

## Budget Committee Questions from May 5, 2014

	Question	Answer
1.	Media Specialists - As we have increased PE and Music would a single media specialist be workable to meet plan time instead of two IA's providing tech and media?	We used to have a Media Specialist and a full time assistant. We lost the ability to maintain the collection with the Media Assistant working with students for 100% of their day. If we hired Media Specialists, we would have the same issue. The District has kept a full time Media Aide and Technology Aide. If we hired Media Specialists, they would most likely be teaching the entire day and not meet the needs of maintaining collections and assisting classroom teachers with requests for classroom instruction. In addition, given the growth of our elementary schools, we will most likely need additional staffing such as the current Tech IA to support the necessary plan time beyond the Media Specialist. At this time, this change could cost us more money in staffing to provide planning time.
2.	Counselors - There are five large elementary schools with half time Counselors. There are seven large elementary schools with a Vice Principal allocation. Could the allocation be changed to a half time Vice Principal and half time Counselor?	The addition of assistant principals is directly aligned with the Excellence pillar and educator effectiveness. High quality teachers are a key component of the Strategic Plan and a key priority of the community. New evaluation standards require increased classroom observations. Principals with large staffs will be unable to meet these requirements without additional administrator support.
3.	AVID program - How will the District evaluate the program? What are the budget implications going forward? Is it sustainable? Do teachers make a commitment to stay with the District a certain amount of time to make the investment worthwhile?	Evaluation will be based on student success including enrollment in AP or IB courses, improved attendance, improved GPA's, and increased school engagement in activities and athletics. As AVID continues to expand to the next grade level, we will need to increase each school staffing allocation by a .2 each year for two years at the middle level and three years at the high school. Sustainability is a question of funding for all programming. If we are seeing the expected improvement in student performance, AVID will remain a funding priority. There is no required commitment of teachers to stay with the district for any training they receive. Our history has been that we retain the majority of our staff year to year.
4.	With the number of classes our option school teachers teach, what would it take to bring them down to teaching five periods instead of six periods?	Currently there are 89.4 classroom teachers allocated to Options schools who teach 6 classes per day. If they changed to 5 classes per day, the allocation to maintain the same class size would be 107.3 classroom teachers. This is a difference of 18 teachers or \$1.8 million.

5.	Is the District meeting the minimum seat hours?	<p>In 2014-15, the District will be in compliance with state requirements for the minimum amount of instructional time at each grade level if the School Board waives no more than 30 hours of instructional time for students in grades 9-12 attending options schools due to transportation.</p> <p>The District will request a one year waiver of the requirement that all high school classes meet for 130 clock hours while the Oregon Department of Education undertake a process to review and revise the rules regarding instructional time.</p>
6.	What is the amount to fund ELL program to 100% of revenue? What is the strategic plan to bring it to 100%? What does this equate to in teachers?	\$1.5 million or approximately 15 teachers.
7.	What subgroups are not meeting 100% of students being career and college ready?	<p>No student groups have 100% of students college and career ready, regardless of the measure used.</p> <p>Traditionally, TAG, Asian, White, and Multi-racial students have higher rates of college readiness than the Black, Hispanic, ELL, Special Education, or economically disadvantaged student groups.</p>