

Budget Priorities Survey Analysis

Prepared for East Side Union High School District

January 2014



In the following report, Hanover Research presents the results of a budget priorities survey administered to students, parents, and employees of East Side Union High School District.

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EXECUTIVE SUMMARY AND KEY FINDINGS

In the following report, Hanover Research presents the results of a budget priorities survey conducted on behalf of East Side Union High School District (ESUHSD). The survey was administered in English (2,604 respondents), Spanish (35 respondents), and Vietnamese (101 respondents) to key district stakeholders, and received a total of 2,740 complete or partial responses. In order to focus our analysis on students, parents, and employees who provided answers to at least one substantive survey item, 434 respondent records were removed, resulting in a final sample of 2,306. The figure below displays the breakdown of respondents by type.

Count and Percentage of Respondents by Type

RESPONDENT TYPE	COUNT	PERCENTAGE OF SAMPLE
Students	1,037	45%
Parents	642	28%
Employees	627	27%
Total	2,306	100%

KEY FINDINGS

- The survey began by asking respondents which broad areas should form the district's budget priorities as funding is restored to education. Overall, respondents most commonly selected the following:
 1. **Hiring new positions** to support student achievement and clean facilities (55 percent of all respondents)
 2. **Increasing salaries and benefits** to hire and retain the best employees (54 percent)
 3. **Reducing class size** districtwide (51 percent)
 4. **Expanding academic support and credit recovery programs** (51 percent)
- Related to the first broad budget priority – *hiring new positions* – a series of survey items sought to gather more detailed opinions among district stakeholders regarding hiring in the areas of certificated, classified, and maintenance positions. Though a large majority of each respondent subgroup believes that allocating resources to expand the number of positions in each of these areas is very or somewhat important, **over 90 percent of each subgroup highlighted the importance of boosting certificated staffing levels.**
 - When prompted to indicate which specific certificated position (i.e., librarians, counselors, teachers, and school nurses) represents the biggest staffing need in terms of improving ESUHSD schools, respondents most commonly identified **teachers** and **counselors**.
 - In response to a similar question regarding classified positions (i.e., school clerks, operators, secretaries, resource specialists, campus monitors, and IT support), the largest percentages of respondents identified **campus**

monitors, custodians/gardeners/grounds staff, and IT support staff as the areas of greatest need.

- As for maintenance positions (i.e., carpenters, electricians, plumbers, and other maintenance staff), respondents commonly selected **electricians** or **plumbers** (though the largest percentage of stakeholders responded with “none of the above”). Notably, in an open-ended response item following up on this question, multiple respondents indicated that a “handyman” or “jack-of-all-trades” who could handle various maintenance jobs would be particularly helpful for their schools.
- Related to two of the other broad budget priorities identified in the first question of the survey – *reducing class size districtwide* and *expanding academic support and credit recovery programs* – more detailed questions asked respondents to indicate which programs or initiatives, beyond core curriculum/general academics, should be prioritized in future budget allocations. Respondents most commonly identified **college readiness programs, smaller class sizes, and academic support or credit recovery programs**.
 - In a related question, high percentages of respondents, particularly parents and students, reported that they would be somewhat or very interested in bringing a program focused on college readiness to ESUHSD.
- Finally, the survey posed a question regarding other district-wide support or initiatives respondents would like to see added to ESUHSD schools. Among the potential additions presented in the survey, **multiple learning pathways for students (e.g., academies, CTE, linked learning), extended day/learning opportunities (e.g., Saturday Academy, summer school), and instructional coaching (e.g., teacher professional development)** were most commonly selected.

SECTION I: OVERALL BUDGET PRIORITIES

In Figure 1.1, respondents were asked to select four budget items they believe the district should prioritize as education funding is restored. Respondents could choose up to four items, which are displayed in the figure in descending order by percentage of the total sample selecting each item. In addition to the overall results (listed as “Total” in Figure 1.1), adjacent horizontal bars display the percentage of each respondent subgroup (students, parents, or employees) selecting a given item.

As the figure illustrates, respondents’ four highest priority items are:

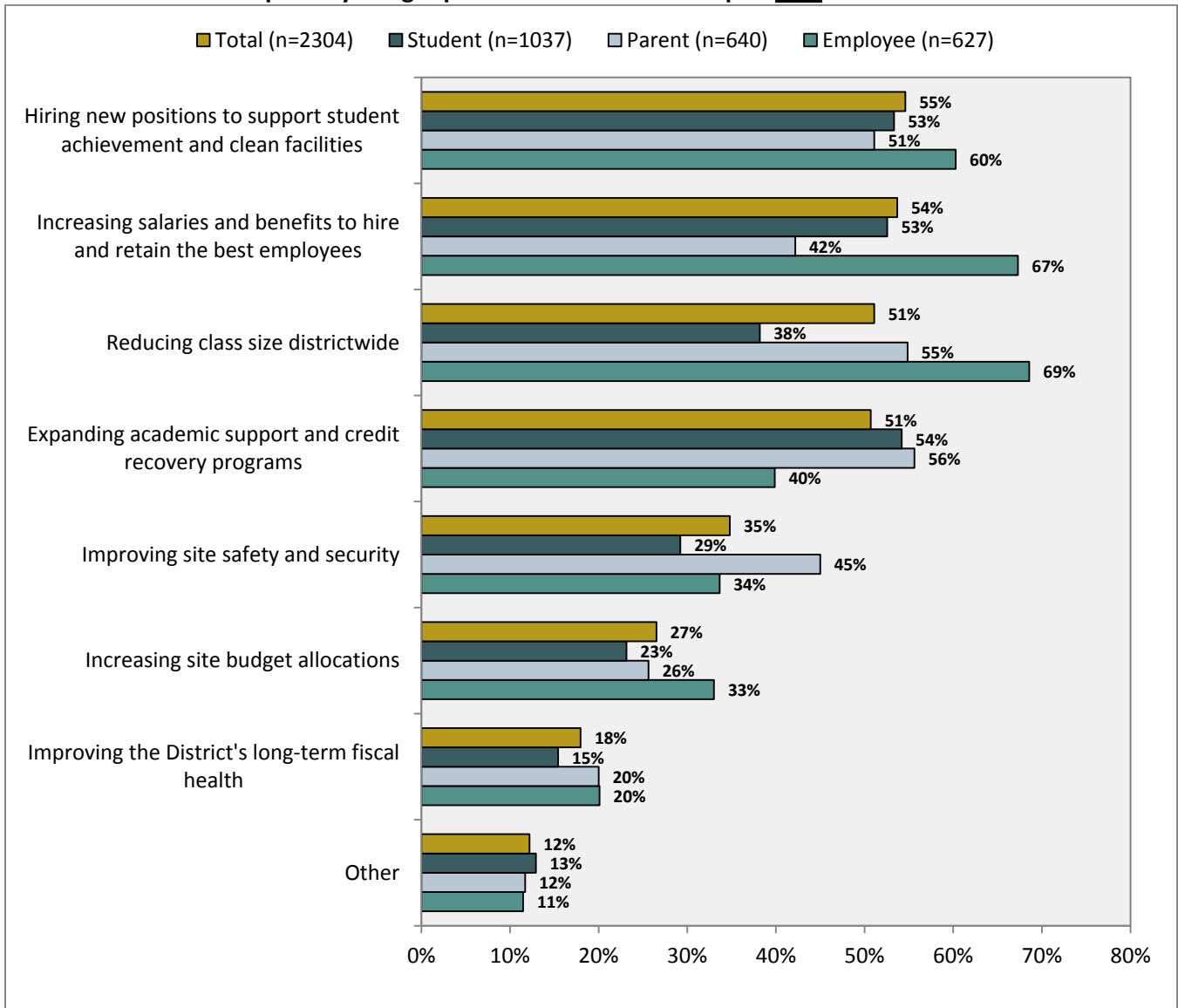
- Hiring new positions to support student achievement and clean facilities
- Increasing salaries and benefits to hire and retain the best employees
- Reducing class size districtwide
- Expanding academic support and credit recovery programs

Over half of all respondents indicated that each of the above items should be among the district’s primary budget priorities. With respect to respondent subgroups, similar percentages of students, parents, and teachers prioritize the hiring of new positions to support student achievement and clean facilities (with 51-60 percent of each subgroup selecting this item).

However, we observe some variation with regard to the other top priorities. For example, only 42 percent of parents selected *increasing salaries*, compared to 53 percent of students and 67 percent of employees. Similarly, only 38 percent of students selected *reducing class size*, compared to 55 percent of parents and 69 percent of employees. Finally, while just 40 percent of employees selected *expanding academic support*, 54 percent of students and 56 percent of parents indicated that this item should be a top budget priority.

Other possible budget priorities, such as *improving site safety and security* and *increasing site budget allocations*, were selected by substantially lower percentages of respondents overall. We do observe, however, that a fairly high percentage of parents (45 percent) indicated that *improving site safety and security* should be a top priority, while less than 35 percent of the other two groups selected this item.

Figure 1.1: As education funding is restored, what do you believe should be the district's primary budget priorities? Please select up to four choices.



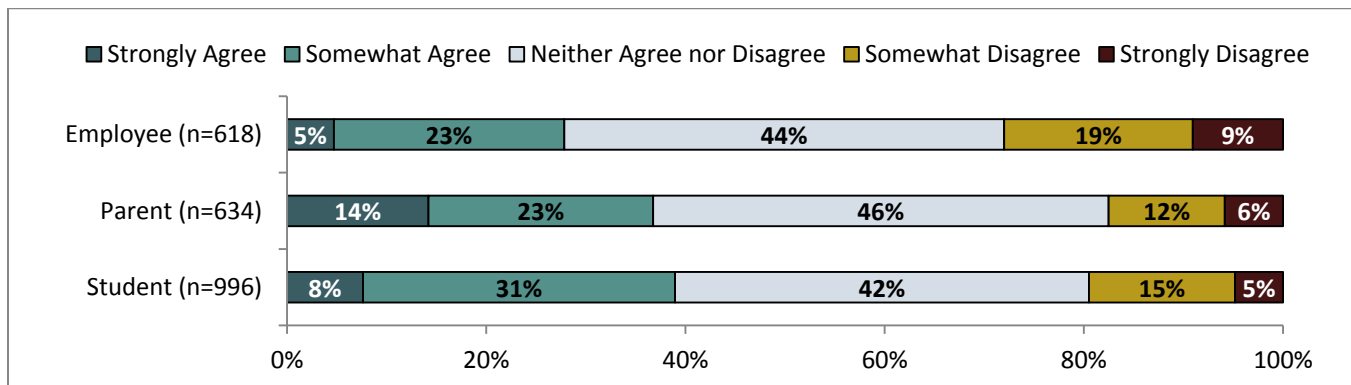
As depicted above, roughly 12 percent of respondents selected “Other” when asked to indicate what they believe should be the district’s primary budget activities. Using text analysis software, we identified the most common phrases/themes respondents used when asked to specify what other issues should be prioritized. These included “full-time support,” “better/more teachers and counselors,” “extra-curricular activities,” “AP classes,” and “equipment/materials/facilities.” Examples of specific comments linked to each of these common themes are presented below (Figure 1.2). Note that many of them appear in line with the results depicted in Figure 1.1, (e.g., restoring various staff positions), while other comments touch on issues not directly addressed in the previous multiple-choice question (e.g., AP classes and extra-curricular activities).

Figure 1.2: Sample Comments from Open-Ended Responses: As funding is restored, what do you believe should be the district’s primary budget priorities? (“Other” Responses)

COMMON PHRASE/THEME	SAMPLE COMMENTS
Full-time support	<ul style="list-style-type: none"> ▪ <i>Bring back positions to support student achievement and clean facilities</i> ▪ <i>Full-Time Social Worker at every site to oversee mental health services at student support centers</i> ▪ <i>Bring back career techs, librarians (full time) and book room clerks. That will go a long way towards improving student performance! We need a full-time librarian and a full-time book room clerk</i>
Better/more teachers and counselors	<ul style="list-style-type: none"> ▪ <i>Hire better teachers</i> ▪ <i>Pay the good teachers more, pay the bad teachers less (or fire them).</i> ▪ <i>Increasing the number of counselors available to students at school</i> ▪ <i>Counselors who are willing to help high-achieving students, as the current ones don't seem to.</i>
Extra-curricular activities	<ul style="list-style-type: none"> ▪ <i>Supporting extra-curricular activities</i> ▪ <i>Better support of the extra-curricular activities for sports, the arts, etc.</i> ▪ <i>Bring back extracurricular programs such as GATE</i> ▪ <i>Support the programs of the arts</i>
AP classes	<ul style="list-style-type: none"> ▪ <i>More AP classes</i> ▪ <i>Increasing AP classes available</i> ▪ <i>Increase AP class offering</i>
Equipment/materials/facilities	<ul style="list-style-type: none"> ▪ <i>The buildings are old and so very dirty. Time to clean things up.</i> ▪ <i>Get better and more computers for learning and improve infrastructure for computer network.</i> ▪ <i>More academic resources (computers, books, field trips to somewhere) and more library hours</i>

Next, Figure 1.3 displays respondents’ level of agreement with the statement, “ESUHSD allocates its funds to school sites equitably.” Roughly 28 percent of ESUHSD employees somewhat agree or strongly agree that funds are allocated equitably across sites. Levels of agreement are slightly higher among parents (37 percent somewhat agree or strongly agree) and students (39 percent). Nonetheless, a large share of all three stakeholder groups “neither agree nor disagree” that funds are allocated equitably, suggesting that many respondents have no opinion on this issue.

Figure 1.3: Please indicate your level of agreement with the following statement: ESUHSD allocates its funds to school sites equitably.



A substantial minority of respondents, particularly employees, disagree to some extent that funds are allocated equitably. Respondents were provided the option to explain why they feel that the allocation of funds to sites is inequitable. A text analysis of their responses most commonly revealed themes related to some schools receiving better equipment or materials and some schools receiving more funding. Many respondents believe that they do not receive the funds necessary to support their disadvantaged student populations since their school does not have Title I status. A sample of comments linked to each of these common themes is presented below.

Figure 1.4: Sample Comments from Open-Ended Responses: “Why do you feel that the allocation of funds to school sites is inequitable?”

COMMON PHRASE/THEME	SAMPLE COMMENTS
Some sites receive better equipment/ materials	<ul style="list-style-type: none"> ▪ <i>Certain sites get some things and other sites get a different version of the same thing. Ie. Smartboards, facilities etc.</i> ▪ <i>Some schools have a lot of smartboards, others don't. At Foothill the smartboards don't work and teachers are frustrated</i> ▪ <i>Different school sites have different budgets, resources, technology, paper supplies, etc.</i> ▪ <i>How does Evergreen get a new field when it's brand new? Independence GS doesn't even have a descent scoreboard. Equitable?</i> ▪ <i>Based on how some schools have more technology than others. For example, Evergreen Valley lags behind in updated computer labs and has one Ipad cart for 2700 students.</i>
Some sites receive more funding	<ul style="list-style-type: none"> ▪ <i>The largest schools get the most funds</i> ▪ <i>We have a history of favoring different schools when it comes to funds.</i> ▪ <i>The better the area, the better the school. At evergreen money goes to music/ art programs. At Yerba Buena money goes to police and superficial problems like grass.</i> ▪ <i>some schools are richer</i>
Disadvantaged students at non-Title I schools do not have enough support	<ul style="list-style-type: none"> ▪ <i>Opportunities for students at-risk are not available because we're not a Title One school. Yet site is overcrowded.</i> ▪ <i>Non-title 1 schools also have under represented students who are not supported financially nor have access to programs at title 1 high schools</i> ▪ <i>I teach at a school where we do not get Title 1 money so we are spending our ES budget to cover what other schools cover with Title 1 money - ES does not fill in the gap.</i> ▪ <i>Title 1 schools get much more money than schools that are not Title 1. I am sure this is due to federal and state funding restrictions, but all of our sites have kids at risk, although admittedly some have a much higher population of kids at risk than others do.</i>

SECTION II: ACADEMIC PROGRAMS AND CO-CURRICULAR ACTIVITIES

Figure 2.2 on the following page displays budget items related to academic programs and extra/co-curricular activities. Respondents were asked to select up to three items, beyond core curriculum and general academics, that they believe should receive the highest priority in future budget allocation decisions. Focusing on responses from the overall group (depicted as “Total” in the figure), we observe that the top two items are *college readiness programs* and *smaller class sizes*. Nearly half of respondents identified these items as high priorities (49 percent and 44 percent, respectively).

However, as the figure illustrates, there is considerable variation between the different stakeholder subgroups. First, parents are more likely to prioritize college readiness programs than the other subgroups (64 percent), while employees are more likely to prioritize smaller class sizes (66 percent). Similar to parents, students most commonly identified college readiness programs (53 percent), though as a group, they appear less concerned with smaller class sizes (25 percent) than the other stakeholders. Further, students are more likely to highlight the importance of extracurricular activities (38 percent) than parents or employees.

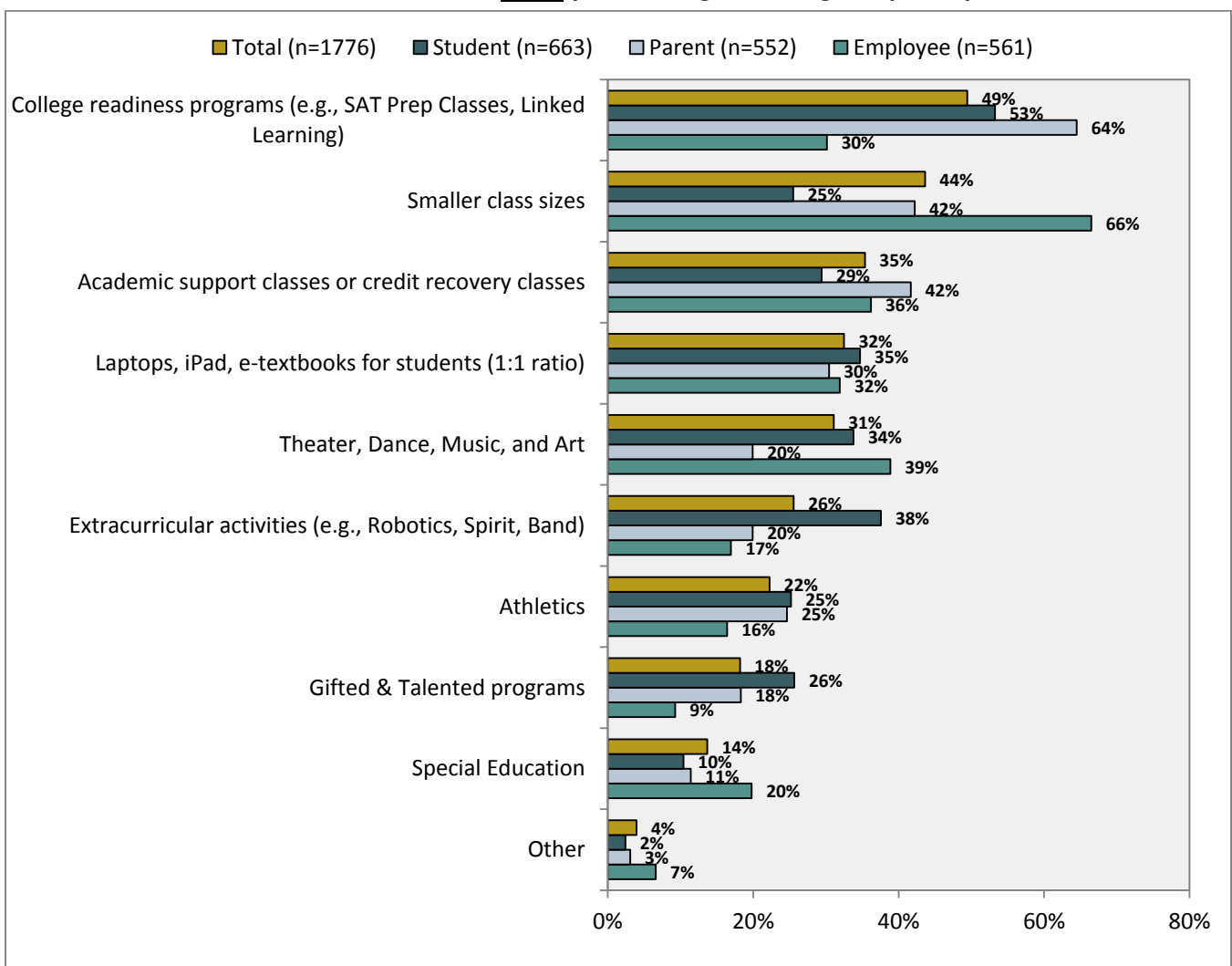
As a follow-up question, respondents were asked to explain in their own words where they believe the district budget should be focused with respect to academic programs. As the list of common phrases presented below illustrates, many of the open-ended responses provided by stakeholders highlighted similar themes to those raised in the multiple-choice question (e.g., smaller classes, academic support, and college readiness).

Figure 2.1: Sample Comments from Open-Ended Responses: “In your own words, where do you believe the ESUHSD budget should be focused in regards to academic programs?”

COMMON PHRASE/THEME	SAMPLE COMMENTS
Smaller classes	<ul style="list-style-type: none"> ▪ <i>Smaller class sizes will help personalize education and make sure not just the top talented students nor the perceived underachievers receive the majority of attention.</i> ▪ <i>Smaller class size is always a plus</i> ▪ <i>Lower class size back to levels of eight years ago, with smaller freshman English classes.</i>
College readiness	<ul style="list-style-type: none"> ▪ <i>More emphasis of academic programs for college readiness</i> ▪ <i>Focused on helping student performance in their preparation for college</i> ▪ <i>helping students who exit an ESL program prepare for college</i> ▪ <i>College readiness and building up a resume and/or a wide variety of experiences and extracurricular activities for college applications</i>
Support programs/ credit recovery	<ul style="list-style-type: none"> ▪ <i>Academic support is crucial for student success.</i> ▪ <i>Holding credit recovery courses in an after school setting would help students succeed and provide a healthy campus climate of learning.</i>

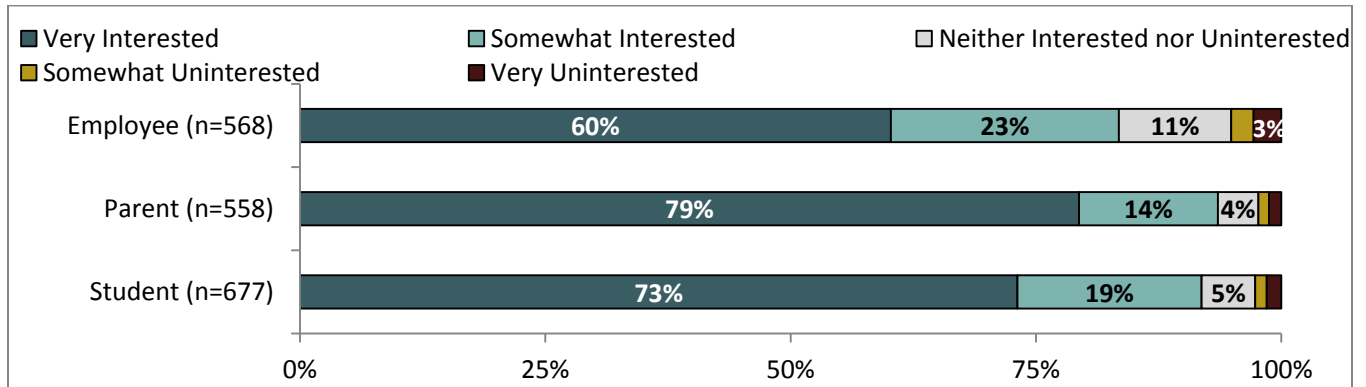
COMMON PHRASE/THEME	SAMPLE COMMENTS
Technology	<ul style="list-style-type: none"> Getting laptops, iPads, and e-textbooks would be great. Especially since our futures are getting more advanced. E textbooks are a good idea so we don't need to keep replacing books plus it'll help the environment and they would be with us virtually anywhere Mostly to technology as many computers are aging and are unreliable
Extra-curricular activities/The arts	<ul style="list-style-type: none"> Participation in the arts has a huge effect on students' standardized test scores. Not all kids thrive in a standard classes, and music/art gives them another path Music and performing arts I believe that the budget should a sizable chunk of the money be spent on extracurricular activities in order to increase the well-roundedness of the students, especially the performing arts.

Figure 2.2: In addition to core curriculum/general academics, which programs and initiatives do you think should receive the highest priority in future budget allocation decisions? Select the three you would give the highest priority.



Survey respondents were shown descriptions of college readiness programs and were asked about their level of interest in bringing a similar program to ESUHSD (Figure 2.3). As the figure below depicts, all three stakeholder groups expressed considerable interest in such a program. Over 90 percent of parents and students reported that they are very or somewhat interested, while 83 percent of employees indicated a similar level of interest.

Figure 2.3: How interested would you be in bringing a program focused on improving college readiness to ESUHSD?

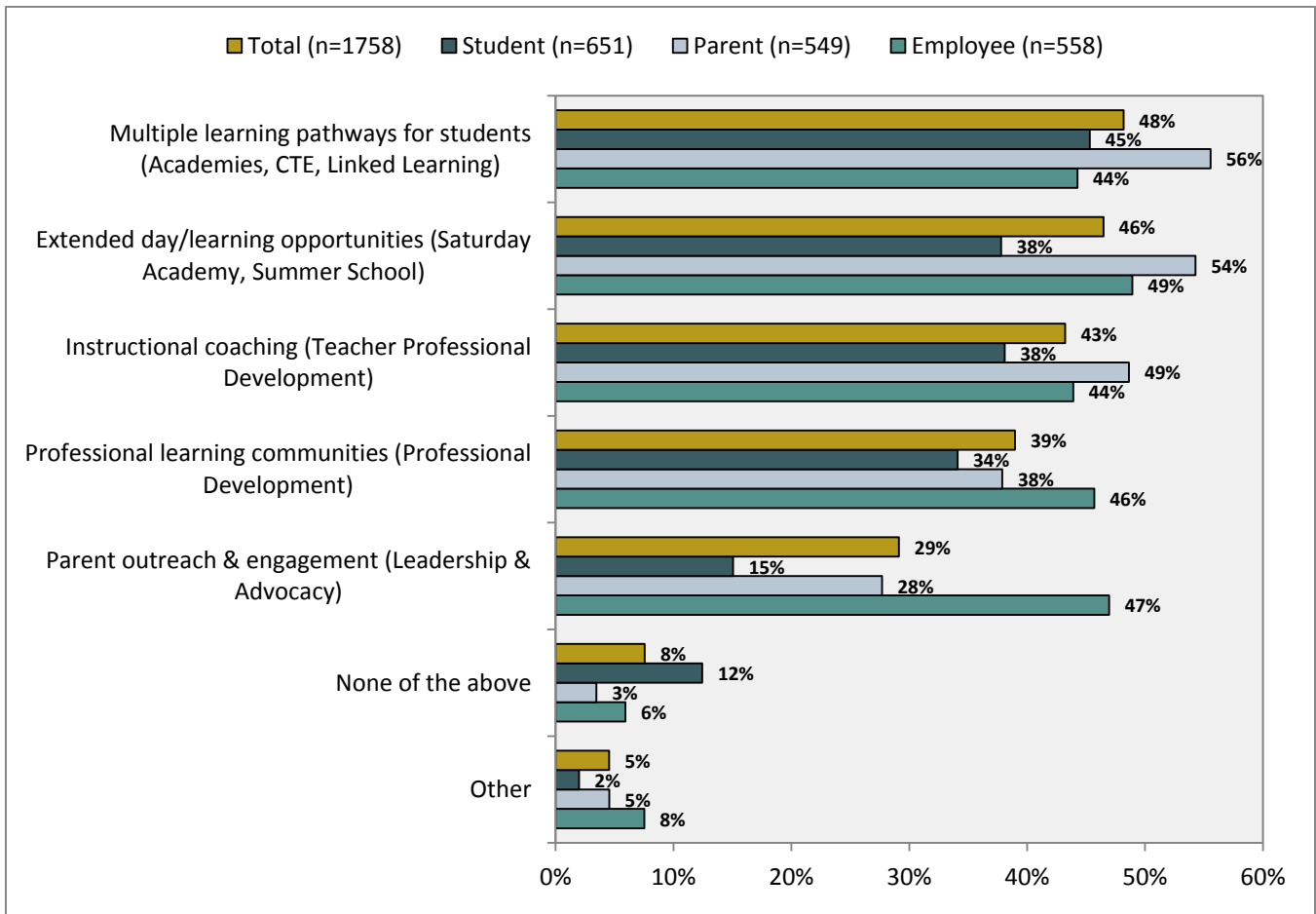


SECTION III: OTHER DISTRICT-WIDE SUPPORT/INITIATIVES

Respondents were asked what other district-wide initiatives they would like to see added to schools in ESUHSD. The survey presented a series of such initiatives, prompting respondents to select all that apply (Figure 3.1). Looking at the “total” percentage of the sample selecting a given budget item, we observe that the top three initiatives of interest are *multiple learning pathways* (48 percent), *extended day/learning opportunities* (46 percent), and *instructional coaching* (43 percent).

Particularly high percentages of parents prioritize these top three initiatives, while they received somewhat less support from students. Meanwhile, employees prioritize some items that are less popular among parents and students. In particular, 47 percent of employees would like to see *parent outreach and engagement* added to ESUHSD schools, versus 28 percent of parents and only 15 percent of students.

Figure 3.1: What other district-wide support or initiatives would you like to see added to schools in ESUHSD?



As a follow-up item, respondents were asked to indicate where they believe budget priorities should be focused over the next several years at ESUHSD overall. Once again, our text analysis revealed multiple common themes/phrases provided by respondents. Many these common themes, including summer school and professional development, were directly related to issues raised in the multiple-choice question (featured in Figure 3.1 above). Further, multiple respondents referenced the Common Core, indicating that teachers need support in its implementation. See Figure 3.2 for sample comments.

Figure 3.2: Sample Comments from Open-Ended Responses: “Overall, where do you believe budget priorities should be focused over the next several years at ESUHSD?”

COMMON PHRASE/THEME	SAMPLE COMMENTS
Summer school	<ul style="list-style-type: none"> ▪ <i>We need summer school for students who have failed classes and not just a token 4 weeks.</i> ▪ <i>Bringing summer school for all students would be amazing.</i> ▪ <i>Summer school for students making up a class or advancing a class is important and should be available at nearly all schools.</i>
Professional development	<ul style="list-style-type: none"> ▪ <i>Increased professional development for teachers, addition of study/life skills classes to the curriculum, and increased parent outreach that includes translation and child care for meetings.</i> ▪ <i>Teacher Professional Development to help teachers better their expertise and professionalism.</i> ▪ <i>I think it's important for our staff to have support in every aspect and instructional coaching and outreach would help us especially during the first years of teaching.</i>
Class sizes	<ul style="list-style-type: none"> ▪ <i>Smaller class sizes. We do our students and ourselves a disservice by having so many students in a class. Try as we may, we cannot give enough personal attention to all the students who need it.</i> ▪ <i>Reduced class sizes would immediately boost overall student achievement and teacher satisfaction/health</i>
Common core	<ul style="list-style-type: none"> ▪ <i>With common core and other things happening now, TEACHERS MUST BE TRAINED.</i> ▪ <i>Help the teachers adjust to common core and give them technology training</i> ▪ <i>Providing students and teachers with the support they need to reach Common Core and A-G standards and requirements</i>
Multiple learning pathways	<ul style="list-style-type: none"> ▪ <i>Multiple learning pathways (gives kids more choices for engagement) and professional learning communities (necessary esp. due to common core)</i> ▪ <i>Developing new learning pathways for academic success. Our current system is designed to get the exact results we are achieving. We will not improve without systemic changes.</i>

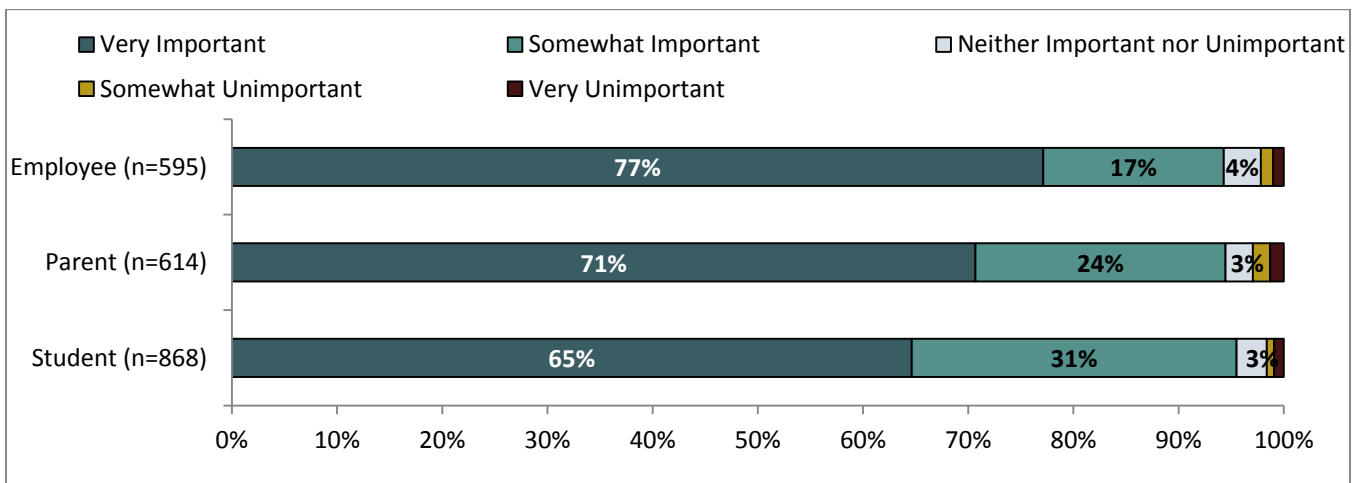
SECTION IV: STAFFING NEEDS

In this section, we present the results of a series of questions focused on stakeholders’ views of budget priorities related to various ESUHSD staff positions (certificated, classified, and maintenance).

CERTIFICATED POSITIONS

Figure 4.1 displays responses to the question, “How important do you think it is to allocate resources to expand the number of certificated positions at ESUHSD?” Respondents strongly support allocating resources to expanding these positions, which include librarians, counselors, teachers, and school nurses. Over 90 percent of each stakeholder group believes the expansion of such positions is “somewhat important” or “very important.”

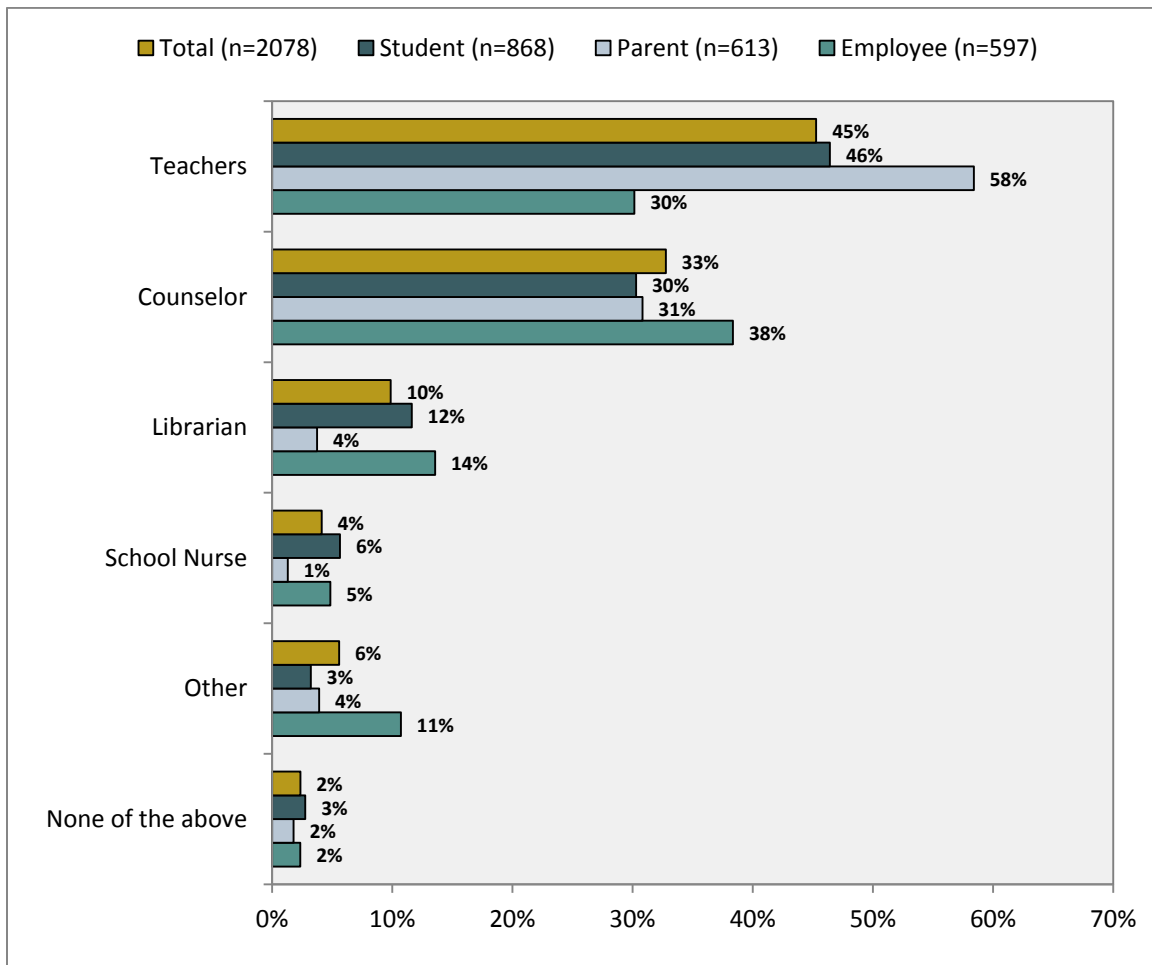
Figure 4.1: How important do you think it is to allocate resources to expand the number of certificated positions at ESUHSD?



Respondents then selected the certificated position they believe represents the most important staffing need (Figure 4.2). The most common response was *teachers* (45 percent of respondents overall), followed by *counselors* (33 percent).

In terms of variation among respondent subgroups, we observe that parents (58 percent) are more likely to believe that *teachers* are the biggest certificated staffing need, as compared to students (46 percent) and employees (30 percent). Meanwhile, employees (38 percent) are more likely to believe that *counselors* are a bigger staffing need than students (30 percent) or parents (31 percent).

Figure 4.2: What certificated position do you believe represents the biggest staffing need at ESUHSD in regards to improving ESUHSD schools?



Respondents were next provided the opportunity to explain where they believe district funding should be focused with respect to the work of certificated staff. In keeping with their multiple-choice answers, many respondents commented that the district needs to ensure that schools have well-trained teachers and counselors to support students. Multiple respondents highlighted the need to increase the library’s availability, as well as bolster the resources of health staff. Figure 4.3 below provides sample responses to this question.

Figure 4.3: Sample Comments from Open-Ended Responses: “In your own words, where do you believe the ESUHSD budget should be focused in regards to library, counseling, teaching, and school health needs?”

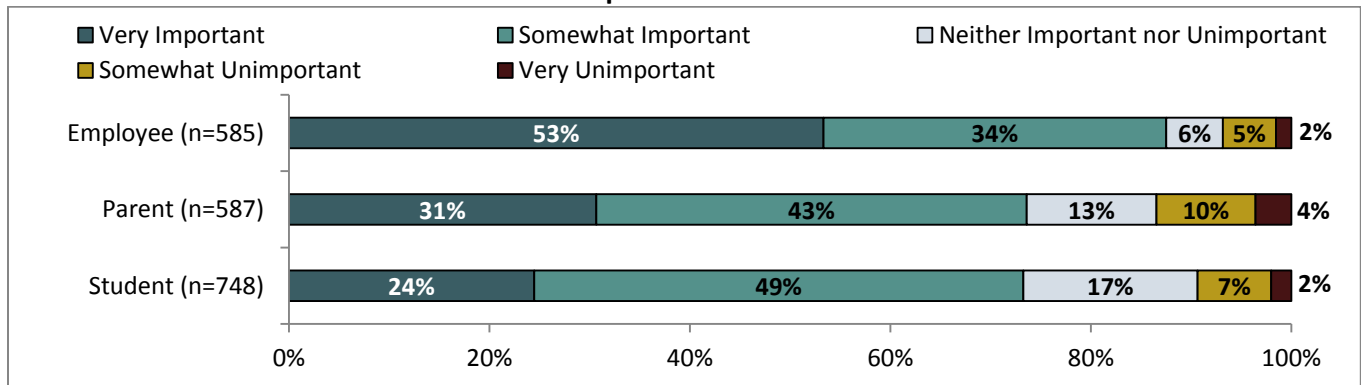
COMMON PHRASE/THEME	SAMPLE COMMENTS
Best teachers	<ul style="list-style-type: none"> ▪ Great teachers....everything starts with teachers in the classroom. ▪ Well trained teacher and well selected teacher with good work ethic ▪ ESUHSD Budget should be focused mainly on getting the best possible teachers to help our students succeed in their studies and prepare them for higher education.

COMMON PHRASE/THEME	SAMPLE COMMENTS
More counselors	<ul style="list-style-type: none"> ▪ <i>COUNSELING - guidance, career, college, alternative placement, mental health, school-home liaison.</i> ▪ <i>Counseling and academic advising is critical to ensure students are on track for graduation</i> ▪ <i>Please hire qualified counseling staff to meet the needs of all the students who need to be placed in appropriate classes.</i>
Increase library availability	<ul style="list-style-type: none"> ▪ <i>The library should be open every single day. What kind of message are we sending to have it closed?</i> ▪ <i>My child says at our high school the library is open once a week. When my daughter went to the same high school the library was open before school, all during the school day and after school, too.</i> ▪ <i>We need full time librarians at every school. A school without a library means that students do not have access to books and a professional who can help develop valuable library navigation skills. Students will need to know how to use library services when they get to college a librarian is the perfect person to teach these skills to students.</i> ▪ <i>There are fewer sights sadder to me than a closed library.</i>
School health needs	<ul style="list-style-type: none"> ▪ <i>Support staff has been greatly reduced forcing others to fill in for the health office.</i> ▪ <i>Our students cannot learn if emotional, social or health issues are not being addressed.</i> ▪ <i>Hire a full-time REAL nurse</i>

CLASSIFIED POSITIONS

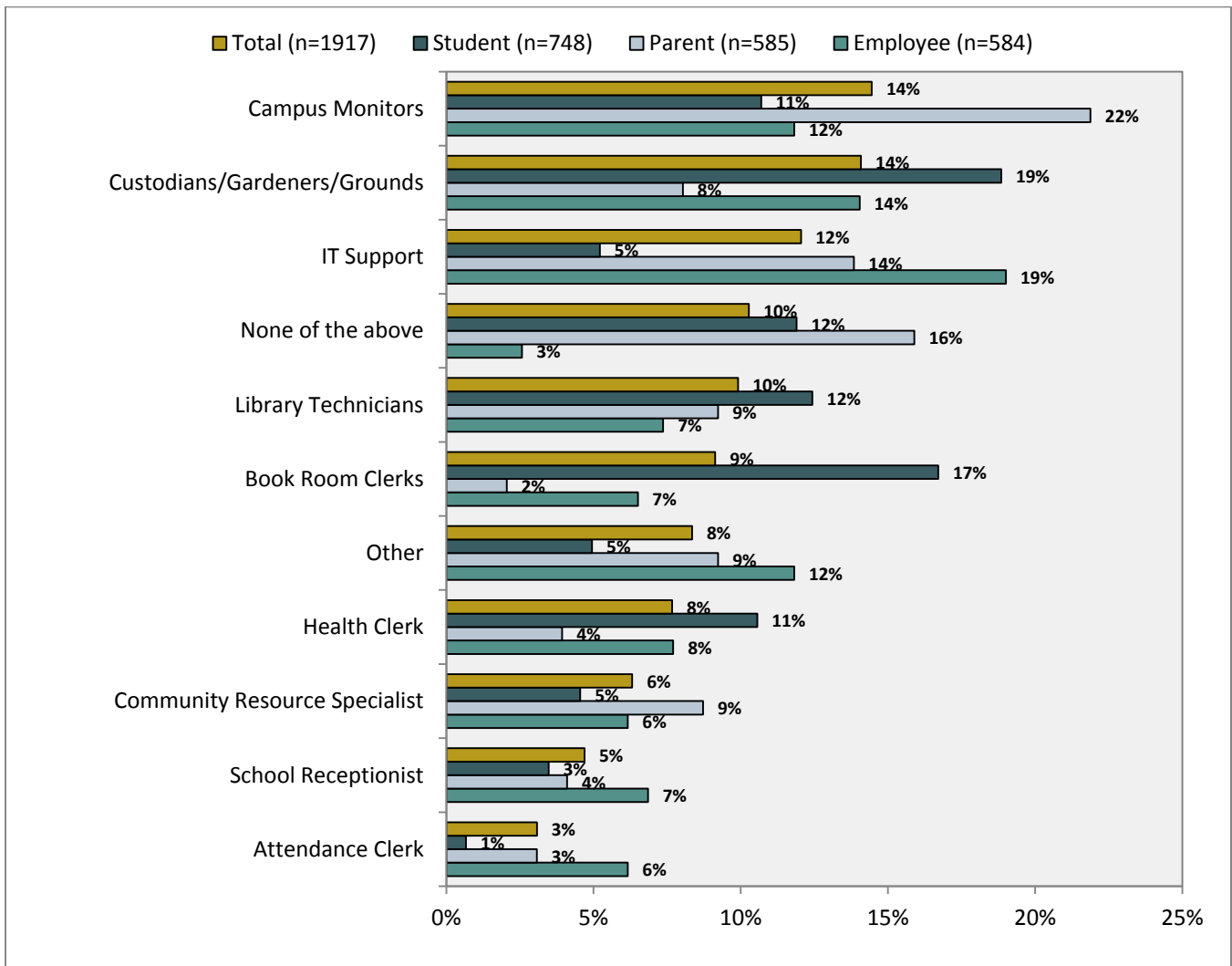
Respondents were next asked, “How important do you think it is to allocate resources to expand the number of classified positions at ESUHSD?” (Figure 4.4) Compared to certificated positions, somewhat smaller percentages of students and parents support expanding the number of classified positions (though a vast majority offer such support). These positions include school clerks, operators, secretaries, resource specialists, campus monitors, and IT support. Employees have a more favorable view: nearly 90 percent of district employees think that expanding these positions is very or somewhat important.

Figure 4.4: How important do you think it is to allocate resources to expand the number of classified positions at ESUHSD?



Respondents then selected the classified staffing need they believe to be the most important (Figure 4.5). Overall, the three most commonly selected positions are *campus monitors* (14 percent), *custodians/gardeners/grounds* (14%), and *IT support* (12 percent). However, the stakeholder subgroups differ to some extent on the importance of these positions. Parents strongly support expanding the number of *campus monitors* (22 percent), while students are more likely to support expanding the number of *custodians* (19 percent), and employees are more likely to favor expanding *IT support* (19 percent).

Figure 4.5: Which classified position do you believe is the biggest staffing need in order to improve ESUHSD schools?



Respondents were provided an opportunity to clarify their answers in their own words, indicating where they believe the budget should be focused with respect to the work of classified staff. Respondents commented on a wide variety of areas and functions, as depicted in Figure 4.6 below.

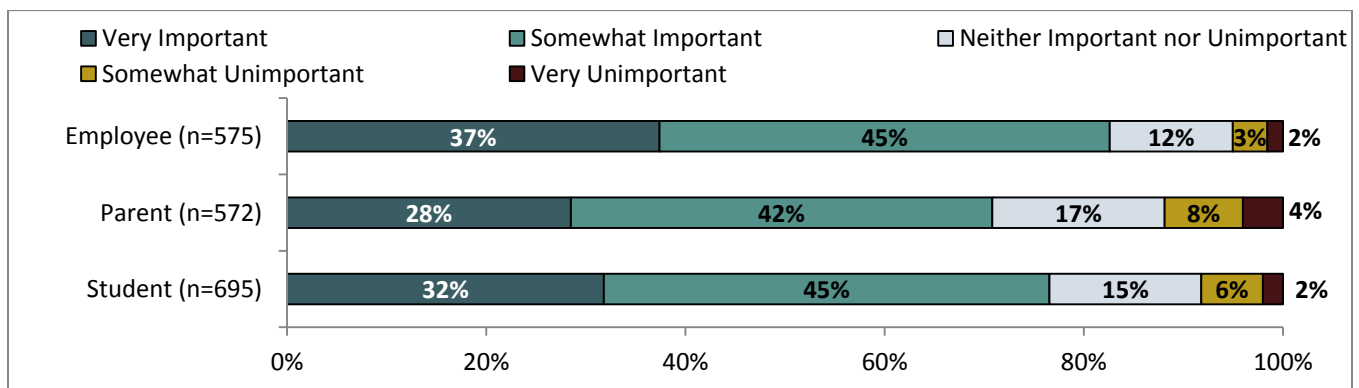
Figure 4.6: Sample Comments from Open-Ended Responses: “In your own words, where do you believe the ESUHSD budget should be focused in regards to the functions listed above?”

COMMON PHRASE/THEME	SAMPLE COMMENTS
Staff support	<ul style="list-style-type: none"> ▪ We need more clerical support and safety people, mostly advisers. ▪ Support should be increased in academic venues. Library assistance would be helpful, as well as possible resource specialists in certain areas of need.
Library/book room	<ul style="list-style-type: none"> ▪ It is frustrating for students and teachers that the book room is barely open. ▪ The library is not fully utilized due to lack of staffing.
Health clerk	<ul style="list-style-type: none"> ▪ Bring back health clerks to a full-time position at every school.
Community resource	<ul style="list-style-type: none"> ▪ Community Resource Specialists could help us bring back students that are currently not attending school. ▪ It would be nice to have school - home liaisons again. Something that can improve the climate and safety of the schools.
School receptionist	<ul style="list-style-type: none"> ▪ A school receptionist is vital position for every school. This position helps all the rest of the positions from school from being bogged down. It is a central location where a parent can get answers, instead of the run around. ▪ Returning school receptionists would vastly improve district/parent relationships so that parents would feel more included in their children's education.
Technology/IT support	<ul style="list-style-type: none"> ▪ As we bring more technology into the classroom we should bring in more IT staff to support the technology and users. ▪ With expanding use of technology, the district needs more IT staff for training, repair, and maintenance. ▪ The future holds a lot of technology involved in teaching. It has to work all the time to be effective.

MAINTENANCE POSITIONS

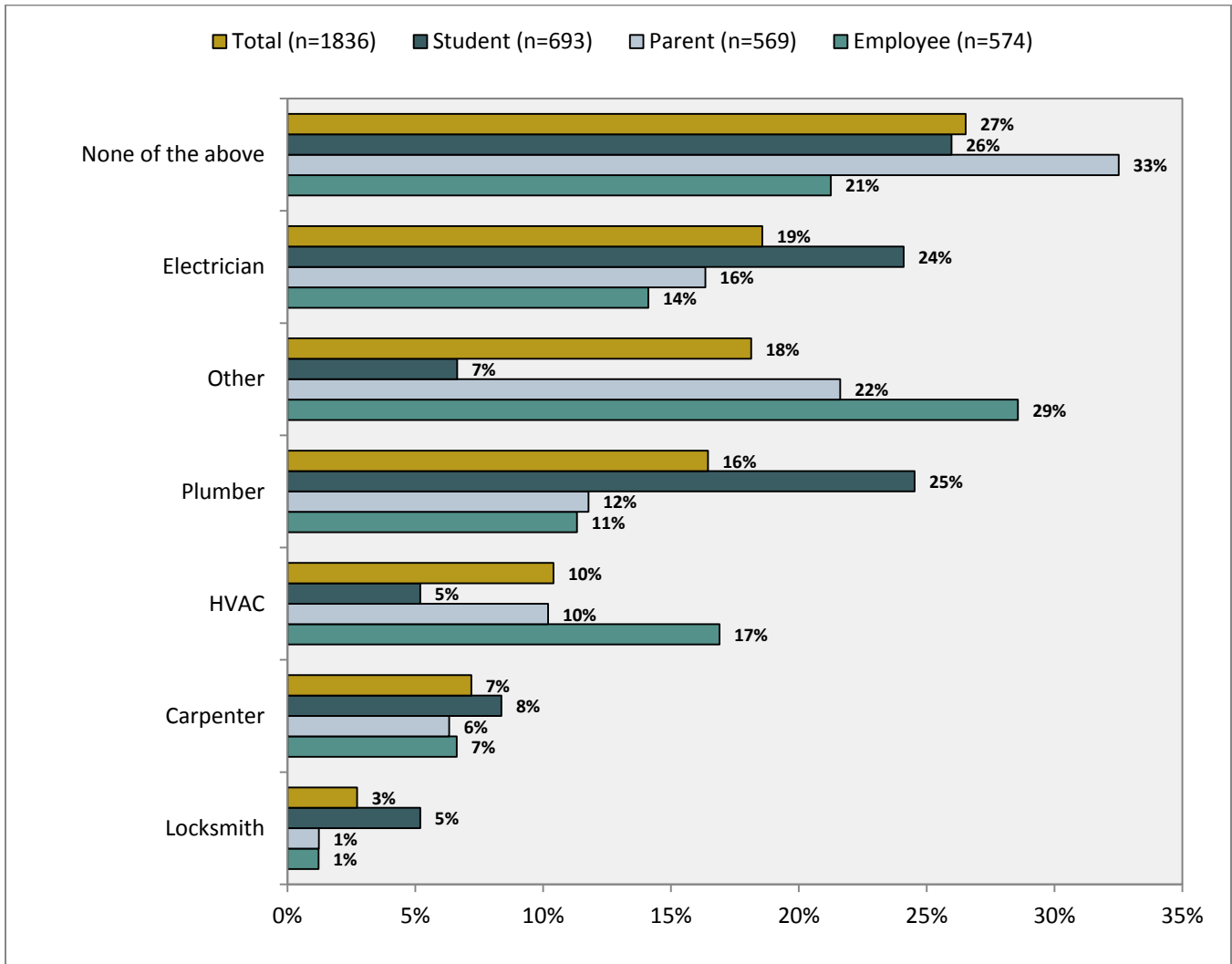
Respondents were asked, “How important do you think it is to allocate resources to expand the maintenance staff in order to maintain new and remodeled schools at ESUHSD?” (Figure 4.7) These positions include carpenters, electricians, plumbers, and other maintenance staff. Compared to certificated positions, smaller percentages of students and parents support expanding the number of maintenance positions, though a large majority still voiced their support in this regard.

Figure 4.7: How important do you think it is to allocate resources to expand the maintenance staff in order to maintain new and remodeled schools at ESUHSD?



Respondents then selected the maintenance staffing need they believed to be the most important. Results appear in Figure 4.8. The most common response (chosen by 27 percent of all respondents) is “none of the above.” Parents are particularly likely to select this option (33 percent). Nevertheless, among the specific positions identified, *electrician* (19 percent) and *plumber* (16 percent) were selected by the highest percentages of respondents.

Figure 4.8: Which maintenance position do you believe is the biggest staffing need in regards to improving ESUHSD schools?



Respondents were provided with the opportunity to describe in their own words where they believe the district’s budget should be concentrated with respect to maintaining school grounds and facilities. As depicted in Figure 4.9 below, respondents highlighted the need for additional staff to ensure that the schools remain clean, particularly the bathrooms. Multiple respondents commented that work orders take too long to be filled, while others suggested the district hire individuals who can take care of various tasks (e.g., a handyman, jack-of-all-trades, etc.).

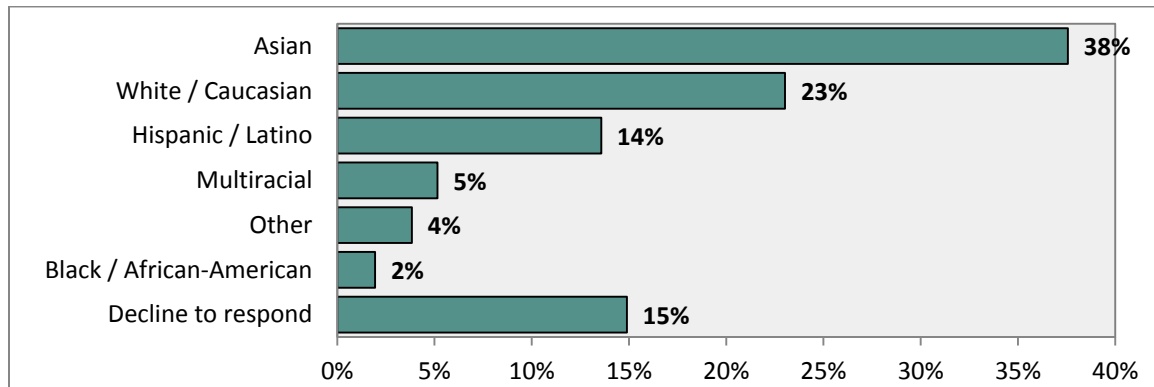
Figure 4.9: Sample Comments from Open-Ended Responses: “In your own words, where do you believe the ESUHSD budget should be focused in regards to maintaining school grounds and facilities?”

COMMON PHRASE/THEME	SAMPLE COMMENTS
Bathrooms	<ul style="list-style-type: none"> ▪ <i>Make the bathrooms usable</i> ▪ <i>Bathrooms need to be clean and working!</i> ▪ <i>Keeping the bathrooms clean and a comforting environment.</i> ▪ <i>The worst part about our school grounds (campus) is that none of the locks in the bathroom stalls work. I don't think that any of the people above should be hired solely to focus on this need, though, as outsourcing would be much easier in this case.</i>
Additional staff	<ul style="list-style-type: none"> ▪ <i>More custodians and groundskeepers</i> ▪ <i>I think it really depends on the school and the current maintenance needs, but this budget definitely needs to grow. Having one HVAC tech for the entire district is beyond ridiculous.</i> ▪ <i>We only have one electrician for the whole district and he is retiring this year. Seems like a no brainer.</i> ▪ <i>It takes months to get things fixed. There just aren't enough bodies to support the needs.</i>
General handyman	<ul style="list-style-type: none"> ▪ <i>General contractor/fix-it type</i> ▪ <i>Each school should have someone in charge of keeping school upgrade such as carpenter or a handyman.</i> ▪ <i>While specialists are fine, I believe it more important to have sufficient "jack-of-all-trades" handymen for the random classroom/facilities fixups.</i>
Clean and safe	<ul style="list-style-type: none"> ▪ <i>Schools should always be clean</i> ▪ <i>Safety and student comfort first.</i> ▪ <i>Keeping school clean</i> ▪ <i>All schools need to be clean and safe. We need enough staff at each school in order for that to happen.</i>
HVAC	<ul style="list-style-type: none"> ▪ <i>I am biased since I teach at a school where my HVAC unit regularly stops functioning - despite the work orders I have filed.</i> ▪ <i>HVAC technicians are likely the top of the list simply because the temperature of a room is daily. When an HVAC unit is not functioning properly, teaching and learning is tough. Even though our District has a number of new buildings and units, we also have a number of old, held together with duct tape units.</i>

APPENDIX A: RESPONDENT CHARACTERISTICS

OVERALL

Figure A.1: Which of the following best describes your race/ethnicity? (n=1746)



STUDENTS

Figure A.2: What is your current grade level? (n=644)

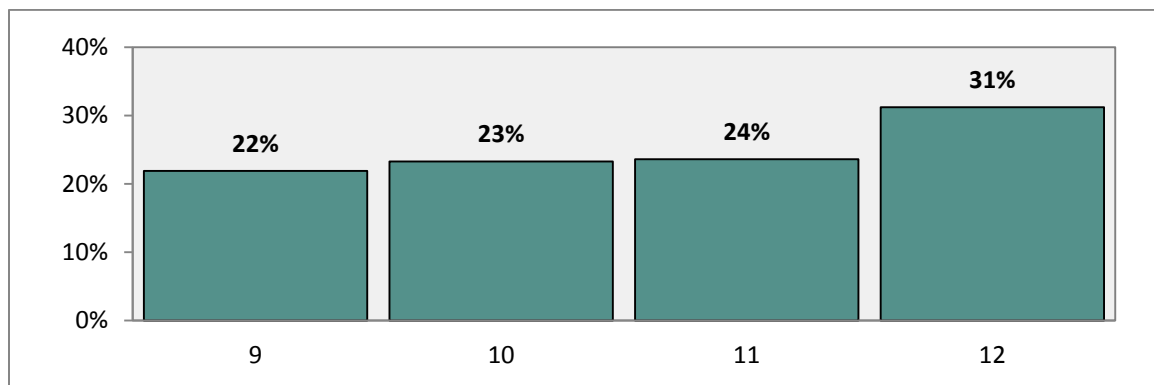
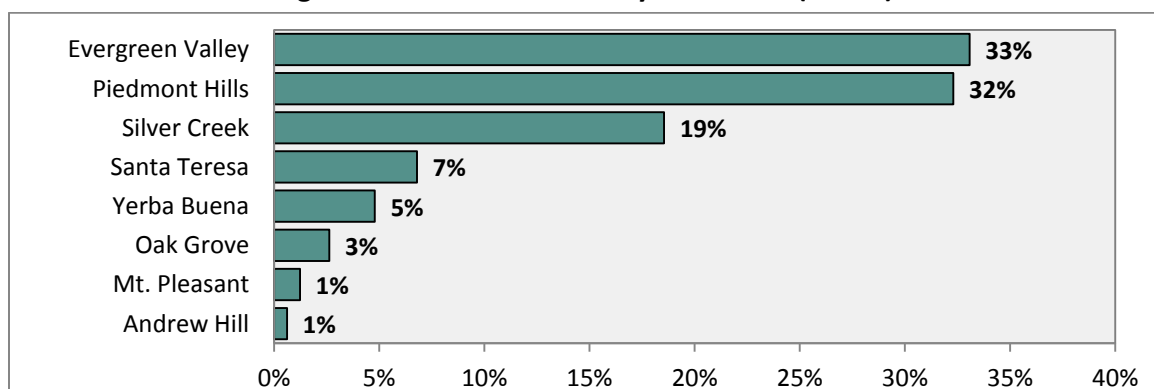


Figure A.3: Which school do you attend? (n=647)



PARENTS

Figure A.4: What is the current grade level of your child(ren)? (n=549)

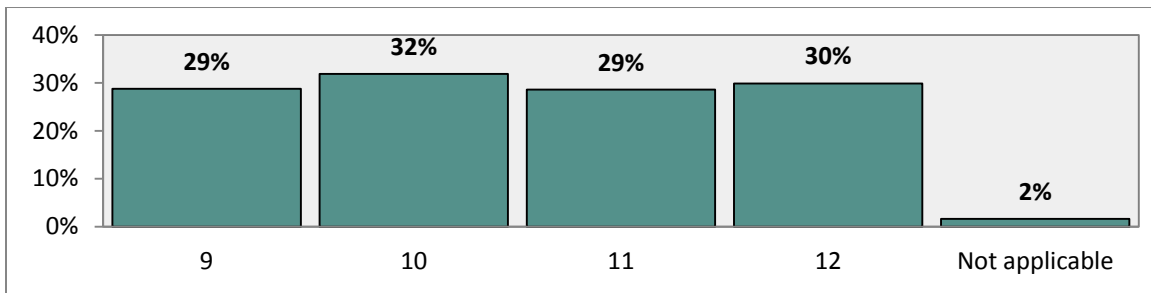
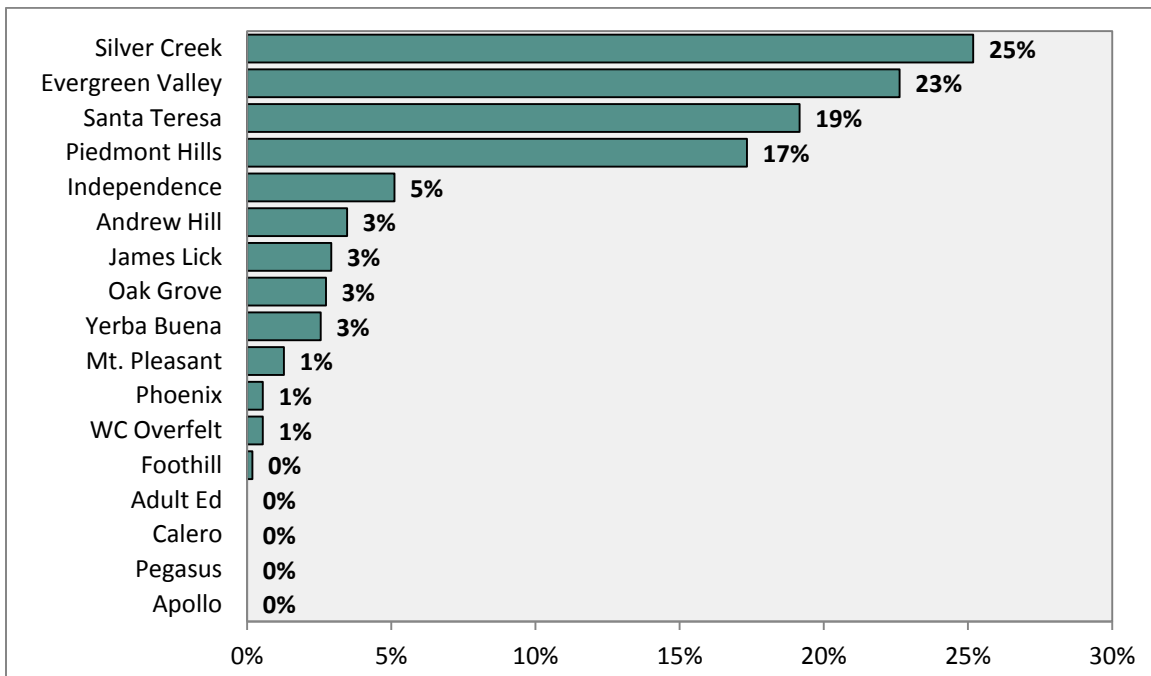


Figure A.5: What school does your child(ren) attend? (n=548)



EMPLOYEES

Figure A.6: At what site are you employed? (n=551)

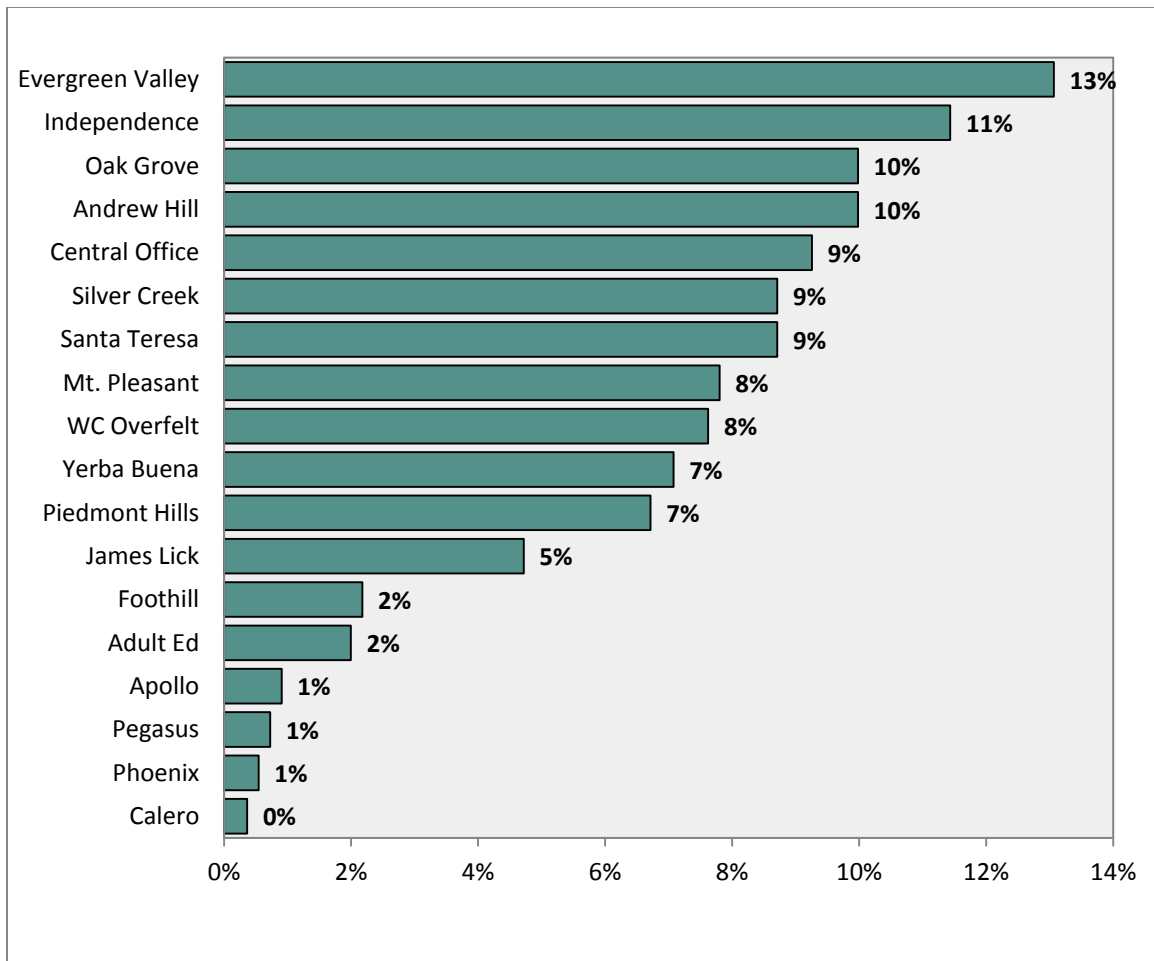
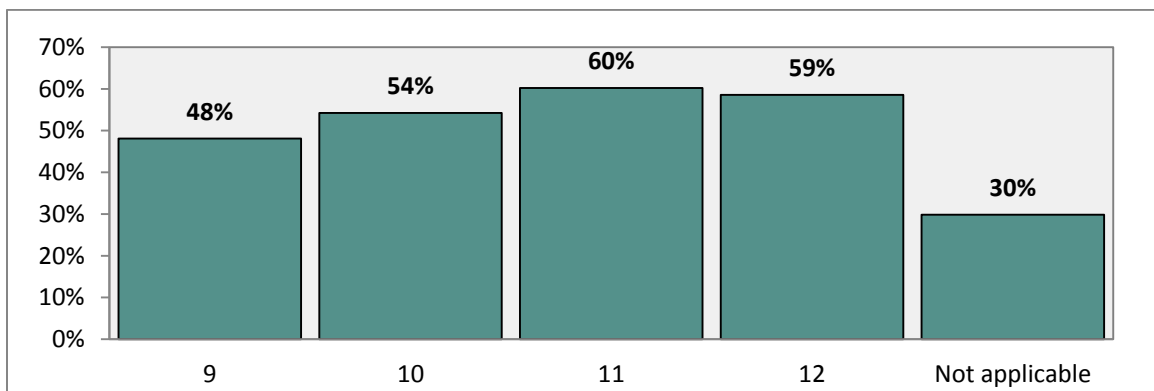


Figure A.7: What grade level do you teach? (n=553)



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