

BOARD OF EDUCATION

Attachment: Information 12

PALO ALTO UNIFIED SCHOOL DISTRICT

Date: 04.06.10

TO: Board of Education

FROM: Kevin Skelly, Superintendent

SUBJECT: Strategic Plan Review

STRATEGIC PLAN INITIATIVE

Governance and Communication

BACKGROUND

In May 2008, the Palo Alto Unified School District Board of Education approved a four year strategic plan for the district. During the past two years, the District has focused considerable effort to address the elements of this plan. During today's study session, the Board will hear from McKinsey & Company staff members who have reviewed District reports and survey data. In addition, McKinsey staff led interviews and group sessions with teachers, administrators, Board members, and parents. District staff will assist McKinsey in their presentation.

Board members and the public then will have the chance to ask questions, to comment on the Strategic Plan review, and to discuss next steps based on the findings.

Included with this item is a report that describes specific efforts related to the four sections of the Strategic Plan – Academic Excellence and Learning, Staff Recruitment and Development, Budget Trends and Infrastructure, and Governance and Communication. A PowerPoint presentation will be made at the Board meeting. It will be available Monday afternoon at <http://www.pausd.org/community/board/agenda.shtml>.

During tonight's regular Board of Education evening meeting, staff and McKinsey & Company representatives will do a brief summary of their findings and touch on some of the next steps regarding Strategic Plan implementation.



Palo Alto Unified School District Update on Sub-initiatives of Strategic Plan

February 2010

A **ACADEMIC EXCELLENCE AND LEARNING**

Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to be global citizens

A1 **Improve curricular system and instructional practices to challenge every student**

A1.1 Improve K-12 curriculum articulation, coordination, and alignment to meet needs of the full range of students

The State of California suspended their adoptions schedule as part of its fiscal remedies in 2009. During the 2007-2008 and 2008-2009 school years, the Palo Alto Unified School District adopted or renewed science and math materials, respectively. These adoptions were catalysts for intensive professional development programs in both curricular areas. In both years, significant investments were made in material and staff training. Work will be done to ensure that teachers hired in future years have similar professional development opportunities. Next steps involve increased articulation between elementary, middle, and high school teachers.

This school year, teachers of French are adopting new textbooks and will spend time over the summer incorporating the material into their courses. Last year, it was the Spanish language teacher's turn. In addition, as part of our social-emotional work, the semester-long high school Living Skills class is undergoing review and refinement. Included in this work is professional development for instructors who teach the class during the school year and in summer school.

At the high school level last year, this strategic plan goal helped to drive the Western Association of Schools and Colleges (WASC) re-accreditation process in important ways. The major goals of the schools contain a focus on improving curriculum, articulation, and instruction.

A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students

Parents will be surveyed regarding their satisfaction and needs in Spring 2010. We have been deliberate in encouraging teachers to use supplemental materials purchased with textbook adoptions that address students above and below grade level. Assessment materials have also been procured.

A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas

A document on differentiation was prepared in Fall 2008 and reviewed by teachers in all grade levels K-12. In addition, issues around instructional strategies continue, and the math adoption has encouraged these conversations. We anticipate further conversations at the secondary level, particularly in mathematics at the middle and high school levels.

A2 Provide college readiness and post-secondary preparation for all students

A2.1 Better align graduation requirements with college entry requirements

During the 2008-2009 school year, graduation requirements were raised to include forty units of English and a full year of Visual/Performing Arts. This adjustment matches the University of California/California State University a-g requirements in these subject areas.

Discussions are taking place in the world language, mathematics, and science departments regarding alignment between graduation requirements and college entry requirements.

In the areas above, the District Assessment and Evaluation Office is providing data focusing on the populations that currently do not meet the UC/CSU entry requirements. This is in order to determine the impact on those populations as well as the considerations the District and the schools would have to deal with should such requirements be put in place.

A2.2 Examine role of middle school in helping students achieve post-secondary success

Content Steering Committees (including Instructional Supervisors from middle schools and high schools) continue to review curriculum and instructional methods to provide the aligned steps for students to reach success to and through graduation. Middle schools are working collaboratively with their feeder elementary schools to provide smoother grades 5/6 transitions. Also, middle schools are working with the high schools to accomplish the same between grades 8/9. Periodic meetings of faculty and administrators continue in order to address student needs in this area. Spanish 2A was offered during summer school so middle school students could be on track for completing this college entry requirement.

A2.3 Improve guidance and counseling services that prepare students for college and other post-secondary opportunities

Both of the high schools are now using Naviance, a program that enables students to select the college of their choice and also track their progress in college. Students can see how many students applied and actually were accepted into a particular college. Also, Naviance provides information about each college and follows the student through their college years.

Gunn High School established the College Pathway Project which is aimed at ensuring that students of color are well prepared for college through using effective instruction from teachers using Identity Safety Practices, intentional support strategies, and ongoing monitoring of their progress throughout their K-12 experience. Staff has in-depth communication about students' strengths and needs in the transitions between grade levels, especially fifth to sixth grades and eighth to ninth grades. Individualized support is also provided all students as well as for students in acceleration programs.

When possible, schools intentionally place students with teachers using Identify Safety practices. There is a clustering of students in classrooms.

Paly students are involved in a Student Advisory period where they receive information about colleges and necessary information about being on their own in college. Both schools worked on a post-graduation survey designed to see how students are doing after high school.

A2.4 Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success

The Living Skills program content review and updating is to be completed Spring 2010. Former Assistant Superintendent Scott Laurence did a PowerPoint presentation of many secondary schools during the 2008-09 school year.

A.3 Ensure high expectations and support for all students

A3.1 Continue and enhance efforts to address social, emotional, physical, and character education needs of students

The recent cluster of suicides brought to the fore our need to (1) identify students with mental illness and help them navigate the complicated mental health support system, (2) improve our collective ability to identify students with these issues, and (3) help reduce the stigma associated with mental health issues in our society. During the 2009-2010 school year, myriad activities have taken place to support these needs. In addition, the District has been part of City-led efforts to form a comprehensive effort to eliminate death by suicide among our students. While our efforts have fallen tragically short of our goals, we continue to believe this is the right work on this issue.

All school sites have identified and are implementing character education programs. These programs have been discussed between and among grade levels this year. Numerous programs and partnerships are in place to provide mental health support and to promote staff and student awareness of mental health needs, with social and emotional connections for students. A Social Norms Survey is given annually with the results shared and assessed. Each site includes descriptions of their programs in their SPSAs to address the social, emotional, and character education needs of their students. Many community evenings have been held to share information and concerns with parents.

A3.2 Examine particular needs of students performing below grade level and improve support

Data on students is shared with each principal and then used for staff discussions and focus meetings. Student by student information is discussed at the sites and collective data is shared in administrator meetings as a base for program decisions.

The collaborative work of the K-12 District literacy team and the site literacy teams is specifically focused on this portion of the student population. Reading support classes at the middle schools and supports through the K-5 literacy lead teachers recently were established.

A3.3 Examine structures, policies, and attitudes that serve as barriers to the achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups

Parent outreach occurs throughout the year to involve families of underrepresented minority students in their children's education. Elementary kindergarten, District enrollment, and math education evenings are all offered in Spanish only to encourage parents to attend. Special occasions are held for VTP parents in East Palo Alto and in the District to explain processes and procedures to access the school system with principals in attendance. Each VTP family is scheduled for an individual conference to help with the enrollment process. Secondary sites hold meetings and provide specific occasions to communicate with their parents and to help them understand how to plan post secondary options with their students. Every administrator and teacher new to PAUSD is expected to attend the Equity=Excellence (E=E) training and the Elements of Instruction in-service. This year all site secretaries will attend their own E=E training. The site-based follow-through on these trainings is being discussed as our next steps.

A3.4 Enhance early intervention (e.g., assessment, intervention programs)

The PAUSD early intervention program, Taking a Closer Look at Kids Early (TACKLE), attempts to provide early academic support to K-2 students. Special education preschool classes are held at the Greendell and Fairmeadow campuses. "Kid-by-Kid" meetings are held at every elementary school in order to use a team approach to address concerns over any child's academic, emotional, or social assimilation into the primary grades. The Degrees of Reading Assessment (DRA) is given individually to each student to determine reading levels and to target instruction based on these individual results. Parents are integral in meetings with teachers and staff in making academic plans for their children.

A3.5 Examine ways to improve access to high quality pre-K for the neediest children in our community

The new Springboard pre-kindergarten program will open this month with two classes of registered PAUSD fall 2010 kindergartners. This intensive six-month quality preschool should make a major academic difference for these students. In addition, two summer literacy classes will be offered (rather than four classes in past years) for children not in Springboard who have not been in a preschool. Four parent orientations were held and written materials made available describing the expectations for kindergarten in PAUSD. Partnerships are formed within the Santa Clara County Preschool Initiative and numerous agencies and foundations that sponsor programs and research on best practices to improve early academic support for low-income children.

B *Staff Recruitment and Development* *Create an exceptional teaching environment by recruiting, developing, and retaining the most talented staff*

B1 **Improve District's ability to attract and recruit staff**

B1.1 Better re-examine compensation policy and strategies

The District remains committed to a competitive compensation policy and strategies to attract the very best candidates for open positions. The present economic realities mean that adjustment to compensation cannot be undertaken at this time. The new economic realities also have created an environment where the District can be very selective in attracting and retaining outstanding educators. Even though economic conditions have worsened, the District has realized some major changes in the area of compensation (including benefits) over the past two years. Negotiations with the labor unions have focused on common interests. In a time of uncertain revenue, the District's on schedule and off schedule salary increase in 2008-09 allowed the District to keep pace with surrounding basic aid districts and to respect the open process of negotiations while still preserving the fiscal integrity of the budget. During these two years, the District also realized several changes to benefits that had an impact on current and future benefit costs: the sunsetting of the early retirement health benefit for new hires; an incentive for opting out of health benefits; and the implementation of a positive work year for administrators.

B1.2 Adjust staff recruiting, application process, hiring standards, and interview procedures in light of changing technology and the skills of this generation of potential employees

The certificated online application program (Searchsoft) became active in February 2009. The District did all of its certificated hiring for the 2009-10 school year using the system. Individual and group training sessions for administrators on the use of the system occurred throughout the spring. This system has improved staff efficiency in reviewing candidate files and has made the job of staff collecting candidate information considerably easier.

B1.3 Improve process timeline between interview and contract

We have made some modifications in the hiring of teachers and other staff that improve communication. All hires for 2009-10 school year received contract offers within one day for completion of reference checking and receipt in Human Resources of the Request to Hire form. Only one candidate turned down a job offer (mid-year hire) with our district. It remains a goal of Human Resources to transition to an electronic hiring form in the near future.

B2 **Re-examine and enhance staff evaluation system**

B2.1 Better align review criteria to make tenure decisions and ensure consistent approach

Ongoing trainings for instructional supervisors and administrators have highlighted on evaluation process and the importance of the tenure decision. Special attention has focused on the current District teaching standards and what meeting these standards looks like in the classroom. A future area for attention will be the adoption of the California Standards for the Teaching Profession (CSTP). Work has already been done to map the new CSTPs against the District Teaching Standards.

B2.2 Tie evaluations to strategic initiatives

This is an area for further development. The adoption of the CSTPs as our teaching standards will address some of the initiatives. Each administrator now sets goals that are directly linked to achieving the strategic plan initiatives in their respective schools.

B2.3 Enhance performance reviews and feedback for tenured teachers

This is an area we are committed to ongoing improvement. Trainings with administrators and instructional supervisors have focused on the importance of the feedback given to tenured staff in their evaluations. In most cases, the evaluation is a time to celebrate the excellent work of the teacher and to engage in constructive conversations about strategic plan goals (i.e. strategies for closing the achievement gap). The Human Resources Department has improved its tracking of completed evaluations with regular reminders before and after the assessment deadlines.

B2.4 Create opportunities to express appreciation of staff performance

While there have been no new initiatives in this area, we have tried to highlight staff achievements at board meetings and write messages to the community that call attention to the quality and dedication of our staff.

B3 Enhance professional development

B3.1 Better Assure regular time and support for staff to engage in professional development

There is existing time in the schedule for K-12 teachers to meet to collaborate and improve their skills. This past summer, over two-thirds of the K-5 teachers participated in intensive mathematics professional development in conjunction with the adoption of new math materials. This model of dedicated time for teachers to increase their capacity is one we hope to expand. This includes the adoption of new French materials for next school year, teacher training for the Living Skills class, and all secondary teachers who will have to adapt to a new student information system. Other initiatives include building time for teachers to meet with colleagues in other districts, particularly teachers who teach subjects in which they are the only teacher at their school (e.g. Advanced Placement Physics).

B3.2 Examine approach to delivery of professional development programs

The professional development around the adoption of a new Student Information System (SIS) this coming summer will give us our first opportunity to do this in a comprehensive manner. The training can be done remotely, over the Internet, or in small groups. We plan to provide incentives for staff to participate so they have the confidence and see the value in using technology in powerful ways to help the management of their classes.

B3.3 Develop coherent professional development content that supports the strategic initiatives

Linda Common is helping create a professional development umbrella, under which our professional development can be organized and tied to strategic initiatives. As mentioned below, we have the start of this work. Since site work is more closely tied to District initiatives around one year's progress and college readiness, the professional development better supports strategic initiatives.

B3.4 Build professional learning in all work environments

There is more to be done here. However, we have started building an expectation that certain elements of our district must be supported by professional learning among all staff. Two examples are worth highlighting. Our two day equity training, Equity=Excellence, is now an expectation of all new certificated staff before they can receive tenure. All school office staff is also expected to participate in their version of this work. Finally, the Elements of Instruction workshop of the same length provides a baseline for our pedagogical expectations of all staff members.

C ***Budget Trends and Infrastructure***
Be prudent stewards of our resources through rigorous planning and budgeting, and build further resources by enhancing public and private support for public education

C1 **Ensure financial stability and growth through effective stewardship of financial assets, community funding sources, and dynamic activities to improve District resources**

C1.1 Effectively manage fiscal resources in compliance with internal and external accountability requirements and deliver the highest quality financial services to all stakeholders

In 2008-09, all required financial reports filed to federal and state agencies were accurate and on time. The 2008-09 annual audit report showed no material weaknesses in the systems and there were no audit adjustments to the District's financial report. Efforts have been made to heighten community awareness of the District's fiscal position, particularly in light of budget cuts.

C1.2 Maximize revenue from state, local, and other governmental sources

The District's current parcel tax will expire June 30, 2011. State funding losses, coupled with flat property tax revenue and growth in enrollment, have created an ongoing structural budget deficit for the current year and on into the foreseeable future. The estimated structural budget deficit for next year is now at \$7.6 million. In January, the Board approved the renewal of the parcel tax through an election scheduled for May 4, 2010. The new parcel tax is estimated to bring in additional \$1.8 million annually for the next six years to help partially address the budget deficit. Parcel tax campaign activities are underway by community members.

C1.3 Support the efforts of Partners in Education, PTA, other community groups, and individual donors to augment existing District resources

The Business Office continues to help schools and departments to seek and apply for any federal, state, and local grants. The District is currently processing applications for state matching funds for the field projects at both Gunn and Paly high schools. This year, donations to Partners in Education, the District's foundation, are at record levels, despite difficult economic times.

C2 **Construct facilities that address enrollment growth and that are worthy of the promise and talent of our students**

C2.1 Construct improvements to campuses that support and enhance the current and future education program needs of the District

Educational specifications have been developed to support academic excellence and learning. A master plan to address the improvements has been developed at the middle and high school levels. Construction plans for Ohlone Elementary are in review by the Department of the State Architect (DSA) and conceptual designs are being developed for Fairmeadow Elementary. Planning for the other campuses is in progress.

C2.2 Construct improvements completed on time and consistent with the enrollment growth of the District

Updated enrollment projections by level are now available. The initial construction projects have been brought in on time and on budget. Initial new classroom capacity and portable replacement at the high schools is being done on an accelerated schedule. Additional capacity is being provided through the designs for both Ohlone and Fairmeadow elementary schools.

C2.3 Construct improvements that are on budget, cost-effective, and environmentally sustainable

Budgets are being constantly revised and updated. The latest revision has been presented to the Board and is anticipated for approval on February 23, 2010. The District is currently processing applications for state matching funds for the field projects at both Gunn and Paly high schools. Building systems are being designed in accordance with CHPS sustainability standards, in accordance with previous Board action.

C3 Develop short-term and long-term plans to address non-construction issues associated with enrollment growth (e.g., boundary issues, school/class size)

C3.1 Examine District capacity and programs needed to deliver academic excellence

Bond funds have been allocated to all secondary schools and priority decisions have been developed by the sites with District oversight. At the elementary level, the District has signed a lease of the Garland site through 2015, although there is an option to give earlier notification if the site is needed. Planning for the use of swing space has been done for the high school projects and the Ohlone Elementary project.

C3.2 Examine and adjust K-12 PAUSD school boundaries to match available facilities to our growing student population

The District has obtained needed demographic information and projections. Several boundary adjustments were contemplated as part of the reconstruction and opening of Garland Elementary. This project has been postponed. The District will have to make minor adjustments to coincide with the expansion of the Fairmeadow Elementary campus.

D Governance and Communication

Create a focused, transparent governance process that is a model of informed communication and decision making

D1 Improve alignment of District leadership (Superintendent and Board) and community's focus on most critical District aspirations while fostering an environment of innovation

Each year the Superintendent submits focused goals to the Board that are explicitly tied to the strategic plan. These goals are formally approved by the Board in September. The Superintendent reviews progress on these goals at a January Board meeting. At the end of the year, a final report on the focused goals is made. The focused goals form the basis of the Superintendent's personal goals and are used as the structure for all members of the leadership team in their development of professional goals and work plans.

In addition, the major areas of the strategic plan are prominently placed on Board meeting agendas.

D2 Improve District transparency and communication between District leadership (Superintendent and Board) and the community

The data collected in the strategic plan process was shared broadly with the community and examined carefully by staff. The information contained in it has helped shape communication and decisions around program enhancement and, during budget cuts, what programs are spared. Staff is eager to see how constituents view the District during the strategic plan review during Spring 2010.

Administrators have made increasing use of electronic means of communication with stakeholders. The Board/Superintendent continues to review Superintendent/Board protocols annually.

D3 Diligently monitor and report staff and student progress on strategic plan initiatives to gain trust, promote productive dialog, and determine success

This review takes place during Board meetings as described in D1 above.



PAUSD Strategic Plan progress review (at 20 months)

April 6th, 2010

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Ample progress has been made against the plan, but continued focus required to accelerate progress



- Significant progress against the strategic plan over the past 2 years across all four focus areas:
 - Academic excellence and learning
 - Staff recruitment and development
 - Budget trends and infrastructure
 - Governance and communication
 - The strategic plan is being used to guide many aspects of the District’s activities
-



- Many challenges remain and will continue to demand dedicated focus
 - Most challenging issues from 2 years ago remain
 - Plan provides a means to maintain focus on key issues
-



- The past two years have granted alignment on priorities - ‘norming’ around the current strategic plan
- Opportunity to accelerate progress in the years ahead

SURVEY RESULTS: Consistent with 2008 Stakeholder Feedback



Top three PAUSD priorities remain the same for parents (2010):

- Focus on retaining/attracting the best teachers.
- Focus on the emotional and social development of the “whole” child.
- Ensure that every student that graduates has the basic requirements to attend a 4-year college.



Concerns expressed in parent comments:

- Having consistently exceptional teachers and a process in place to assist those who are not.
- Challenging average and above average students
- Providing high school students with more academic counseling support.

Academic Excellence and Learning – Synthesized perspectives from interviews

Areas of significant progress in the past 2 years...

...and issues demanding attention

Curriculum adoption and alignment	<ul style="list-style-type: none"> Ample progress on curriculum adoption and literacy instruction standardization (e.g., Math K-5, Science) Unprecedented training/support of teachers during transition Increased cross-school alignment through SPSA process WASC accreditation aligned with curriculum goals in the strategic plan 	<ul style="list-style-type: none"> Largest gap in curriculum alignment/continuity lies with the middle school and needs to receive disproportionate focus Opportunities to be more collaborative across schools (and align offerings especially HS level, e.g., Science at Paly and Gunn)
College readiness	<ul style="list-style-type: none"> Some improvement in A-G alignment (clarity regarding A-G and alignment in visual and performing arts and English) Increased college counseling support (e.g., college pathways, Naviance software adoption, impactful PiE support of counseling) 	<ul style="list-style-type: none"> A-G alignment still lacking in some areas (e.g., Math, Foreign Languages, and Science) Match between student interests/achievement and college attendance opportunities requires constant assessment High student to counselor ratio (compared with 'best practices'); some differences in offerings among schools
Support for all students	<ul style="list-style-type: none"> New pre-K program for children without preschool, perceived as tremendous potential by all stakeholders 	<ul style="list-style-type: none"> Test scores for underrepresented minorities disappointing Differentiation philosophies and practices need significant work
Social and emotional support	<ul style="list-style-type: none"> Social/emotional support has been strong but sadly out of necessity 	<ul style="list-style-type: none"> Continued support needed
Use of data and metrics	<ul style="list-style-type: none"> Increase in meaningful use of data/metric for Year over Year progress (provision of data from district, principal supported teacher education and use of data) 	<ul style="list-style-type: none"> Debate regarding attainability of district-level metrics employed (e.g., 95% years worth of progress); runway needed to further assess metrics

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SURVEY RESULTS: Academic Excellence and Learning



- 89% of parents “Very Satisfied” or “Satisfied” with the education their child received this year.
89% = 2008
- 92% of parents “Very Satisfied” or “Satisfied” with the education their child has received throughout PAUSD.
90% = 2008
- 88% of parents “Very Satisfied” or “Satisfied” with their child’s teacher(s)
88% = 2008
- “The teachers...have exceeded my expectations. Keep up the good work in maintaining such great talent.”
- “I think PAUSD is great. My son and his older sister have gone from K-12 here and have received a good education. Not everything was perfect but on the whole it has been great. Thank you!”
- “Highly prepared, dedicated, enthusiastic, well-trained teachers and counselors should be our top priority. The rest will follow.”

SURVEY RESULTS: Academic Excellence and Learning



Support for all Students/College Readiness:

- 86% of parents “Strongly Agree” or “Agree” their students are challenged to excel academically

86% = 2008



- 86% of parents “Strongly Agree” or “Agree” that their child is well prepared for college

86%% = 2008

- 87% of parents “Strongly Agree” or “Agree” their school has high academic expectations for all students.

84% = 2008

- “Our experience has been great. Our two kids were well prepared socially, academically and emotionally.”
- “I appreciate the good work done by all the teachers my kids have had. I’d like to see more differentiation in instruction at the top end – in other words, more activities and enrichment for kids in the top third of the class.”
- “The system is great – keep up the core mission of educating the children.”

SURVEY RESULTS: Academic Excellence and Learning



Support for all Students

- 96% of parents “Strongly Agree” or “Agree” their child’s school has a culture of respect towards differences (“e.g., gender, ethnicity, disabilities”) 92% = 2008
- 95% of parents “Strongly Agree” or “Agree” that teachers understand and respect diversity 93% = 2008
- 67% of parents “Strongly Agree” or “Agree” that underperforming students are well-supported to improve academically 61% = 2008



- “We value the opportunity to have our children in such a good school district. We know a lot of people try hard to even the playfield.”
- “Educating the whole child is my focus. Not every child is destined for Harvard...My special needs kid has done really well.”
- “We are very pleased with PAUSD overall, so thank you for your hard work. I’d like to see a more explicit commitment to closing the achievement gap. A focus on diversity is nice but what is more important is that all students are held to the same high standards and receive the support they need to reach expectations.”

SURVEY RESULTS: Academic Excellence and Learning



High school counseling, high school parent responses:

- 67% “Very Satisfied” or “Satisfied” with quality of academic counseling (not asked in 2008)
- 70% “Very Satisfied” or “Satisfied” with availability of academic counseling (not asked in 2008)
- 65% of high school students “Very Satisfied” or “Satisfied” with support from college/guidance counselors
58% = 2008

- “I am extremely pleased with the information and resources provided ...but not at all pleased with counseling for the individual student.” *Parent*
- “We have a great college counseling program...but it is overloaded.” *Parent*
- “The key gap PAUSD has is in counseling for college. Teachers, staff, course offerings, communication with administrators are excellent. Counselors are understaffed...” - *Parent*

Staff Recruitment and Development – Synthesized perspectives from interviews

Areas of significant progress in the past 2 years...

- Recruitment and retention
 - PAUSD remains a highly attractive district (increased applications, high retention)
 - On-line application system large success for classified and non-classified staff recruitment (improved screening of candidates; critical given applicant increase)
 - Strong relationship with unions has enhanced ability of district to meet employee group's interests during time of financial stress and kept benefit costs stable

...and issues demanding attention

- Largest district challenge will be selecting and on-board the next wave of leadership (and not losing institutional knowledge)
 - Significant challenge to on-board candidates in this district (e.g., high attrition potential, no mechanisms to on board new principals/leaders)
 - Specific concern about loss of Special Ed leadership
 - Concern about the approach to selection of candidates
 - Desire for rigorous hiring process
 - Clarity about selection criteria needed
 - Dedicated focus from district senior leadership required
- Need for talent management and change management plan

- Staff evaluation
 - Significant improvement in the number of evaluations performed on time
 - Clear efforts to provide feedback on job performance for new as well as veteran employees

- Opportunity to be further institutionalized, including measurement
- Questions about whether the current evaluation tools/approach are appropriate (procedures are outdated)
- Continued need to provide support and remediation to underperforming employees

- Professional development
 - Teachers and principals appreciate that PD has not been sacrificed given budget cuts
 - Perception among principals that recent PD programs more practical than years past (e.g., built around curriculum adoption)

- PD can still be improved significantly; PD perceived as not as helpful as it could be (especially “professional development days”)
- Measurements needed to determine what is working
- Special Ed is an area of particular concern; aides have no formal training

SURVEY RESULTS: Staff Recruitment and Development



Teacher quality

- 90% “Exceptional” or “Good” - *Parents*
88% = 2008
- 86% “Exceptional” or “Good” - *Students*
87% = 2008



- “The majority of my child’s teachers have been caring, dedicated and very good indeed. A few have been truly exceptional, going far beyond what can be reasonably expected of a teacher.” *Parent*
- “The majority of teachers are wonderful. However, the district doesn’t do a great job of making sure the not-so-great teachers either improve or move on.” *Parent*
- “The majority of teachers at my school are phenomenal, however there are a few that slip through...” *Student*

Budget Trends and Infrastructure – Synthesized perspectives from interviews

Areas of significant progress in the past 2 years...

...and issues demanding attention

- Fiscal stewardship and planning**
- Exceptional fiscal stewardship; district enjoying a relatively stable situation even during the downturn in contrast to some other districts
 - District has ended post-retirement medical benefits for employees
 - Process for budget cut input from PTA council was very good
 - PiE has continued to be a very strong point for the district, growing contributions year on year

- Structural deficit issue has not been fully solved but has been addressed through initial cuts
- Parcel tax will be critical and will require a vigorous campaign
- There is a need for a long term enrollment growth plan
- PiE funding will continue to be critical given fiscal situation

- Construction**
- After a period of uncertainty associated with building district construction team, building/construction has gone very well (good checks and balances)

- Remaining uncertainty among some leadership (e.g., elementary principals) regarding plans for renovation (Several meetings have been held since survey ended)

- Budget tracking**
- N/A

- Concern (e.g., principals, PiE) about transparency and functionality of the current budget tracking system
 - Lack of real-time, detailed information available
 - Systems out of date (not on-line)
 - Principals concerned that lacking budget transparency may impede planning (given financial situation)
 - PiE fundraising increasing based on “directed” funds, but the budget tracking system impedes tracking of actual budget utilization (required by law)

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SURVEY RESULTS: Budget Trends and Infrastructure



- “I think the district will be severely challenged to maintain its quality education during these difficult economic times.”
- “You are doing an incredible job with ever tighter constraints.”
- I was surprised that in the Top 3 Priorities, dealing with the budget challenge was not listed as an option. I do worry about what the California finances will mean to the school district in the near to medium term.”

Governance and Communication – Synthesized perspectives from interviews

Areas of significant progress in the past 2 years...

...and issues demanding attention

<p>Focus on most critical issues</p>	<ul style="list-style-type: none"> ▪ Strong sense, especially among staff and principals, that the strategic plan has been used effectively to focus the district on the most important topics 	<ul style="list-style-type: none"> ▪ Accountability for strategic plan initiatives could be clearer/more transparent ▪ Desire for institutionalized “deep survey” every 2 years (to continue to update perspectives)
<p>Communication</p>	<ul style="list-style-type: none"> ▪ Positive feedback about communication between the district and the community, e.g., <ul style="list-style-type: none"> – Positive reaction to newsletters – Level of communication higher than historically at PAUSD 	<ul style="list-style-type: none"> ▪ Desire for continued/increased communication remains from superintendent and district (e.g., prominence on web site) ▪ Clarity needed on key messages <ul style="list-style-type: none"> – Fiscal situation message (especially in light of parcel tax campaign) – Could do more to communicate achievements against strategic plan goals (even if partial) ▪ Understaffed for communications, but budget constraints a real issue
<p>Governance</p>	<ul style="list-style-type: none"> ▪ Board doing a good job of sticking to its proper role 	<ul style="list-style-type: none"> ▪ Significant opportunities to clarify the governance approach for raising issues related to a specific teacher/school (e.g., teacher, principal, district, superintendent)

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SURVEY RESULTS: Governance and Communication



- 88% of parents “Very Satisfied” or “Satisfied” with how well the school communicates with them
85% = 2008
 - 93% of parents “Very Satisfied” or “Satisfied” with the interaction/communication with the District office
(not asked in 2008)
-
- “I am consistently impressed with the emails from Kevin Skelly, especially about difficult subjects this past year.”
 - “I appreciate the outreach. I have been very happy with the level of communication since our third child has entered public school, from both the school and the District.”

Summary of interviews and focus groups performed

<u>Stakeholder group</u>	<u>Number</u>
District leadership	8
Union leadership	2
Principals	10
Board	5
PiE/PTA	9
Parents	10
	<hr/>
	Total = 44

March 2010 District Strategic Plan Online Surveys

Respondents	2008 Survey Responses	2008 Response Rate	2010 Survey Responses	2010 Response Rate
Parents	3,252	33%	1,843	18%
Teachers	407	50%	219	27%
HS Students	541	15%	373	10%
Classified	96	13%	104	15%
Administrators	27	50%	24	46%

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