate key points.

2025 Community Budget Survey Summary Report

May 2025

2025 Themes: Maintain or Prioritize Services

1. Class Size and Instructional Support (Approximate Mentions: 60)

Respondents repeatedly emphasized the need to maintain manageable class sizes and keep classroom support staff. These comments linked class size to both student learning and teacher sustainability.

Sample Comments:

- *“The bigger the class, the less safe and supported my child feels.”*
- *“Don't cut paras or aides—teachers need help, and students benefit.”*
- *“Large class sizes are one of the biggest stressors for both staff and students.”*

2. Student Mental Health, Counseling, and Behavior Support (Approximate Mentions: 52)

There was concern over reductions to counselors, prevention/intervention staff, and other roles that support student mental and emotional well-being.

Sample Comments:

- *“Mental health support is not a luxury—it's essential.”*
- *“The intervention counselor has been one of the only consistent adults for my student.”*
- *“Please don't eliminate the behavior support roles at middle schools.”*

3. Avoiding Cuts to Lower-Paid or School-Based Staff (Approximate Mentions: 30)

Respondents urged the district to avoid cutting lower-wage staff or roles closest to students, and instead focus reductions at higher administrative levels.

Sample Comments:

- *“Cuts shouldn't always hit the lowest-paid employees first.”*
- *“We need to protect the people who work with kids directly every day.”*
- *“Start with trimming from the top.”*

2025 Community Budget Survey Summary Report May 2025

4. Facilities and Grounds (Approximate Mentions: 20)

Some comments referenced the impact of facilities cuts, including maintenance delays and declining conditions, as concerns tied to safety and school pride.

Sample Comments:

- *“When our buildings look neglected, it sends the wrong message to students.”*
- *“School environments affect learning—don’t let them fall apart.”*
- *“We can’t ignore the safety implications of deferred maintenance.”*

5. Extracurriculars, Athletics, and the Arts (Approximate Mentions: 20)

While not the most frequently mentioned, many respondents still voiced strong support for preserving programs that engage students outside of core academics.

Sample Comments:

- *“Sports and arts are why some kids come to school at all.”*
- *“Please don’t eliminate the very programs that keep students connected.”*
- *“These activities are essential for mental health and motivation.”*

2025 Community Budget Survey Summary Report

May 2025

2025 Themes: Potential Reductions or Adjustments

1. Central Office and Administrative Staffing (Approximate Mentions: 44)

As in 2023, one of the most common suggestions was to reduce central office staff, management roles, or consultants before cutting classroom positions.

Sample Comments:

- *“Cut admin, not classroom staff.”*
- *“We need to look closely at what the district office is actually doing.”*
- *“Why do we still have so many administrative positions?”*

2. School Closures or Consolidations (Approximate Mentions: 25)

Several respondents expressed support for consolidating schools to reduce overhead and better align with declining enrollment.

Sample Comments:

- *“It’s time to make hard decisions about under-enrolled buildings.”*
- *“Consolidating would save money long-term.”*
- *“We can’t afford to keep all buildings open with fewer students.”*

3. Temporary Pay Freezes or Furloughs (Approximate Mentions: 15)

A smaller group suggested short-term wage reductions, furloughs, or deferred raises as alternatives to eliminating jobs.

Sample Comments:

- *“I’d rather take a furlough day than see someone lose their job.”*
- *“Freeze top salaries until the budget stabilizes.”*
- *“Shared sacrifice makes more sense than layoffs.”*

2025 Community Budget Survey Summary Report May 2025

4. Professional Development and Curriculum Purchases (Approximate Mentions: 12)

Some respondents suggested limiting new adoptions and PD spending, especially for non-classroom roles.

Sample Comments:

- *“We don’t need a new curriculum every few years.”*
- *“Let teachers keep using what they’ve built.”*
- *“Cut back on workshops—use internal expertise.”*

Other Notable Suggestions (Reported by fewer than 5 respondents)

- Outsourcing non-instructional services (e.g., custodial, print, warehouse)
- Reinstating systemwide surveys (like CEE) to improve decision-making
- Shifting to a 4-day school week
- Exploring advertising or business partnerships for revenue
- Using PTA or external grants to preserve targeted programs

Comparison of 2023 and 2025 Survey Themes

Many of the themes from 2025 closely mirror those identified in 2023, indicating that core community values have remained consistent even after two years of significant reductions. In both years, respondents prioritized protecting class size, preserving mental health supports, and maintaining roles that provide direct service to students. The call to “cut furthest from the classroom” remains a guiding principle across both surveys, with many urging reductions to central office and non-instructional spending before touching student-facing positions.

At the same time, the 2025 responses reflected a subtle but important shift in tone. While some continued to advocate for administrative reductions, others acknowledged that much of that ground has already been covered. A greater number of comments expressed concern about the sustainability of continued cuts and the growing strain on school-based staff. Respondents pointed to the cumulative impact of losing roles such as instructional coaches, library technicians, family advocates, and behavior support staff—highlighting a broader recognition that services once seen as supplemental are, in practice, essential. This suggests a transition in public sentiment: from endorsing budget reductions in principle to grappling with the consequences of those cuts in daily school life.

2025 Community Budget Survey Summary Report May 2025

Sample Comments Reflecting Continued Sentiment (Approximately 125 Comments)

- *“Please don’t cut the mental health counselors who help students in distress. Supporting students socially and emotionally is essential if we want them to be able to learn.” (2025)*
- *“Class size has a domino effect on everything. The larger the class, the harder it is to meet academic, social, and behavioral needs.” (2023)*
- *“Cut from the top before cutting from students. Classroom support needs to come first.” (2023)*

Sample Comments Reflecting Shifting Sentiment (Approximately 70 Comments)

- *“I know we’ve already made a lot of reductions, but it’s getting harder to do our jobs well. Teachers and school staff are stretched thin, and we’ve lost a lot of support.” (2025)*
- *“It seems like many of the positions that were cut—like library technicians, family advocates, and instructional coaches—were actually pretty critical. We’re starting to feel the impact.” (2025)*
- *“You’ve already cut a lot. At some point, there’s not enough left to make it work.” (2025)*

2025 Community Budget Survey Summary Report May 2025

Comments Related More Specifically to the Reduced Education Plan

Approximately 18 to 22 percent of open-ended comments directly addressed elements of the proposed Reduced Educational Program (REP) for 2025–26. The most frequently cited concern was the reduction of mental health and behavior support positions. Respondents strongly emphasized the importance of sustaining access to counselors, prevention/intervention specialists, and other staff who foster long-term relationships with students and provide critical support for emotional well-being. Many expressed concern that these cuts could compromise student safety, increase behavioral challenges, and undermine the district's equity and inclusion goals.

Other commonly mentioned REP-related reductions included behavior technicians, technology assistants, and operational roles such as warehouse staff and print services. These positions were often described as “behind the scenes” but essential to keeping schools functioning effectively. Respondents noted that the impact of these roles is often underestimated until problems arise. A smaller number of comments suggested the district revisit central office staffing or other administrative expenses before implementing cuts that more directly affect students and schools. Overall, the feedback reflected a desire to preserve supports that enable both learning and day-to-day operations.

Conclusion

The 2025 Community Budget Survey offered an opportunity to hear directly from families, staff, and students as the district continues to navigate ongoing financial challenges. While participation was lower than in 2023, the consistency of themes across both surveys reinforces a shared set of community values: protecting class size, preserving mental health supports, and prioritizing reductions away from the classroom whenever possible.

At the same time, the 2025 responses reflect a growing awareness of the cumulative impact of past reductions. Respondents expressed concern about the sustainability of ongoing cuts, the strain on school-based staff, and the loss of roles that contribute to a safe, well-rounded educational experience. Feedback on the proposed Reduced Educational Program highlighted the need to preserve both direct student supports and critical operational functions.

As the district moves forward with budget planning, this input underscores the importance of transparency, thoughtful prioritization, and continued engagement with those most affected by funding decisions. The district remains committed to honoring these priorities while working within available resources to provide a safe, supportive, and high-quality learning environment for all students.

2025 Community Budget Survey Summary Report May 2025

APPENDIX: RESPONDENT DEMOGRAPHIC INFORMATION

Survey Respondents

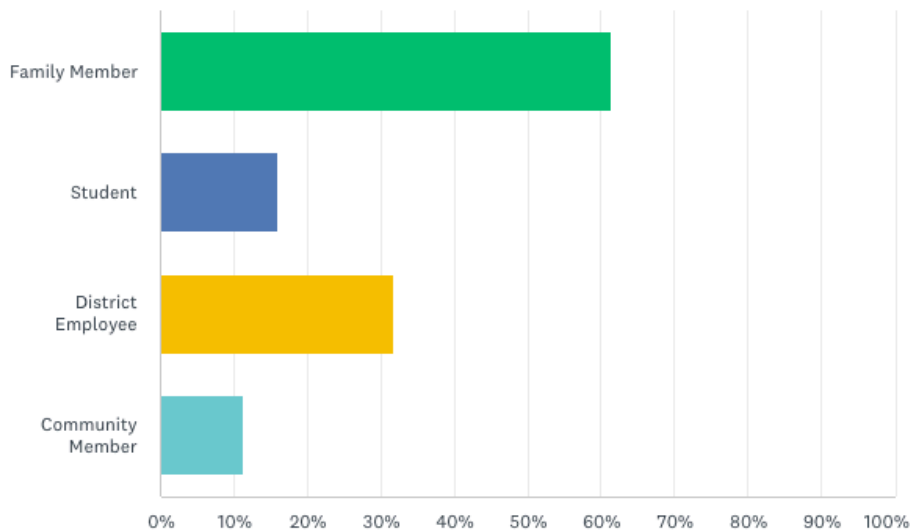
The 2025 Community Budget Survey has received 603 responses from families, students, district employees, and community members through May 2. While participation is lower than in 2023, the responses reflect a broad cross-section of stakeholders and provide insights into current community priorities.

Comparison to 2023 Respondents

Although total participation was less in 2025 than in 2023, the distribution of respondent roles and grade levels remains similar to 2023. As in the previous survey, most respondents identify as family members, followed by staff and students. Notably, a slightly higher percentage of respondents are employees, while student participation is lower.

Roles of Respondents*

Answered: 603 Skipped: 0



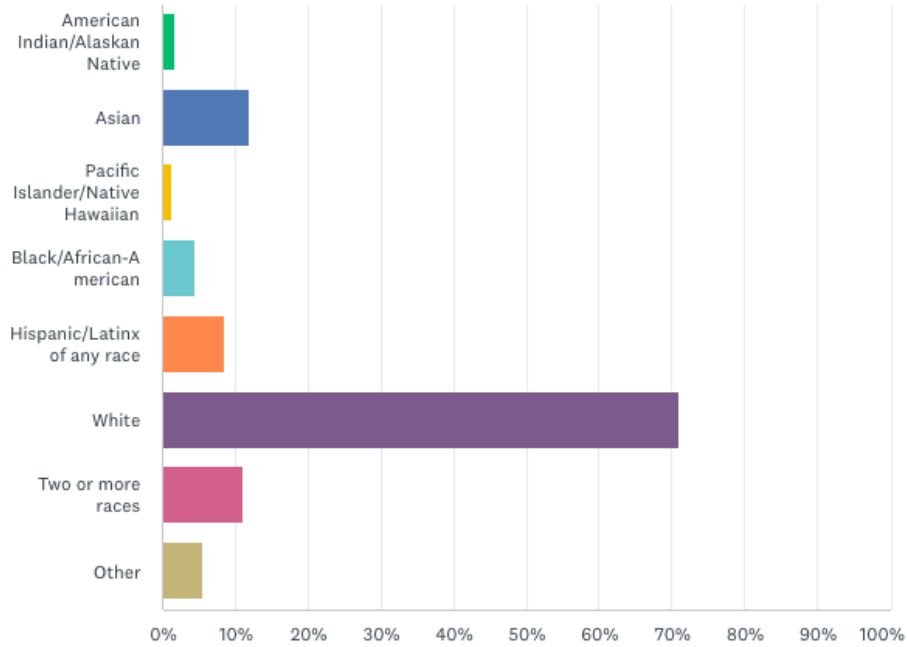
ANSWER CHOICES	RESPONSES
Family Member	61.36% 370
Student	16.09% 97
District Employee	31.67% 191
Community Member	11.28% 68
Total Respondents: 603	

*Respondents could select more than one role.

2025 Community Budget Survey Summary Report May 2025

Race and Ethnicity of Respondents

Answered: 464 Skipped: 139

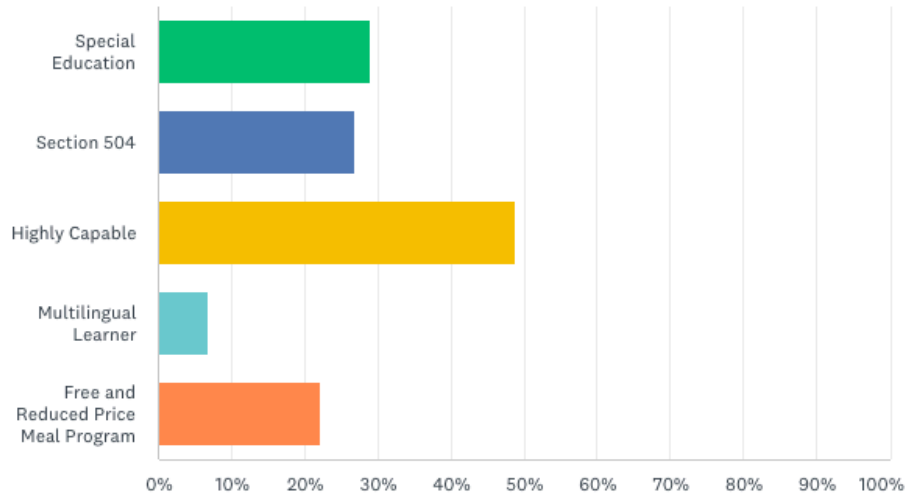


ANSWER CHOICES	RESPONSES
▼ American Indian/Alaskan Native	1.72% 8
▼ Asian	11.85% 55
▼ Pacific Islander/Native Hawaiian	1.29% 6
▼ Black/African-American	4.53% 21
▼ Hispanic/Latinx of any race	8.62% 40
▼ White	70.91% 329
▼ Two or more races	10.99% 51
▼ Other	5.60% 26
Total Respondents: 464	

2025 Community Budget Survey Summary Report May 2025

Program that Serve Respondents' Children

Answered: 238 Skipped: 365

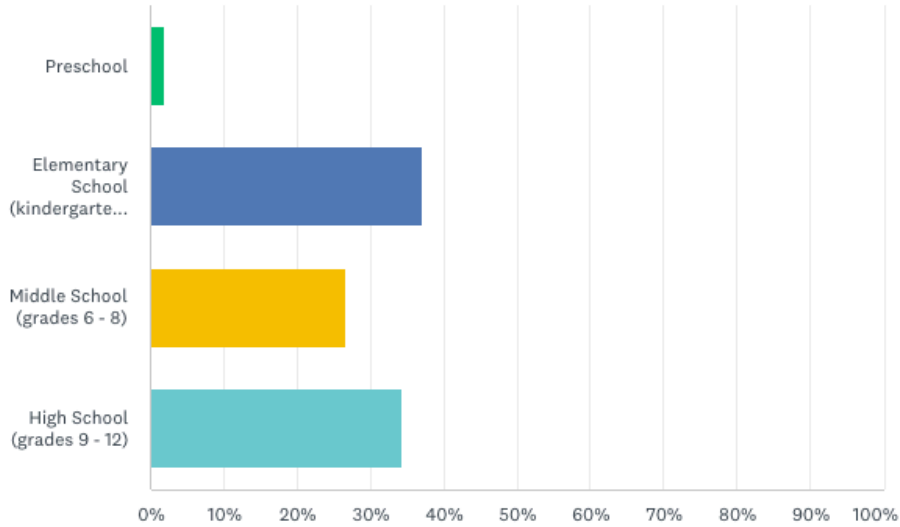


ANSWER CHOICES	RESPONSES
▼ Special Education	28.99% 69
▼ Section 504	26.89% 64
▼ Highly Capable	48.74% 116
▼ Multilingual Learner	6.72% 16
▼ Free and Reduced Price Meal Program	22.27% 53
Total Respondents: 238	

2025 Community Budget Survey Summary Report May 2025

Grade Level (Students and Family Members) *Students' grade level or the grade level of oldest child in Shoreline Schools:*

Answered: 472 Skipped: 131

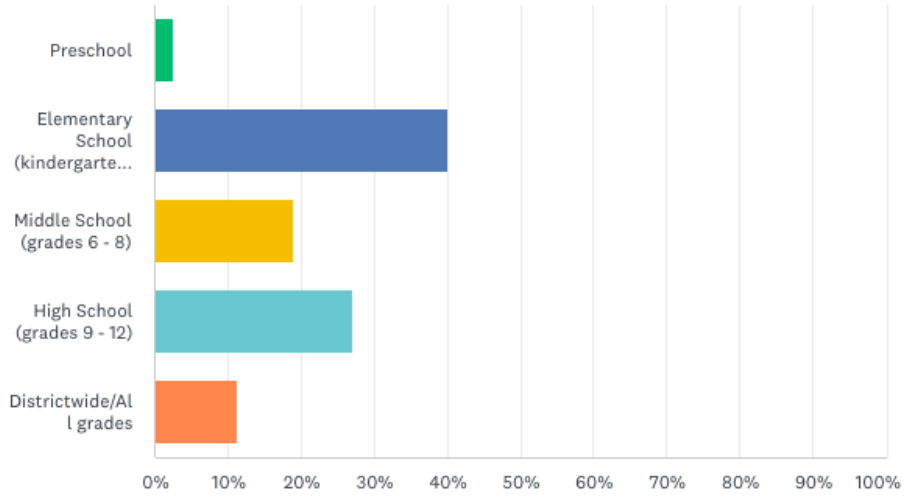


ANSWER CHOICES	RESPONSES
Preschool	1.91% 9
Elementary School (kindergarten - grade 5)	37.08% 175
Middle School (grades 6 - 8)	26.69% 126
High School (grades 9 - 12)	34.32% 162
TOTAL	472

2025 Community Budget Survey Summary Report May 2025

Grade Levels Served (Staff):

Answered: 302 Skipped: 301

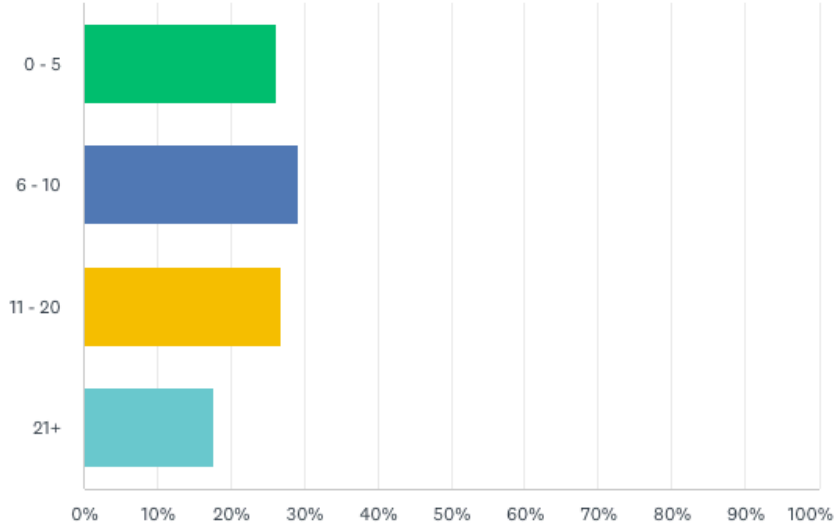


ANSWER CHOICES	RESPONSES
▼ Preschool	2.65% 8
▼ Elementary School (kindergarten - grade 5)	40.07% 121
▼ Middle School (grades 6 - 8)	18.87% 57
▼ High School (grades 9 - 12)	27.15% 82
▼ Districtwide/All grades	11.26% 34
TOTAL	302

2025 Community Budget Survey Summary Report May 2025

Years of Experience (Staff):

Answered: 209 Skipped: 394



ANSWER CHOICES	RESPONSES
▼ 0 - 5	26.32% 55
▼ 6 - 10	29.19% 61
▼ 11 - 20	26.79% 56
▼ 21+	17.70% 37
TOTAL	209