

# TRAMUTOLA

To: Board of Education, Palo Alto Unified School District  
Mary Frances Callan, Ph.D. Superintendent  
Gerald Matranga, Associate Superintendent

From: Larry Tramutola  
Charles Heath  
Jennifer Root

Date: 14 March 2006

Re: Community Engagement with Respect to Program Priorities

Over the last several months we have worked with PAUSD to solicit feedback from parents, students, staff and the community at large regarding program priorities. Data was collected through several means. Some methods are statistically representative of community opinion while others are not. This should be taken into account when reviewing and analyzing the data. Every effort has been made to foster broad participation and to tailor the outreach to minimize barriers to participation. We hope that the information collected proves useful in budget and program planning.

## **Surveys of Parents, Staff, and High School Students**

Between February 6 and February 28 parents, staff, and high school students were given the opportunity to complete surveys on-line or in a physical format. The physical surveys were distributed to each school site. The on-line surveys were advertised on the district website, through e-mail blasts, on flyers, etc. The surveys were customized to elicit opinions unique to the various target respondent groups: parents, staff, and students. Over 900 responses were received and tabulated, The results are attached, and the information garnered from them provided the basis for drafting of the scientific survey done later that collected opinions that were truly representative of the PAUSD community.

## **Community Workshops**

Three community workshops were held on February 8, 9, and 15. These workshops were open to the public—invitations went out via flyers, e-mail blasts to staff, PTA, etc. Each workshop was an opportunity to come, share ideas about program priorities, and listen to fellow community members' opinions. The meetings fostered the sharing of ideas among parents, teachers, community members, etc. who attended. Several school board members attended the meetings, listening first hand to the community input. Attached is a summary of those workshops and the opinions voiced during each and a topical listing of priorities identified during the workshops. Gina Bartlett will discuss the community workshop process.

### **Scientific Survey of the Community**

With the information from the surveys and the workshops in hand, Gene Bregman designed a scientific poll to accurately gauge the opinions of the community at large. This survey was similar to that which students, parents, and staff participated in form, but was conducted among a random sample of 400 Palo Alto Unified School District residents to represent the opinions of the public at large. The data from this poll will be discussed by Gene Bregman at length; the presentation of the results is attached.

This process would not have been possible were it not for the many hundreds of community members, parents, teachers, and staff who took the time to share their opinions. The response was overwhelming. Clearly, the people of Palo Alto care about education. Each of these steps has yielded important information and insight into residents' priorities for schools. As the district begins the process of prioritizing and setting goals we hope that you find this thoughtful input from the community meaningful and valuable.

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**SUMMARY PRESENTATION OF RESULTS  
FROM 4 SURVEYS CONDUCTED FOR THE  
PALO ALTO UNIFIED SCHOOL DISTRICT**

**FEBRUARY/MARCH, 2006**

**CONDUCTED BY  
GENE BREGMAN & ASSOCIATES**

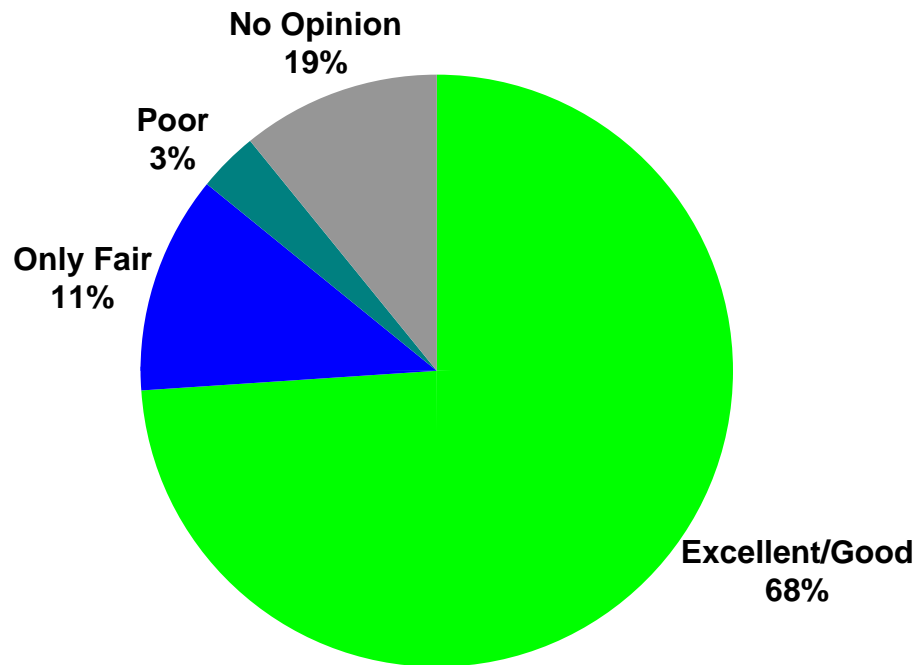


GENE BREGMAN & ASSOCIATES

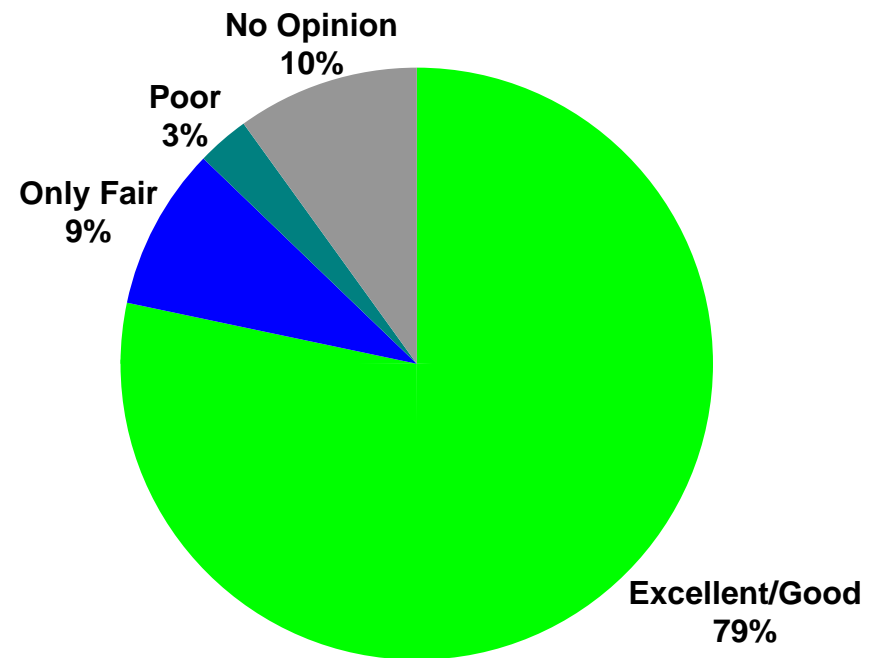
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**Chart 1**

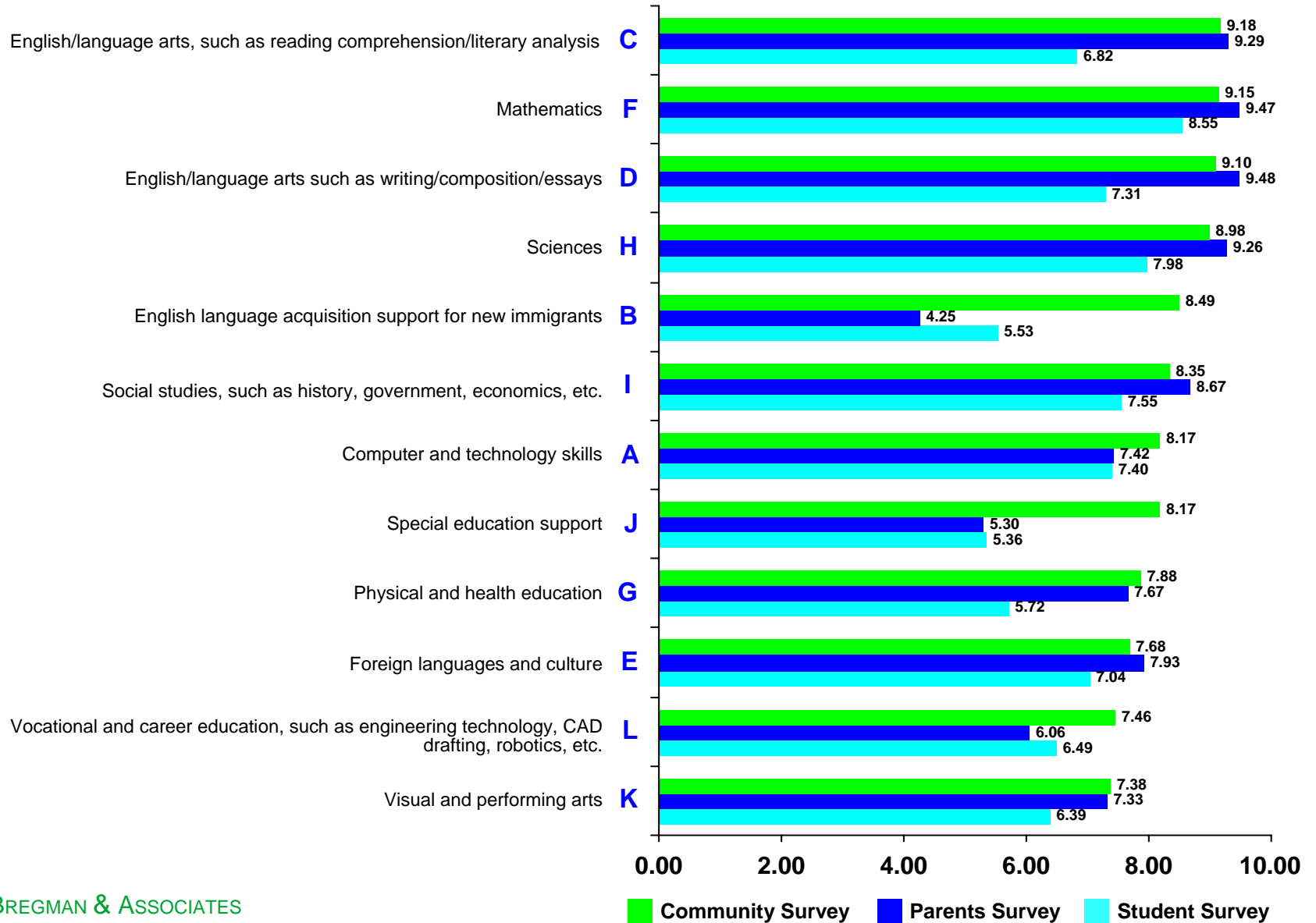
Job Rating For PAUSD Among  
Entire Community:  
March, 2006



Job Rating For PAUSD Among  
Likely Voters:  
January, 2005



# Importance of Subjects For A Child's Education: Mean Scores



# Assessing Quality of Education Children Receive in Various Subject Areas: Mean Score

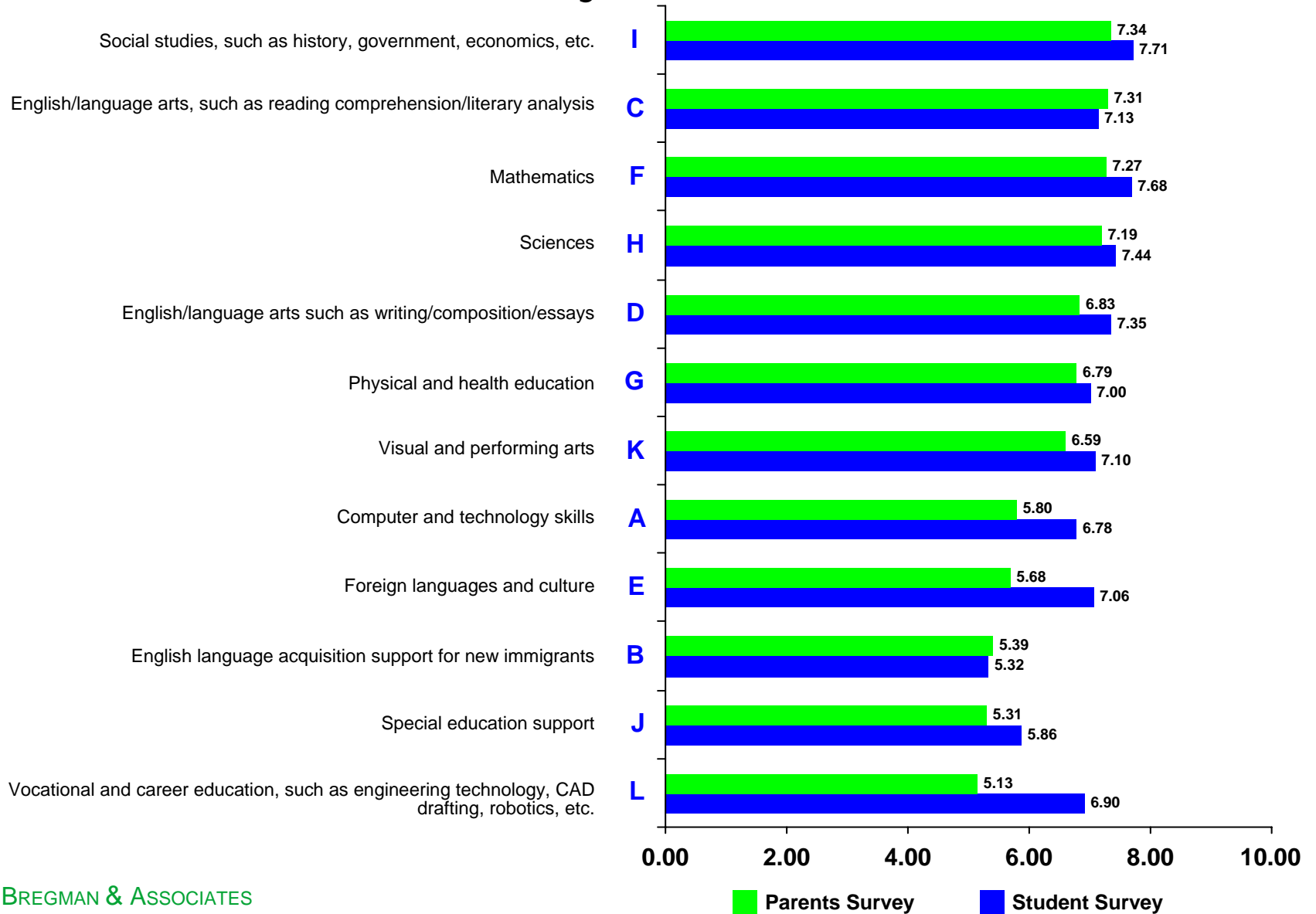
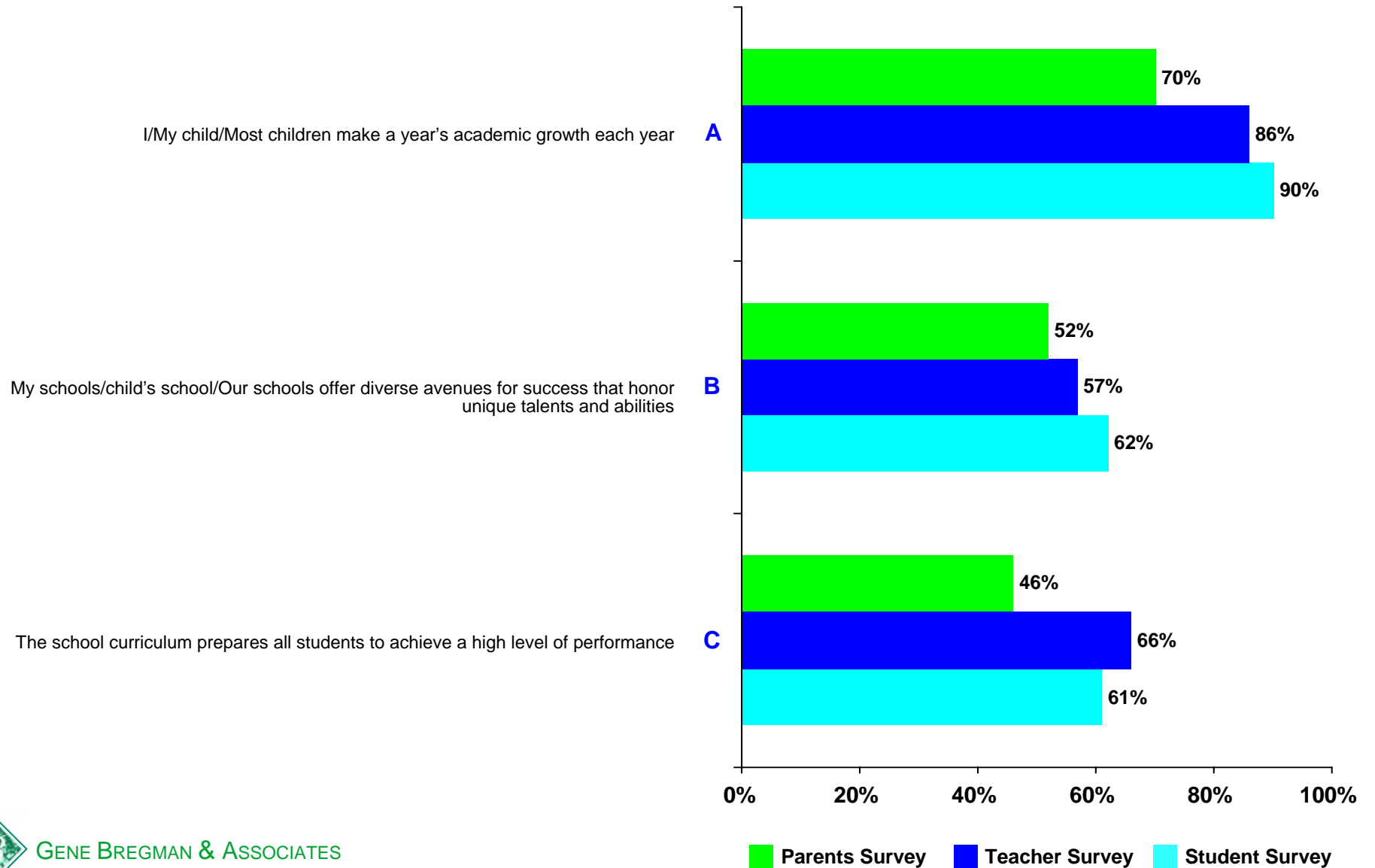


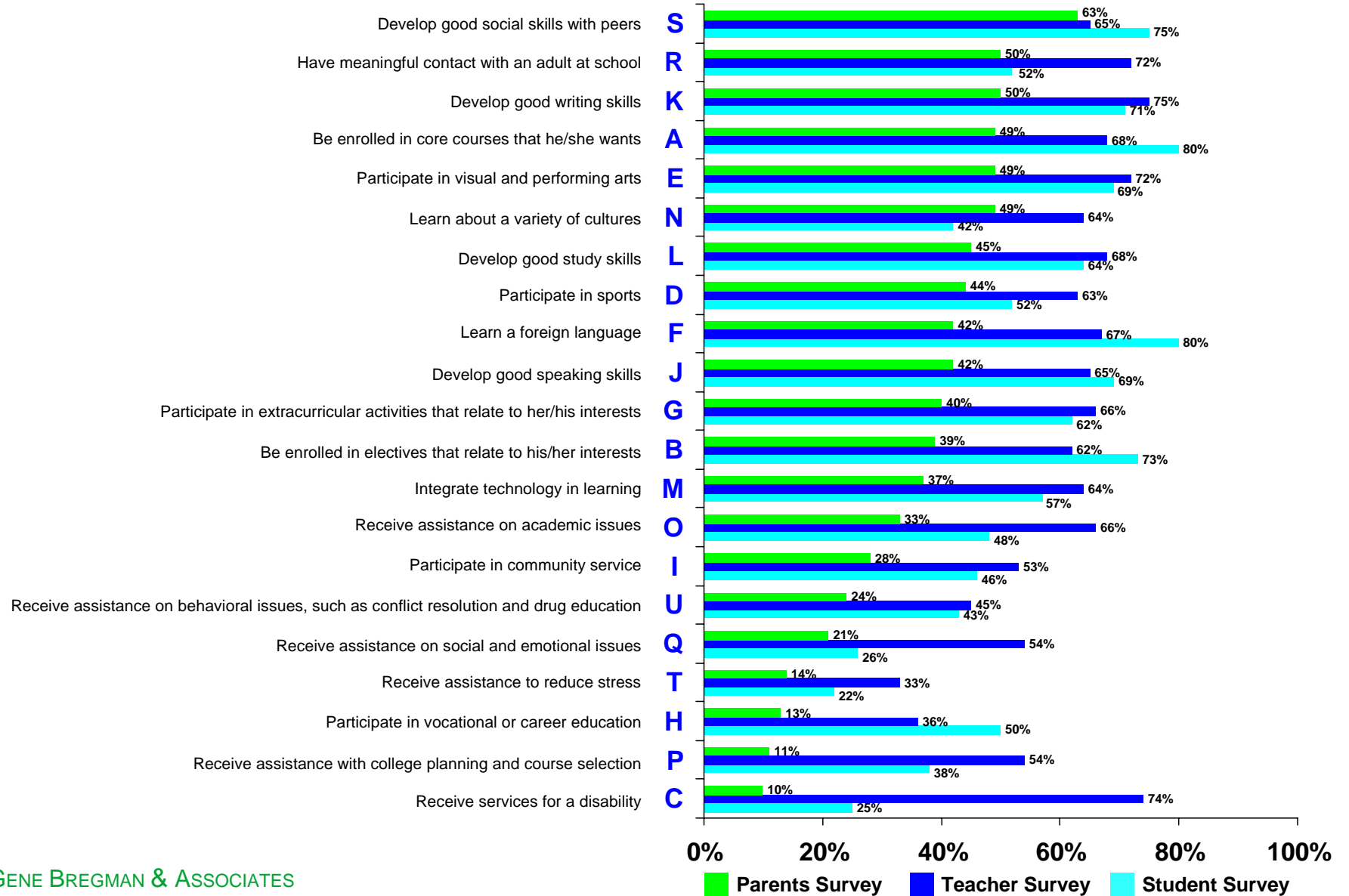
Chart 4

# Agreement With Three Statements Concerning Education in PAUSD: Strongly/Somewhat



**Chart 5**

# Agreement With Statements That Students Have had Various Opportunities in PAUSD Schools: Strongly/Somewhat Agree



# Top Or High Priority For Three General Educational Categories

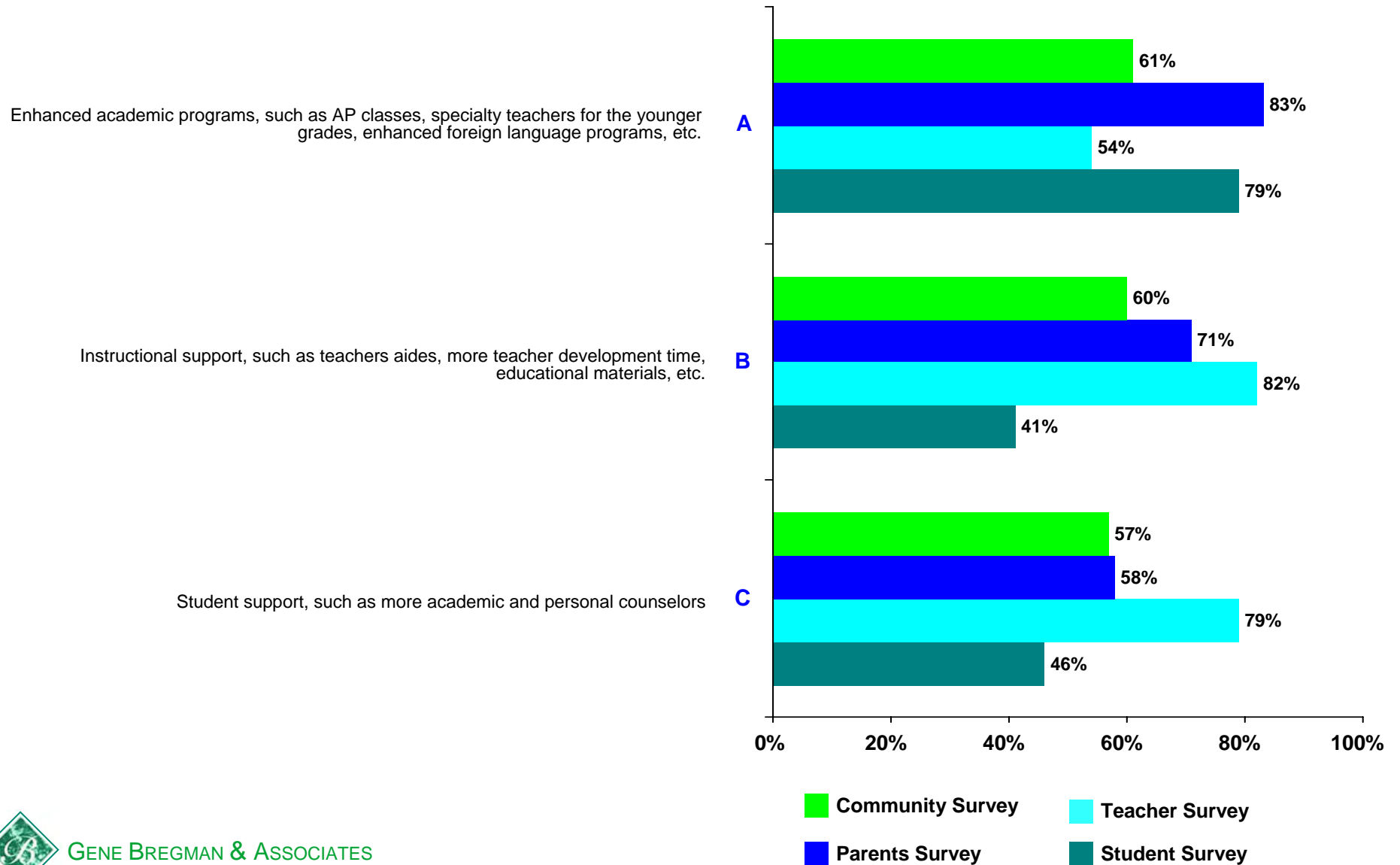


Chart 7a

# Mean Score Ratings of Priorities For Elementary School Education: Among Entire Community

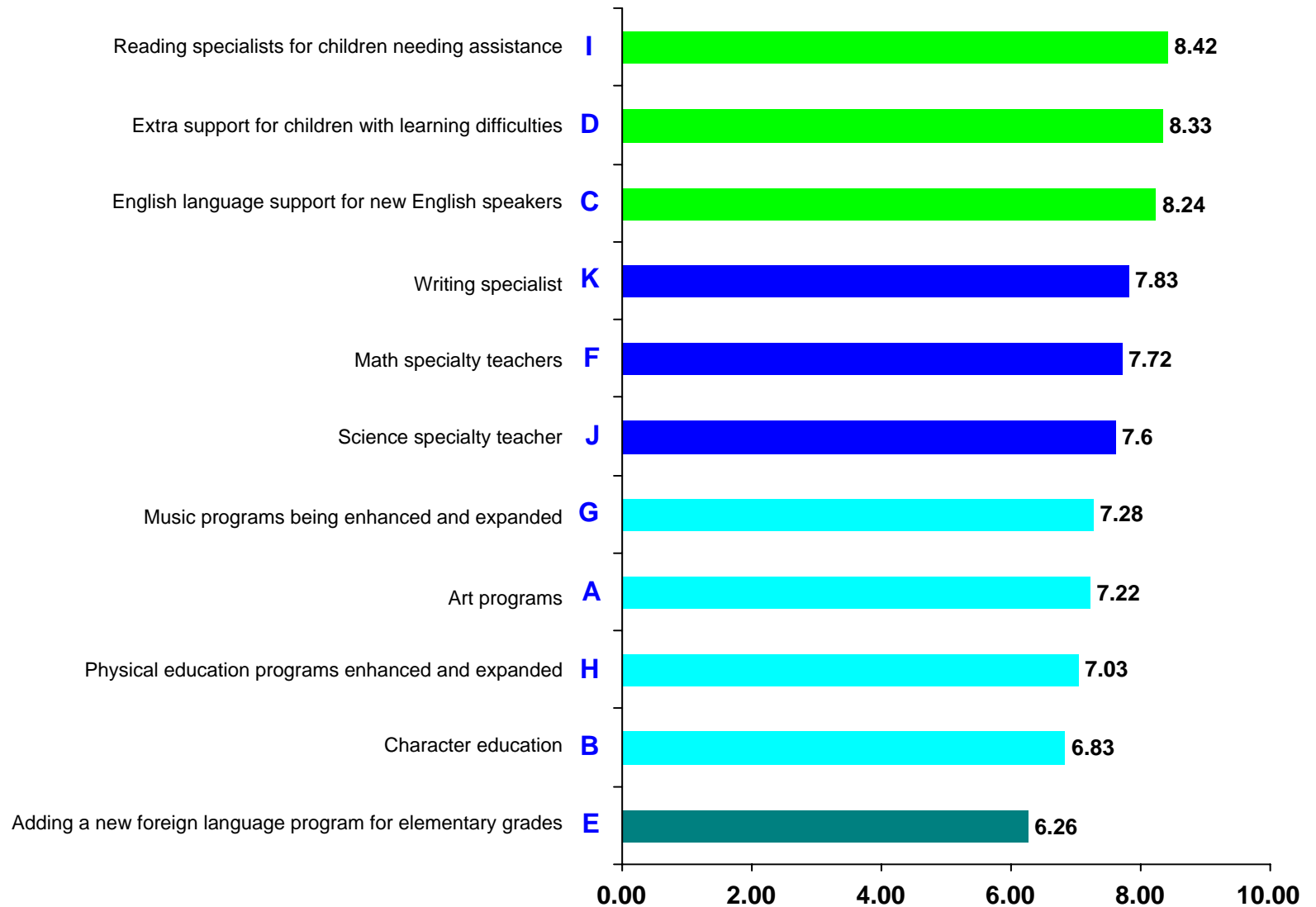


Chart 7b

# Three Top Priorities For Elementary School Education: Among Parents, Teachers, Staff and Students

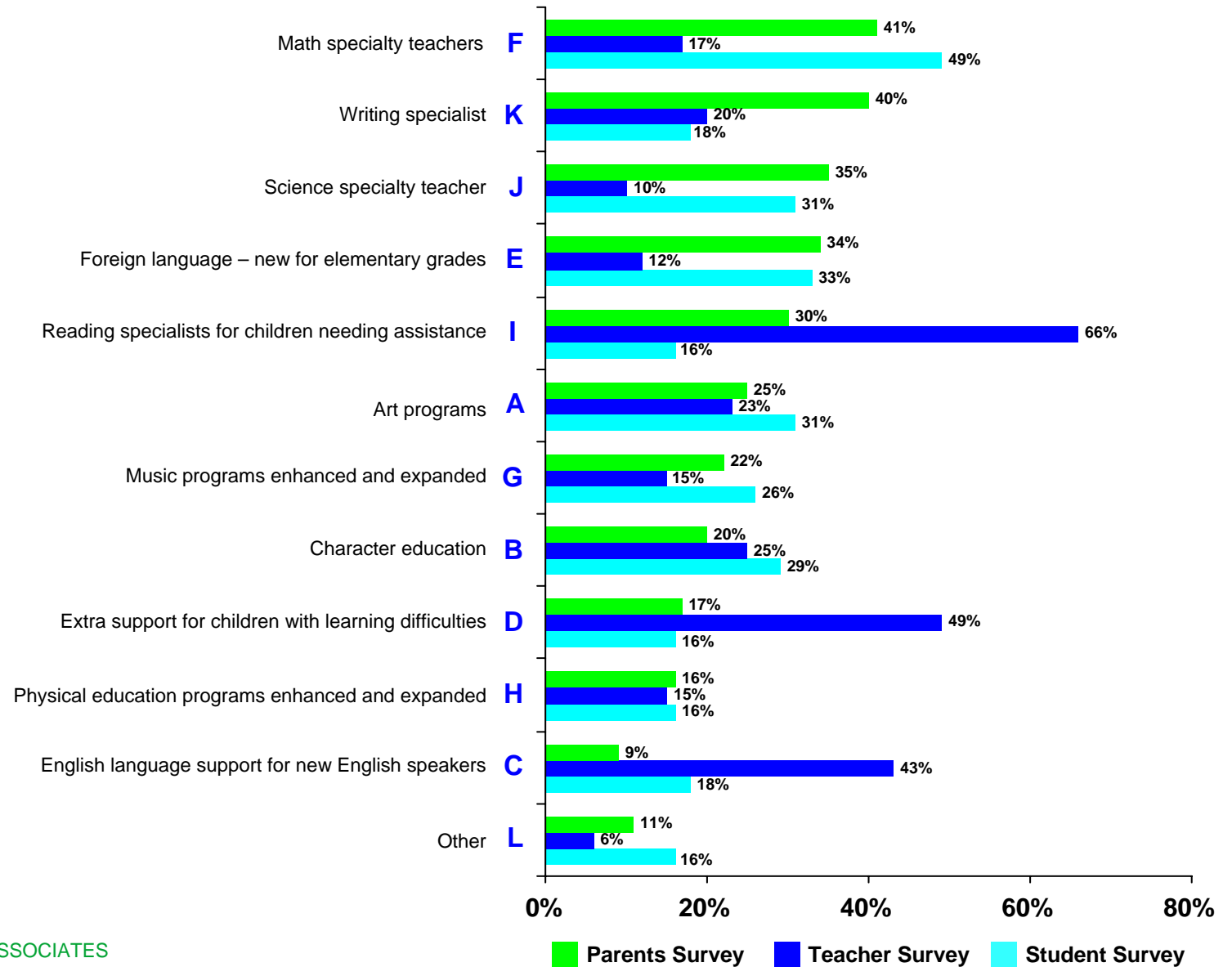
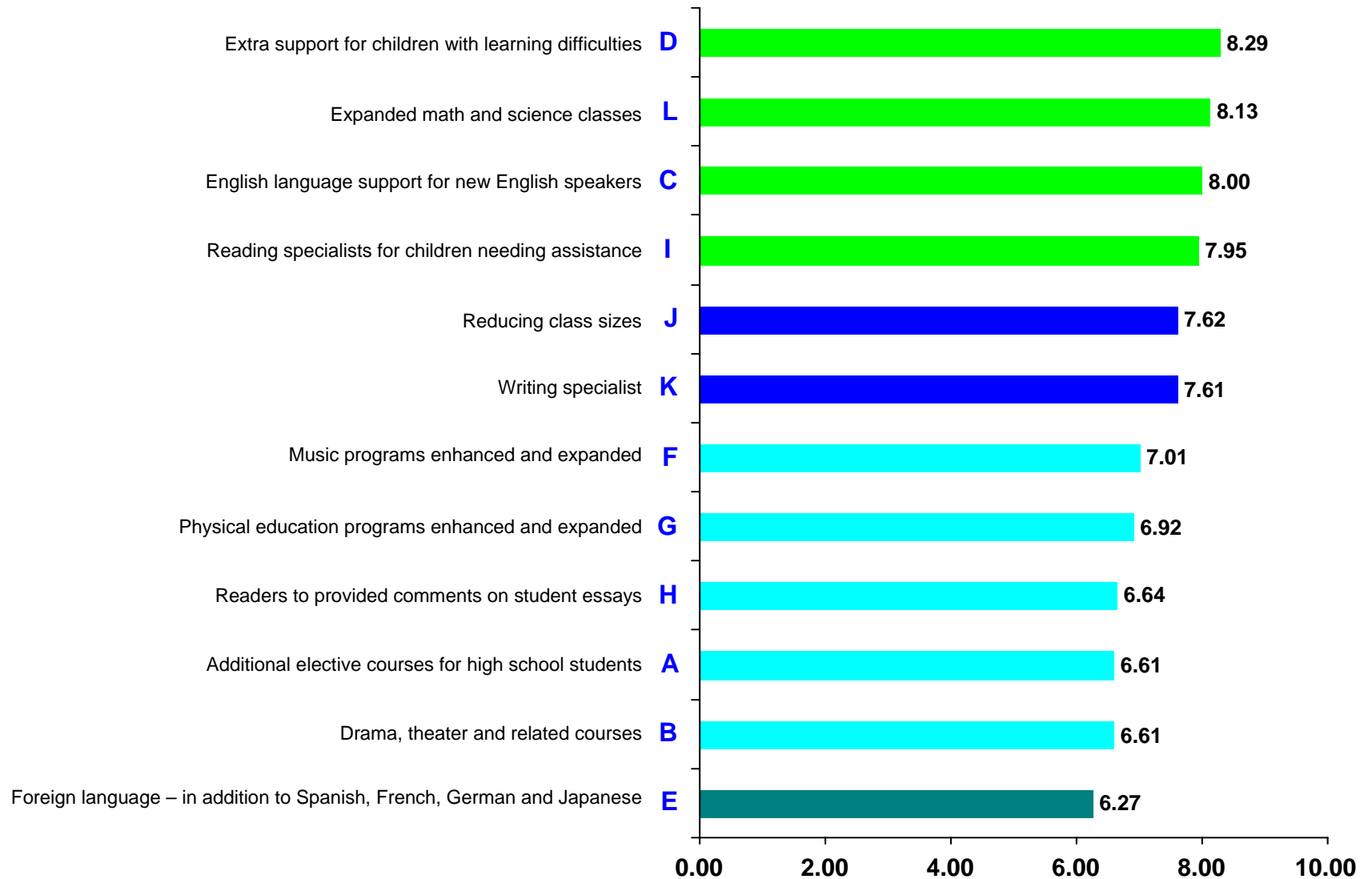


Chart 8a

# Mean Score Ratings of Priorities For Secondary School Education: Among Entire Community



**Chart 8b**

# Three Top Priorities For Secondary School Education: Among Parents, Teachers, Staff and Students

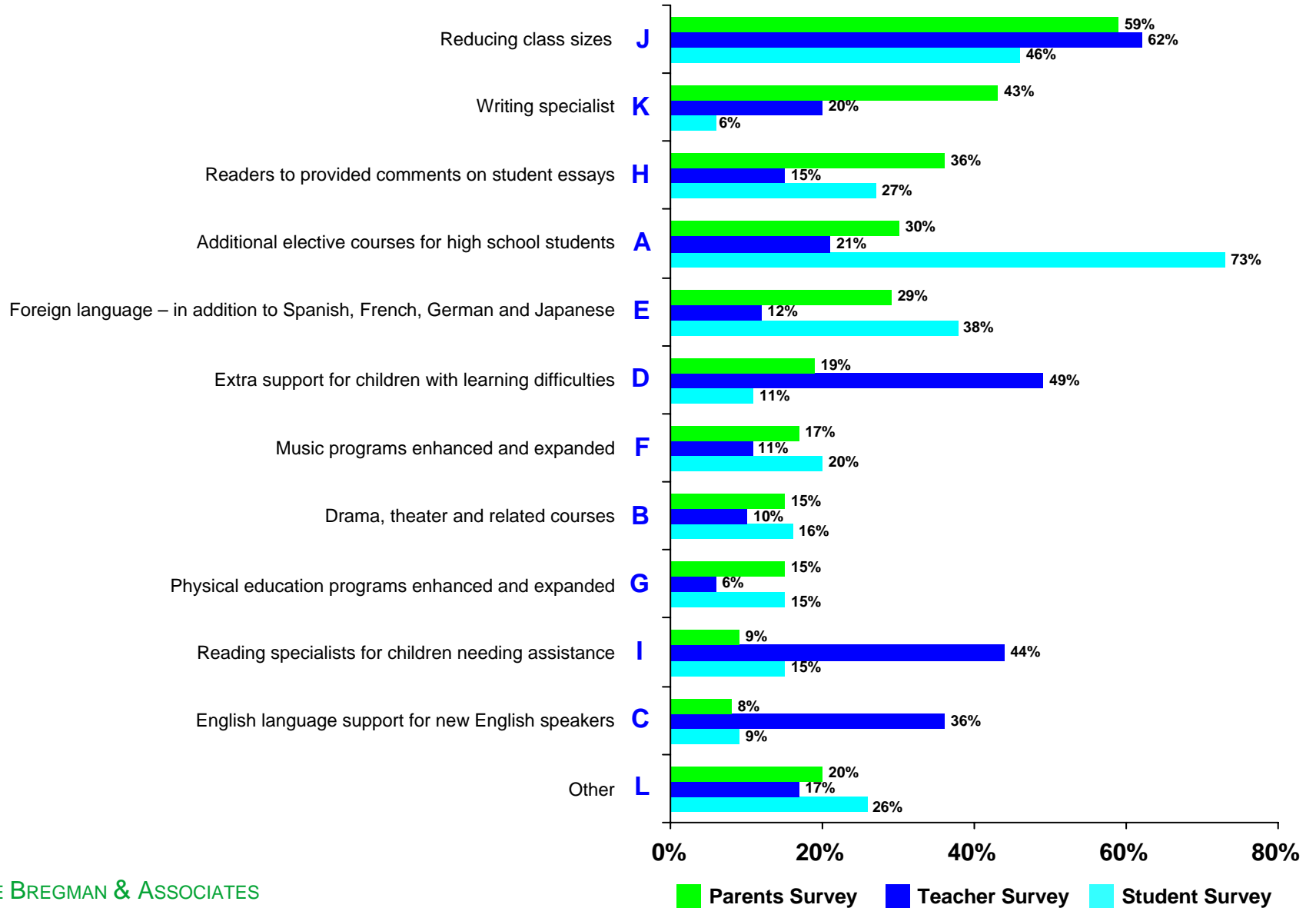


Chart 9a

# Mean Score Ratings of Priorities For Instructional Support Among Entire Community

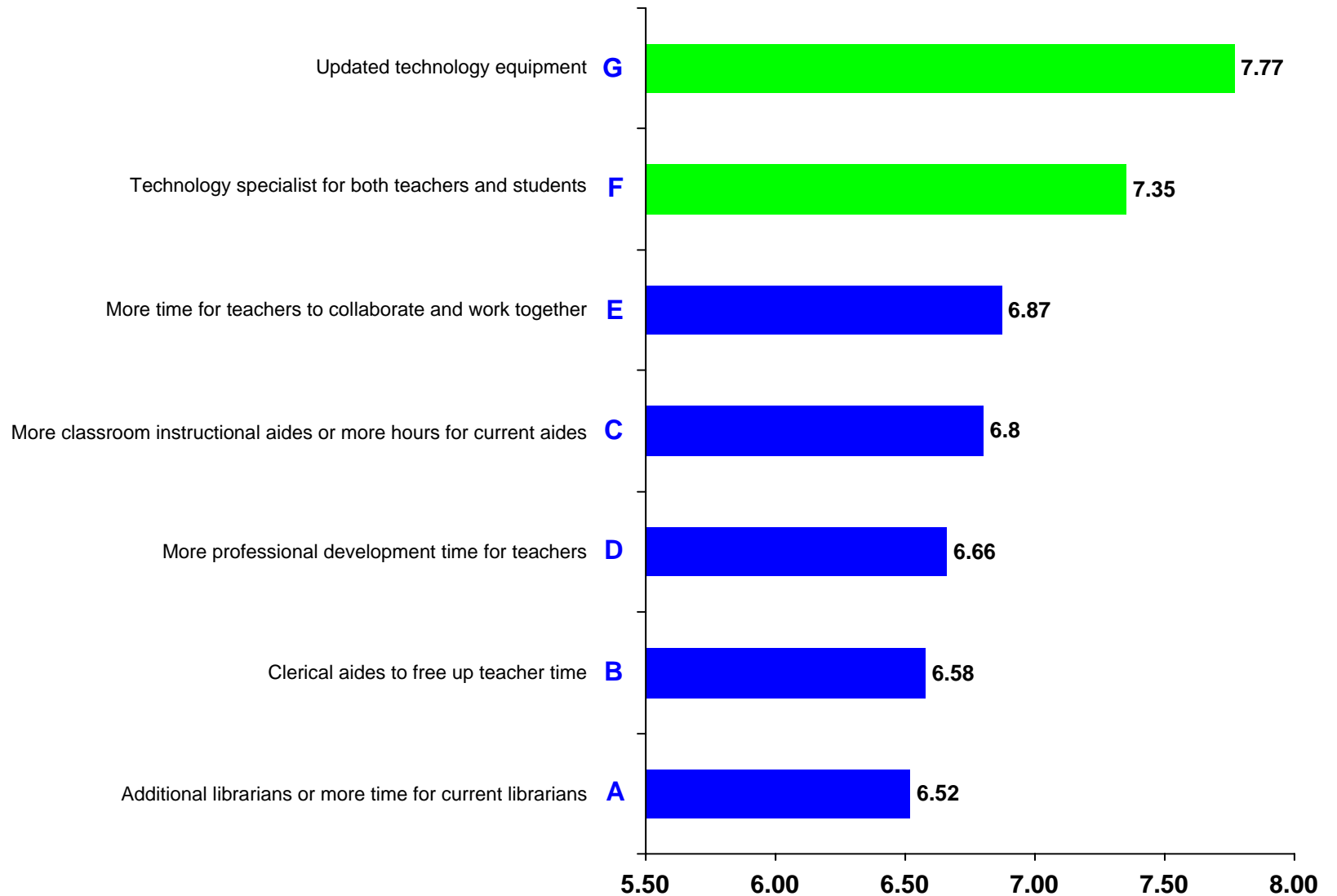
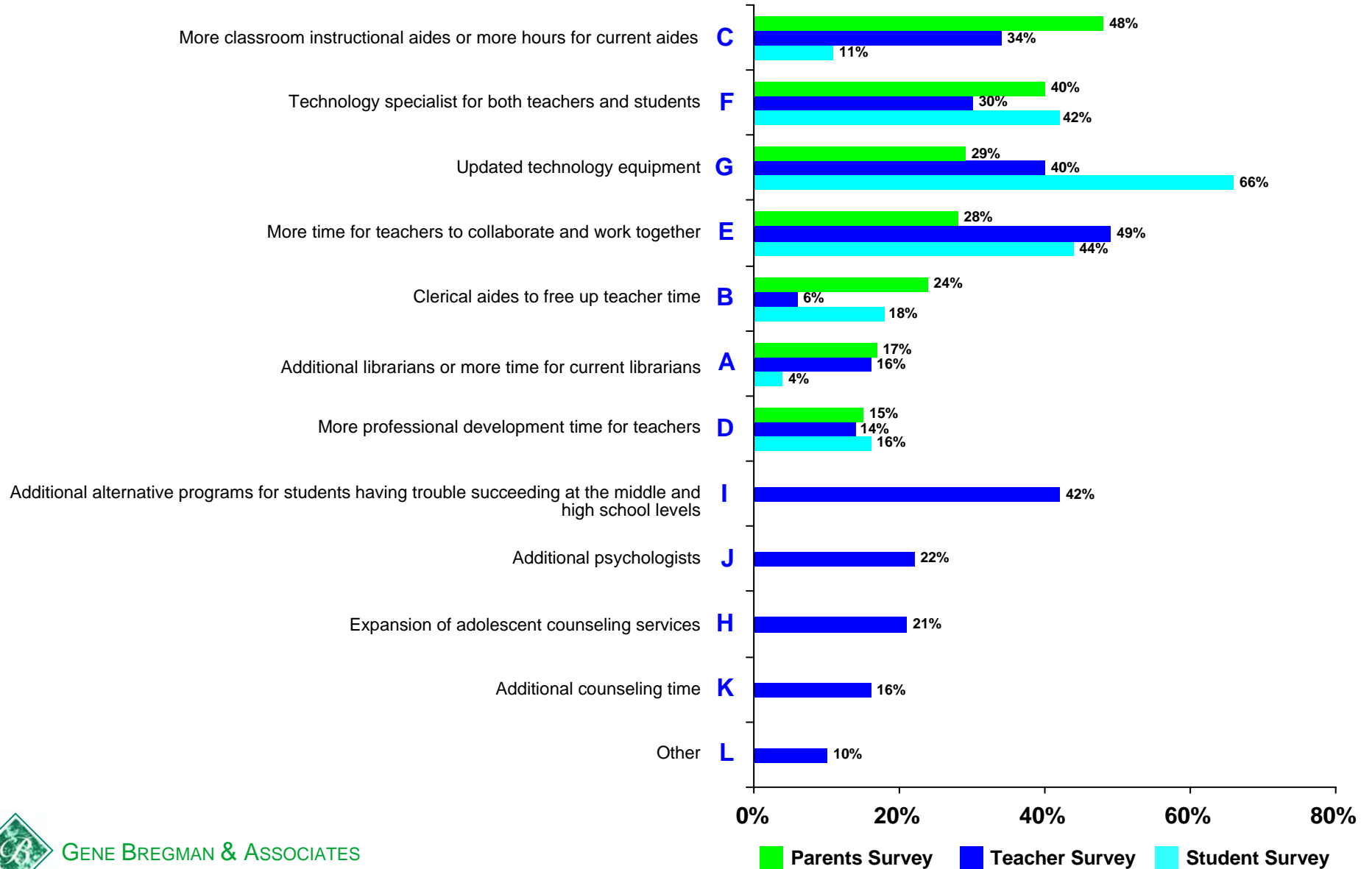
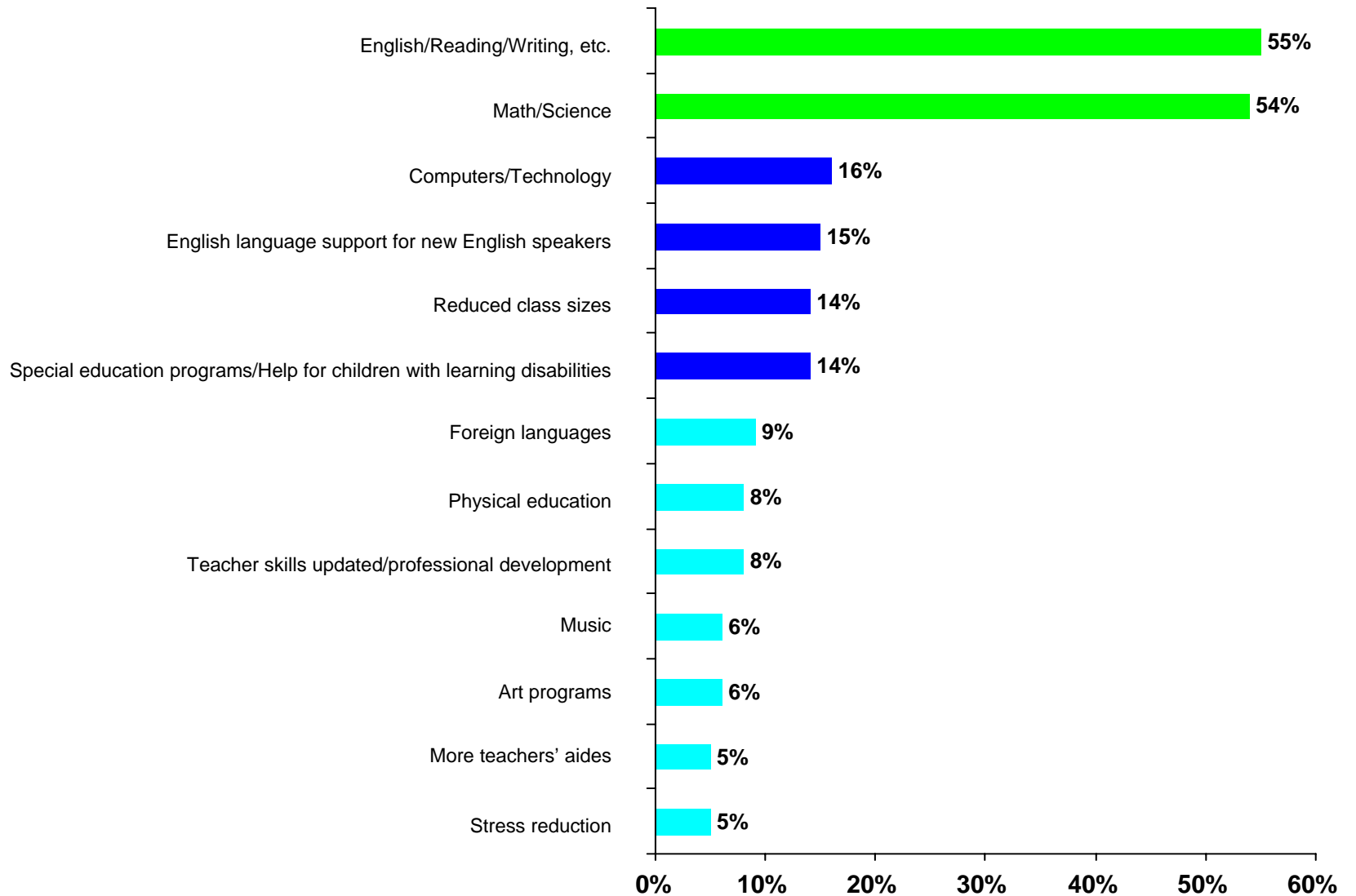


Chart 9b

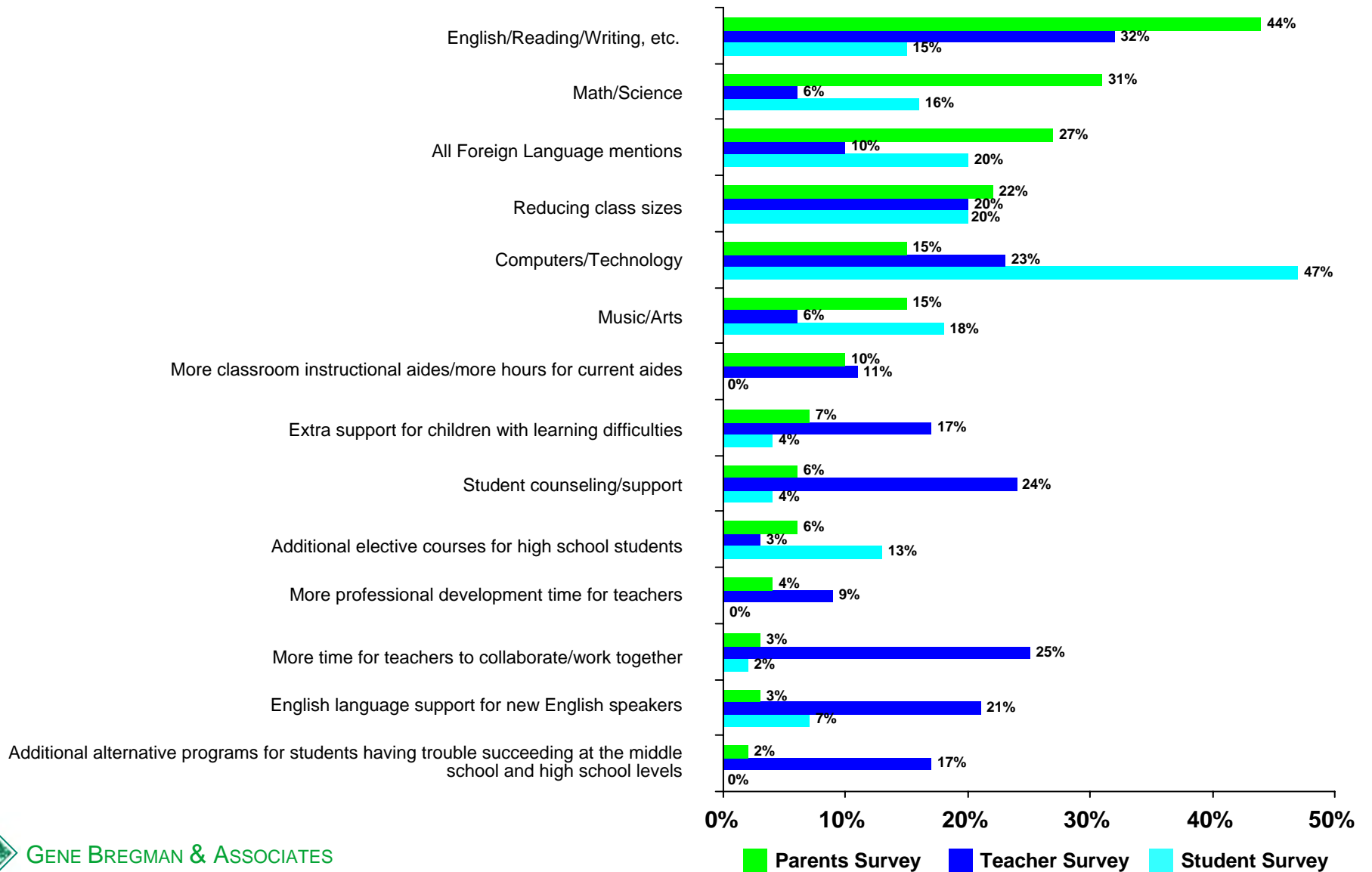
# Top Priorities For Instructional Support Among Parents, Teachers, Staff and Students



# Top 3 Priorities For PAUSD Among Entire Community



# Top 3 Priorities For PAUSD Among Parents, Teachers, Staff and Students



# Community Workshops



# Academic Programs

- Deepen Core Program Areas and Provide Differentiated Instruction in Reading, Writing, Math and Social Studies
- Provide a Varied and Rich Curriculum for All Abilities
- Expand Foreign Language Programs
- Provide and Standardize Technology and Science
- Offer and Fund Art
- Increase Vocational Education

# Instructional Support

- Libraries
- Professional Development
- Collaborative or Standardized Curriculum Development to Save Teacher Time
- Homework Clubs
- Specialists in Literacy, Math, Science, Writing
- Increase Aides
- Utilize Volunteers in Classroom
- Spanish-Speaking Parent Liaison
- Up-to-Date Equipment and Software

# Support Services

- Counseling and Psychology
- Alternative Learning
- Improve School-Parent Communication
- Future and Stress
- Cultural Programs
- After-School Programs

## Summary of Community Planning Priorities Identified through Meetings of the Palo Alto Unified School District

Prepared by:

Center for Collaborative Policy, California State University, Sacramento<sup>1</sup>

February 28, 2006

The Palo Alto Unified School District held three community meetings February 8, 9, and 15, 2006, to gather community perspectives on priorities as part of the District and Board of Education's planning process. Fifty-eight attendees participated in facilitated discussions on three areas: academic programs, instructional support, and support services. During the meetings, participants identified priorities individually and then in groups. Recorders tracked all the priorities discussed. The entire list of priorities, broken down by topic, is included in the appendix.

Major themes emerged across the community meetings:

- **Academic Programs:** Deepen core program areas and provide a rich curriculum for all abilities. Expand foreign language, technology and vocational education.
- **Instructional Support:** Support professional development. Increase use of specialists, aides, and volunteers. Create time-saving ways to develop curricula.
- **Support Services:** Increase psychological and academic counseling and support the social and emotional well being of students.

These themes represent a degree of consensus among meeting participants about priorities for the School District since participants discussed them at all three meetings. However, the District will validate this consensus through other information gathering efforts underway including a paper and online survey and a random telephone survey. Ultimately, the District and the Board will consider all these inputs as part of the decision making process to plan the future of the Palo Alto Unified School District.

### Major Priorities Articulated during Community Meetings

#### Academic Programs

##### *Deepen Core Program Areas and Support Differentiated Instruction*

##### Reading and Writing

- Ensure students are achieving in the basic fundamentals.
- Provides ways for students, especially in middle and high school, to receive individualized feedback on writing.
- Increase support in reading and writing: hire specialists; reach students below 50<sup>th</sup> percentile; and increase free reading time.

##### Math

- Reach and teach all levels exceptionally, with special attention to elementary level.
- Avoid burnout among high achievers.
- Create support for teachers at the elementary level.

##### Social Studies

- Allow time and provide materials to teach and discuss current events.

##### *Provide a Varied and Rich Curriculum for all Abilities*

- Provide a rich curriculum and support for the grade-level learner.
- Expand and improve special education programs.
- Expand and improve the GATE program.

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<sup>1</sup> The Center for Collaborative Policy facilitated the three community meetings.

#### *Expand Foreign Language Programs*

- Offer more foreign language courses, such as Mandarin and Russian in high school, and classes in elementary school.
- Expand the Spanish immersion program.
- Create a Chinese (Mandarin) immersion program.

#### *Technology and Science*

- Teach technology and standardize the program.
- Provide updated computers and software.
- Provide hands-on learning.

#### *Art*

- Offer and fund visual and performing arts.

#### *Vocational Education*

- Increase vocational education opportunities.

### **Instructional Support**

- Fund, expand, and support libraries, librarians and updated collections.
- Provide opportunities for professional development and training, especially to build capacity in differentiated learning.
- Develop curricula collaboratively or provide standardized curricula to improve content and save time for teachers (giving them time for other priorities).
- Create homework clubs.
- Provide literacy, math, science and writing specialists for the district.
- Increase hours available and training for classroom aides especially in special education.
- Utilize volunteers in the classroom, especially for technical expertise.
- Provide a parent liaison or home-school liaison or ombuds who speaks Spanish.
- Keep equipment and software up-to-date for technology and arts (visual and performing) programs and special assistive technology for special education and alternative learning.

### **Support Services**

#### *Counseling and Psychology*

- Provide more psychological and academic for students *including parents*.
- Provide bi-lingual counseling in the language of the parents.
- Decrease counseling stigma.
- Offer drug prevention education at lower grades and middle schools.
- Expand summer placement counseling for jobs and internships.
- Organize peer mentoring.

#### *Alternative Learning*

- Create alternative learning options for middle school, challenging and under achieving students.

#### *Improve School-Parent Communication*

- Provide appropriate staff liaison or ombuds.
- Ensure principal communicates effectively with family.

#### *Future and Stress*

- Expose high school students to options after school besides college.

- Identify methods to decrease student pressure to be accepted to prestigious colleges.
- Reduce stress for young students especially in transition periods.

#### *Cultural Programs*

- Expand Camp Every Town.
- Provide cultural enrichment opportunities and multi-cultural curricula to improve students' confidence and sensitivity and diversity training.
- Create more integration with Tinsley students.

#### *After-School Programs*

- Provide after-school social activities and late bus service to help students attend.
- Create more inclusive sports programs and relationships with other inclusive programs and consider intra-mural sports opportunities.

#### *Other*

- Consider a later start time to accommodate student biological rhythms.
- Involve and consider working parents in calendar development.
- Consider year-round instruction.

## **Appendix: Topical Listing of Priorities Identified During Community Planning Meetings**

**Palo Alto Unified School District**  
**Meeting Dates: Feb 8, 9, 15, 2006**

### **CATEGORIZED BY TOPIC**

Each bulleted item represents a priority identified during group discussion at one of three community meetings. A total of 58 people participated in the community meetings. Similar items have intentionally been left on separate lines to demonstrate that groups shared similar ideas. The order of the topics is based on the editor's sense of a logical grouping and does not reflect the importance of one topic over another.

### **ACADEMIC PROGRAM PRIORITIES**

#### **Core Program**

- Core program: in-depth studies in all areas such as writing for persuasion; math, language art, science, social studies, history for gifted, average, and remedial learners\*
- Integrated curriculum that draws on all topics
- Early mastery of basics
- Maintain a balanced and enriched program
- Math and language arts literacy\*
- Put curriculum ahead of California State Standards\*

#### **Reading and Writing**

- Reading and writing as number one fundamental skill
- Reading and writing (mentioned 6 times)
- Writing/Reading comprehension skills (more time in day allotted to this)
- Increased support and assistance for students in reading / writing. Students who are not receiving EEL/RSP support and who fall below the 50<sup>th</sup> percentile of California testing
- Literacy, multi-lingual literacy\*
- Reading—more skills-based with reading specialists\*
- Emphasis on free reading time during school time
- Increase writing opportunity and instruction\*
- Writing for persuasion
- Timely feedback on all writing. Provide high school students individual feedback for college preparation
- Writing: more practice and teacher support for meaningful feedback
- Four-week writing program for summer
- Writing—learning different types of writing\*
- Consistency across teachers in English, specifically research and writing skills

#### **Social Studies**

- History and social studies incorporating diverse cultures and peoples
- More social studies / social focus on current events at middle school level\*
- Media literacy

#### **Math**

- Math education K-12: elementary schools challenge high ability students and high schools avoid burnout for upper track
- Math: reach range of abilities in elementary and 6<sup>th</sup> grades.
- Math: "stretch"—reach lots of kids not just top ones.
- Math instruction
- Stop holding back elementary in math\*
- Equitable and quality Math teaching instruction
- Girls in technology, math and science\*

## **Science**

- Science
- Science education
- Increase hands-on science in elementary

## **Technology**

- Teach computer technology \*
- Technology and computer learning\*
- How to incorporate technology as a tool
- Robotics education / hands on learning
- Elementary program: Make computer labs and skills available in a standardized program
- Offer EPGY: computer-based adaptive learning for all
- Updated science and technology curriculum
- Computers

## **Art**

- Art\*
- Visual and performing arts
- Fund visual and performing arts
- Consistent art and music instruction across elementary schools
- Lots of art materials

## **Foreign Language**

### *Expand Immersion Programs*

- Spanish immersion (Mentioned at all three meetings)
- Expand Spanish immersion to meet demand. Currently allows for few other than neighborhood and siblings.
- Increase/expand Spanish immersion
- Chinese (Mandarin) Immersion Program\* (Mentioned at all three meetings)

### *Expand Non-Immersion Classes*

- Offer foreign language in elementary (non-immersion)\* (mentioned in two meetings)
- Foreign language at earlier age, more than one time per week\*
- More language classes at middle schools
- Expand foreign language in secondary education
- Russian language courses at high school

### *Add Chinese Instruction*

- Chinese (Mandarin) for K-12\*
- Add Mandarin to secondary instruction\*
- Offer Chinese in middle and high schools
- Chinese courses at High School

### *English Language Learners*

- Increased support for ELL students
- English as a second language (mentioned in two meetings)

## **Teaching Methodology**

- Differentiated learning
- Differentiated instruction (mentioned 3 times) in math as well as language arts
- Electronic learning and distance learning for differentiation
- Expand learning / teaching modalities
- Interdisciplinary instruction

## **Special Education**

- More options for special education students
- More support for special education: academic and emotional
- Special education support programs (mentioned 3 times)
- Special education: adaptive P.E. for almost all students

### **Abilities**

- Highest track leads to burnout because it is too hard. Second track is not hard enough.
- Rich curriculum for “average” grade level courses\*
- Expand the GATE program
- More options for gifted students such as magnet schools at middle and high school levels
- GATE instruction at elementary level for math
- Importance of math being challenging at all levels starting in elementary
- Ensure that kids at lower grades have necessary tools before moving forward—“go slow to go fast”
- Evaluation of how “laning” is undertaken

### **Culture**

- Provide cultural enrichment and education\*
- Cultural activities
- Resources for support towards American language, common culture and social norms

### **Electives**

- Expand electives: number of students/class and broader choices

### **Vocational Education**

- Vocational training and access
- Increased vocational opportunities
- High school vocational training for students at risk of failure
- Technology skills for future career choices, vocational education
- Career/vocation education expanded

### **School Calendar / Schedule**

- Lengthen school year
- School start time should be later in high school for biological reasons

### **Miscellaneous—Academic Programs**

- Increase P.E. at elementary level (mentioned 3 times)
- Health become a greater part of PE program\*
- Health and wellness education with character education
- Improve life study skills: note-taking, interpreting information, planning, etc.
- Career education
- Expand /broaden how high schools view college, i.e. community college OK
- Supply for choice program and meet demand
- Clear articulation between different levels (elementary, middle and high school)\*
- Problem solving skills
- Provide classes or pull-out for emotionally and socially challenged students
- Create smaller environment for secondary students
- Add International Baccalaureate
- Create diverse international studies at high school level

## **INSTRUCTIONAL SUPPORT**

### **Libraries**

- Libraries
- Extended library hours
- Librarians
- Dedicated school librarian
- Provide full time librarians at each school with assistants to support
- Research librarians
- More books/DVD/Reference materials\*
- Financial support for library collections

### **Professional Development**

- Professional development
- Continuing education/staff development

- Training and professional development time for teachers/staff (mentioned 4 times)
- Professional development time
- Consistent teacher training
- Rely on Stanford for training/teacher development
- Teacher training to help students who are behind\*
- Teacher training in different learning modalities
- Professional development for differentiation (especially math)\*
- Training and support for differentiated learning, elementary math education mentioned specifically\*
- Staff development of ability grouping with assessment\*
- Professional development for special education aides\*
- Training for teachers to identify special needs and emotional support of all kinds
- Teacher training in technology

### **Curriculum Development / Support**

- Expert assistance for teachers helping develop an integrated curriculum
- More unified approach to curriculum process across schools in District
- More time for collaboration amongst teachers\*
- Collaboration between different school levels\*
- Collaboration time for staff\*
- Spread and replicate best practices to raise the bar for everyone (do not reinvent the wheel)
- Smart boards for sharing curriculum between classes
- Common curriculum across classes and disciplines
- Time for teachers to share knowledge and communicate about individual students
- Technology mentor time increased to assist teachers in implementation (mentioned 3 times)
- Time for teacher collaboration to support differentiation\*
- Differentiation and effective instruction
- Differentiation coach\*
- Common, easily accessible educational materials for differentiation and training to use them.
- Curriculum support for elementary teachers
- Material to teach current events
- Ongoing assessment to feed back into instruction
- Assessment tools
- Obtain materials on-line including assessment and curriculum vendors

### **Equipment, Software and Books**

- Updated grade-level textbooks, software, equipment, and technology\*
- Modern computer systems. Not a line item in District budget. Schools have to find enough funding.\*
- Updated hardware and software in classroom\*
- Updated technology equipment
- Updated supplies for technology, art, and music
- Modern music, art drama equipment\*
- Projectors/audio-visual equipment in all classrooms
- Current assistive technology for special education and alternative learners

### **Technology**

- Technology instruction, support, and preparation
- Technology: computers and appropriate tools available; same materials at all locations
- Standards for technology
- Refresh and expand and increase technology\*

### **Aides**

- Classroom aides
- Training for classroom aides

- Full time or more aide time\*
- Classroom aides, especially in special education\*
- More aides with more time in classroom with student contact\*
- Reduce ratio of kids to adults with aides or volunteers
- More science/lab support at lower grades
- More substitutes to allow teachers to visit other schools/classes

### **Specialists**

- More staff support
- Group by ability across and within schools in math; provide specialists in every school
- Increase technology specialists\*
- Full time onsite computer teacher\*
- Writing academy / specialist for additional writing instruction
- Literacy teacher at all schools and levels
- Literacy, math, science specialist at each elementary school
- District-level specialists in various subjects: math science reading and writing
- Increased support for resource teachers (more hours)
- Primary language tutors (in student's own language)\*

### **Substantive Volunteers**

- Bring experts from the community into classrooms
- Using retired technology workers in classroom for science\*
- Leverage volunteers in classroom

### **Health**

- School nurses
- School nurse and health support
- More health tech time

### **Homework Clubs**

- Homework clubs and after-school programs\*
- After school tutorial sessions
- Homework clubs at schools with focus on students who have non-English speaking parents
- Homework club with support from teachers from school
- Homework center for students

### **Serving Latino Parents**

- Home-school liaison who speaks Spanish in every school or one at the school district
- Provide interpreters (mentioned 3 times)
- Include Latinos in all community service programs
- Parent education

### **Administrative Support**

- Additional clerical time
- Front office support for new teachers

### **Miscellaneous—Instructional Support**

- Provide substitute teachers with lesson plan so they can teach class (rather than show movies)\*
- Provisions for ongoing parent education
- Year-round instruction
- Increased field trip money
- Small class sizes for English in high school
- Standardized writing review / peer readers at middle schools\*
- Extra time for one-on-one instruction
- Focus on GATE program for gifted students
- Focus on special ed students outside of classrooms

## **SUPPORT SERVICES**

### **More Counseling and Psychologists**

- More school psychologist time (Mentioned 3 times)
- Increased hours for psychologists and counselors
- Increased time for school psychologist and one designated staff psychologist
- Psychologists at schools
- Counselors
- Additional counseling time at secondary level for both academic and social/emotional and time for preventative services\*
- Elementary counselors
- Additional counseling time\*
- Bilingual family counseling
- Counseling with bilingual services
- Expand adolescent counseling services (CHAT)
- Direct student interaction between counselor and student
- More support for counselors to help decrease stigma of seeking help
- Make counseling available at lunch and after school
  
- More support for students with emotional needs\*
- At transitions, a social emotion plan for each level
- More support for high school students
  
- Organized peer mentoring
- Teacher advisor program and Dunn High School
- Technology-based method to pass on information (both academic and social-emotional)
  
- Drug prevention at lower grades
- Drug prevention education in middle school

### *Career Counseling*

- Expand summer placement counseling (jobs, internships)
- Provide exposure to career options early
- Expose high school students to all options for post high school education

### **Social/Emotional Instruction and Conflict Resolution**

- Curricular offerings in relation to social emotional arena
- Social-emotional, life skills classes
- Use recess for teaching social skills
- Teach about social emotional supports and strategies so kids can learn about how to cope
- Conflict resolution

### **Cultural Enrichment**

- Expand "Camp Every Town" opportunities, i.e. more slots (mentioned at 2 meetings)
- More integration with Tinsley students
- Sensitivity and diversity training
- Include multi-cultural curriculum

### **Create Alternative Learning Options**

- More flexible academic timing / programs for wide range of student types
- Special off-site program for challenging students
- More alternative academic / experiential options
- Alternative programs for middle school students
- Academy programs for under achieving
- Alternative programs for troubled students
- Increased individualized instruction planning for gifted students
- More alternative programs at secondary school.
- Alternative learning paths

### **Student Stress**

- Methods to decrease student stress/pressure to be accepted to prestigious colleges
- District-wide approach to stresses (bullying, diet, drugs, etc.)
- Distress school environment
- Stress in elementary
- Improve communication and support for the transition from elementary to middle

### **Improve School-Parent Communication**

- Better interface between PACCC and school
- Parent ombudsman
- Establish a parent liaison for Latinos and/or ombudsperson
- Principal communicates effectively with family
- Home school liaison

### **Consider Needs of Working Parents**

- Provide child care for “gap-school” care
- Consistent calendar with predictable weeks. Parent input into organization of calendar

### **After School Activities and Services**

- Social activities (after school and non-academic)
- Late bus service to all after school activity
- Improved and increased academic counseling for *parents* and students
- More clubs to connect staff and students in non-academic environment
- After school programs that have transportation / late bus service for Tinsley students
- Greater assortment of after-school activities

### **Sports**

- Increased equity across sports facilities at all schools
- Guidelines for coaches
- Intramural club sports for less competitive athletes
- More inclusive sports programs – working with cities and others that have same goal of inclusiveness
- Guidelines for coaches
- Increased equity across sports facilities at all schools

### **Miscellaneous—Support Services**

- Importance of school subjects and how they are used in life
- Ensure contact with teacher at high school
- Increased student support at middle school to alleviate kids dropping out to private school
- Education around Internet safety included in school curriculum
- Skills for teacher to identify student psychological problems
- Loaner equipment for financially challenged families (assessment of what is needed and options for seeking business support)
- Parent institute

## PARENTS SURVEY PALO ALTO UNIFIED SCHOOL DISTRICT

As a parent of one or more students currently attending school(s) in the Palo Alto Unified School District, your opinions are very important as the District sets its goals and priorities for the future. This Parents Survey is one part of a process that includes input from three community meetings, discussions with principals and other administrators, and surveys of staff, students and the community at-large. Completing this questionnaire will help the District provide your child(ren) with the best education possible.

Please complete only one survey per household.

If you have completed a survey on-line, do not complete a paper one (and vice-versa).

The deadline for completing and submitting the survey is February 17, 2006.

Thank you for your input and thoughtful assistance.

To assist the Board of Education with planning for the future, community members are invited to give us your best thinking regarding local education programs and budget priorities.

The Palo Alto Unified School District has had to grapple with some very difficult budget decisions over the last several years. Over \$6.5 million has been cut from the budget in the last 3 years. With the support of the community, the Measure A parcel tax passed in June 2005 to help restore \$2.3 million of those cuts. However, \$4.2 million has not been restored.

Each year, as part of our budgeting process, we consider new programs, reduction or elimination of existing programs, and appropriate levels of support and services at each of our school sites. Given limited resources, the District budgeting process presents difficult trade-offs and requires a clear sense of priorities.

The lists in the various questions have been developed from discussions with members of the Board of Education, as well as other members of the Palo Alto education community. It is not necessarily a complete or exhaustive list. As such, there are opportunities in the questionnaire for you to add other issues, programs or other priorities that may be of particular importance to you and your family.

These questions address programs and not facilities. We recognize that our facilities, buildings, fields, etc. need improvement and we are working on those issues separately from this survey.

As you answer these questions, please keep in mind that your answers will help the District make decisions for our children's future education.

1. How many children in your immediate family currently attend schools in the Palo Alto Unified School District?

Mean Score: 1.91

2. In what grade or grades are those children?

Kindergarten-----	3%
1-----	13%
2-----	13%
3-----	11%
4-----	15%
5-----	15%
6-----	14%
7-----	13%
8-----	11%
9-----	14%
10-----	12%
11-----	9%
12-----	7%

3. Do you have any other children who graduated from schools in the PAUSD or for some other reason no longer attend schools in the District?

Yes-----	23%
No-----	77%

4. For each of the 12 items in this question (listed alphabetically), please rate the importance of each subject for your child/children’s education in the Palo Alto Unified School District. Using a scale from 1 to 10, write in #1 if an item is not at all important, write the #10 if it is extremely important, or write some number in between.

Mean Scores

a. Computer/technology skills -----	7.42
b. English language acquisition support (for new immigrants) -----	4.25
c. English/language arts – reading comprehension/literary analysis-----	9.29
d. English/language arts – writing/composition/essays -----	9.48
e. Foreign languages and culture -----	7.93
f. Mathematics-----	9.47
g. Physical and health education -----	7.67
h. Sciences-----	9.26
i. Social studies (history, government, economics, etc.)-----	8.67
j. Special education support-----	5.30
k. Visual and performing arts -----	7.33
l. Vocational and career education (engineering technology, CAD drafting, robotics, etc.)-----	6.06

5. In this question are listed the same 12 items as in the previous question. This time, please rate the quality of education your child or children is/are receiving in the school(s) they attend in the PAUSD. Using a scale from 1 to 10, write in #1 if a child is receiving a very poor education in that subject and a #10 if a child receives an excellent education in that subject, or write some number in between. If you feel that the subject does not apply to your child, please leave the item blank.

Mean Scores

a. Computer/technology skills -----	5.80
b. English language acquisition support (for new immigrants) -----	5.39
c. English/language arts – reading comprehension/literary analysis-----	7.31
d. English/language arts – writing/composition/essays -----	6.83
e. Foreign languages and culture -----	5.68
f. Mathematics-----	7.27
g. Physical and health education -----	6.79
h. Sciences-----	7.19
i. Social studies (history, government, economics, etc.)-----	7.34
j. Special education support-----	5.31
k. Visual and performing arts -----	6.59
l. Vocational and career education (engineering technology, CAD drafting, robotics, etc.)-----	5.13

6. In this question are a number of statements related to your child(ren)'s education in the Palo Alto Unified School District. If you have (or had) more than one child in PAUSD schools, please answer each question as you generally feel for all of your children.

Use a scale from 1 to 5, where 1 means you strongly disagree and 5 means you strongly agree with a statement, or write some number in between.

	<u>Str.</u>	<u>S.W.</u>	<u>Neither</u>	<u>S.W.</u>	<u>Str.</u>
	<u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Dis.</u>	<u>Disagree</u>
a. My child is making a year's academic growth each year -----	37%	33%	21%	5%	4%
b. My child's school offers diverse avenues for success that honor his/her unique talents and abilities -----	21%	31%	30%	10%	8%
c. The school curriculum prepares all students to achieve a high level of performance -----	12%	34%	33%	13%	9%

7. Using the same scale, please indicate if you agree or disagree with the following statements concerning the opportunities available to your child(ren). If an item does not apply to your child(ren), please leave it blank.

	<u>Str.</u> <u>Agree</u>	<u>S.W.</u> <u>Agree</u>	<u>Neither</u> <u>Agree/</u> <u>Disagree</u>	<u>S.W.</u> <u>Dis.</u>	<u>Str.</u> <u>Disagree</u>
<u>MY CHILD HAS SUFFICIENT OPPORTUNITIES TO:</u>					
a. Be enrolled in core courses that he/she wants-----	29%	20%	45%	2%	4%
b. Be enrolled in electives that relate to his/her interests -----	19%	20%	51%	4%	5%
c. Receive services for a disability -----	5%	5%	83%	3%	5%
d. Participate in sports -----	25%	19%	42%	8%	8%
e. Participate in visual and performing arts-----	27%	22%	36%	10%	5%
f. Learn a foreign language-----	28%	14%	29%	7%	22%
g. Participate in extracurricular activities that relate to her/his interests -----	20%	20%	43%	8%	9%
h. Participate in vocational or career education-----	6%	7%	74%	6%	7%
i. Participate in community service-----	16%	12%	54%	8%	10%
j. Develop good speaking skills -----	15%	27%	36%	14%	8%
k. Develop good writing skills-----	19%	31%	33%	11%	7%
l. Develop good study skills -----	19%	26%	35%	11%	8%
m. Integrate technology in learning -----	11%	26%	46%	11%	7%
n. Learn about a variety of cultures -----	19%	30%	38%	9%	3%
o. Receive assistance on academic issues -----	11%	22%	48%	11%	8%
p. Receive assistance with college planning and course selection---	5%	6%	75%	7%	7%
q. Receive assistance on social and emotional issues -----	8%	13%	59%	11%	9%
r. Have meaningful contact with an adult at school-----	28%	22%	35%	9%	5%
s. Develop good social skills with peers-----	26%	37%	30%	6%	2%
t. Receive assistance to reduce stress -----	5%	9%	61%	13%	13%
u. Receive assistance on behavioral issues, such as conflict resolution and drug education-----	8%	16%	65%	6%	5%

8. As noted earlier, each year the PAUSD decides how to prioritize its often limited budget, beyond basic academic courses. Please indicate how high a priority each of the following general categories should be for some of this money. Should that category be a top priority, a high priority, a mid-level priority, or should the category be a low priority. The items are listed alphabetically.

	<u>TOP</u> <u>PRIORITY</u>	<u>HIGH</u> <u>PRIORITY</u>	<u>MIDDLE</u> <u>PRIORITY</u>	<u>LOW</u> <u>PRIORITY</u>
a. Enhanced academic programs, such as AP classes, specialty teachers for the younger grades, enhanced foreign language programs, etc. -----	60%	23%	14%	4%
b. Instructional support, such as teachers' aides, more teacher development time, educational materials, etc. -----	32%	39%	24%	5%
c. Student support, such as more academic and personal counselors----	30%	28%	33%	9%

9. The following list covers specific academic programs or academic-related programs for **ELEMENTARY SCHOOL CHILDREN, GRADES K-5**. Please read the following list and choose the three (3) items that are most important when setting priorities for children from kindergarten through 5<sup>th</sup> grade. The items are listed alphabetically.

**CHOOSE 3**

- a. Art programs -----25%
- b. Character education-----20%
- c. English language support for new English speakers----- 9%
- d. Extra support for children with learning difficulties-----17%
- e. Foreign language – new for elementary grades -----34%
- f. Math specialty teachers-----41%
- g. Music programs enhanced and expanded-----22%
- h. Physical education programs enhanced and expanded -----16%
- i. Reading specialists for children needing assistance -----30%
- j. Science specialty teacher-----35%
- k. Writing specialist-----40%
- l. Some other? (Please list)\_\_\_\_\_11%

10. The following list covers specific academic programs or academic-related programs for **SECONDARY SCHOOL CHILDREN, GRADES 6-12**. Please read the following list and choose the three (3) items that are most important when setting priorities for children in grades 6 through 12. The items are listed alphabetically.

**CHOOSE 3**

- a. Additional elective courses for high school students -----30%
- b. Drama, theater and related courses -----15%
- c. English language support for new English speakers----- 8%
- d. Extra support for children with learning difficulties-----19%
- e. Foreign language - in addition to Spanish, French, German and Japanese -----29%
- f. Music programs enhanced and expanded-----17%
- g. Physical education programs enhanced and expanded -----15%
- h. Readers to provide comments on student essays -----36%
- i. Reading specialists for children needing assistance ----- 9%
- j. Reducing class sizes-----59%
- k. Writing specialist-----43%
- l. Some other? (Please list)\_\_\_\_\_20%

11. The following list covers specific programs related to additional instructional support for students and teachers. Please read the following list and choose the two (2) items that are most important when setting priorities. The items are listed alphabetically.

**CHOOSE 2**

- a. Additional librarians or more time for current librarians -----17%
- b. Clerical aides to free up teacher time-----24%
- c. More classroom instructional aides or more hours for current aides-----48%
- d. More professional development time for teachers-----15%
- e. More time for teachers to collaborate and work together -----28%
- f. Technology specialist for both teachers and students -----40%
- g. Updated technology equipment -----29%

12. In the three previous questions you have rated 29 possible priorities in the PAUSD. Please write your three (3) top priorities from all 29. If you have another one among your top 3, include that in your list.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

13. Do you have any other comments or is there anything you would like to add about the priorities of the Palo Alto Unified School District? Note: If you rated your child's education as a 5 or less in any subject in Question #5, please explain in the comments section, below.

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Thank you for your time and effort in completing this survey.

## TEACHER/STAFF SURVEY PALO ALTO UNIFIED SCHOOL DISTRICT

As a member of the educational team in the Palo Alto Unified School District, your opinions are very important as the District sets its goals and priorities for the future. This survey is one part of a process that includes input from three community meetings, discussions with principals and other administrators, and surveys of parents, students and the community at-large. Completing this questionnaire will help the District provide our students with the best education possible.

If you have completed a survey on-line, do not complete a paper one (and vice-versa).  
The deadline for completing and submitting the survey is February 17, 2006.

Thank you for your input and thoughtful assistance.

To assist the Board of Education with planning for the future, staff, students, parents and community members are invited to give us your best thinking regarding local education programs and budget priorities.

The Palo Alto Unified School District has had to grapple with some very difficult budget decisions over the last several years. Over \$6.5 million has been cut from the budget in the last 3 years. With the support of the community, the Measure A parcel tax passed in June 2005 to help restore \$2.3 million of those cuts. However, \$4.2 million has not been restored.

Each year, as part of our budgeting process, we consider new programs, reduction or elimination of existing programs, and appropriate levels of support and services at each of our school sites. Given limited resources, the District budgeting process presents difficult trade-offs and requires a clear sense of priorities.

The lists in the various questions have been developed from discussions with members of the Board of Education, as well as other members of the Palo Alto education community. It is not necessarily a complete or exhaustive list. As such, there are opportunities in the questionnaire for you to add other issues, programs or other priorities that may be of particular importance to you.

These questions address programs and not facilities. We recognize that our facilities, buildings, fields, etc. need improvement and we are working on those issues separately from this survey.

As you answer these questions, please keep in mind that your answers will help the District make decisions for our children's future education.

1. For how long have you been employed in the PAUSD? Mean: 10.2 Years
  
2. How would you describe your employment category? Are you:
 

Certificated-----	80%
Management-----	4%
Classified -----	13%
Other (specify) -----	3%
  
3. Do you work at an elementary site, a secondary site, or a district/multi-level site?
 

Elementary-----	48%
Secondary-----	42%
District/Multi-level -----	10%
  
4. Do you now or have you ever had any children who were students in the PAUSD?
 

Yes, now -----	20%
Yes, within the past 10 years -----	16%
Yes, more than 10 years ago -----	6%
No, never -----	57%
No answer -----	2%
  
5. In this question are a number of statements related to education in the Palo Alto Unified School District. Use a scale from 1 to 5, where 1 means you strongly disagree and 5 means you strongly agree with a statement, or write some number in between.

	<b><u>Str.</u></b>	<b><u>S.W.</u></b>	<b><u>Neither</u></b>	<b><u>S.W.</u></b>	<b><u>Str.</u></b>
	<b><u>Agree</u></b>	<b><u>Agree</u></b>	<b><u>Disagree</u></b>	<b><u>Dis.</u></b>	<b><u>Disagree</u></b>
a.	Most children in the PAUSD make a year's academic growth each year-----				
	54%%	32%%	11%	1%	3%
b.	Our schools offer diverse avenues for success that honor each child's unique talents and abilities-----				
	27%	30%	31%	9%	3%
c.	The school curriculum prepares all students to achieve a high level of performance-----				
	27%	39%	26%	7%	2%

6. Using the same scale, please indicate if you agree or disagree with the following statements concerning the opportunities available for children in the PAUSD.

	<u>Str.</u> <u>Agree</u>	<u>S.W.</u> <u>Agree</u>	<u>Neither</u> <u>Agree/ Disagree</u>	<u>S.W.</u> <u>Dis.</u>	<u>Str.</u> <u>Disagree</u>	
<u>MOST CHILDREN HAVE SUFFICIENT OPPORTUNITIES TO:</u>						
a.	Be enrolled in core courses that they want -----	35%	33%	28%	3%	1%
b.	Be enrolled in electives that relate to their interests -----	24%	38%	32%	5%	2%
c.	Receive services for a disability -----	37%	37%	20%	3%	3%
d.	Participate in sports -----	34%	29%	29%	5%	3%
e.	Participate in visual and performing arts -----	38%	34%	23%	3%	2%
f.	Learn a foreign language -----	37%	30%	26%	4%	4%
g.	Participate in extracurricular activities that relate to their interests -----	32%	34%	28%	4%	3%
h.	Participate in vocational or career education -----	12%	24%	48%	11%	5%
i.	Participate in community service -----	27%	26%	38%	7%	2%
j.	Develop good speaking skills -----	30%	35%	27%	5%	3%
k.	Develop good writing skills -----	36%	39%	19%	4%	2%
l.	Develop good study skills -----	29%	39%	26%	4%	2%
m.	Integrate technology in learning -----	29%	35%	29%	5%	3%
n.	Learn about a variety of cultures -----	31%	33%	27%	8%	3%
o.	Receive assistance on academic issues -----	32%	34%	27%	6%	2%
p.	Receive assistance with college planning and course selection ---	27%	27%	38%	5%	3%
q.	Receive assistance on social and emotional issues -----	20%	34%	34%	10%	3%
r.	Have meaningful contact with an adult at school -----	29%	43%	20%	7%	2%
s.	Develop good social skills with peers -----	19%	46%	29%	5%	1%
t.	Receive assistance to reduce stress -----	11%	22%	45%	17%	5%
u.	Receive assistance on behavioral issues, such as conflict resolution and drug education -----	15%	30%	44%	10%	1%

7. As noted earlier, each year the PAUSD decides how to prioritize its often limited budget, beyond basic academic courses. Please indicate how high a priority each of the following general categories should be for some of this money. Should that category be a top priority, a high priority, a mid-level priority, or should the category be a low priority. The items are listed alphabetically.

	<u>TOP</u> <u>PRIORITY</u>	<u>HIGH</u> <u>PRIORITY</u>	<u>MIDDLE</u> <u>PRIORITY</u>	<u>LOW</u> <u>PRIORITY</u>	
a.	Enhanced academic programs, such as AP classes, specialty teachers for the younger grades, enhanced foreign language programs, etc. -----	27%	27%	34%	11%
b.	Instructional support, such as teachers' aides, more teacher development time, educational materials, etc. -----	46%	36%	17%	1%
c.	Student support, such as more academic and personal counselors ---	45%	34%	18%	3%

8. The following list covers specific academic programs or academic-related programs for **ELEMENTARY SCHOOL CHILDREN, GRADES K-5**. Please read the following list and choose the three (3) items that are most important when setting priorities for children from kindergarten through 5<sup>th</sup> grade. The items are listed alphabetically.

**CHOOSE 3**

- a. Art programs -----23%
- b. Character education-----25%
- c. English language support for new English speakers-----43%
- d. Extra support for children with learning difficulties-----49%
- e. Foreign language – new for elementary grades -----12%
- f. Math specialty teachers-----17%
- g. Music programs enhanced and expanded-----15%
- h. Physical education programs enhanced and expanded -----15%
- i. Reading specialists for children needing assistance -----66%
- j. Science specialty teacher-----10%
- k. Writing specialist-----20%
- l. Some other? (Please list)\_\_\_\_\_ 6%

9. The following list covers specific academic programs or academic-related programs for **SECONDARY SCHOOL CHILDREN, GRADES 6-12**. Please read the following list and choose the three (3) items that are most important when setting priorities for children in grades 6 through 12. The items are listed alphabetically.

**CHOOSE 3**

- a. Additional elective courses for high school students -----21%
- b. Drama, theater and related courses -----10%
- c. English language support for new English speakers-----36%
- d. Extra support for children with learning difficulties-----49%
- e. Foreign language - in addition to Spanish, French, German and Japanese -----12%
- f. Music programs enhanced and expanded-----11%
- g. Physical education programs enhanced and expanded -----6%
- h. Readers to provide comments on student essays -----15%
- i. Reading specialists for children needing assistance -----44%
- j. Reducing class sizes-----62%
- k. Writing specialist-----20%
- l. Some other? (Please list)\_\_\_\_\_ 17%

10. The following list covers specific programs related to additional instructional support for students and teachers. Please read the following list and choose the three (3) items that are most important when setting priorities. The items are listed alphabetically.

**CHOOSE 3**

- a. Additional librarians or more time for current librarians ----- 16%
- b. Clerical aides to free up teacher time----- 6%
- c. More classroom instructional aides or more hours for current aides-----34%
- d. More professional development time for teachers -----14%
- e. More time for teachers to collaborate and work together -----49%
- f. Technology specialist for both teachers and students -----30%
- g. Updated technology equipment -----40%
- h. Expansion of adolescent counseling services-----21%
- i. Additional alternative programs for students having trouble  
succeeding at the middle and high school levels -----42%
- j. Additional psychologists -----22%
- k. Additional counseling time -----16%
- l. Some other? (Please list)\_\_\_\_\_10%

11. In the three previous questions you have rated 33 possible priorities in the PAUSD. Please write your three (3) top priorities from all 33. If you have another one among your top 3, include that in your list.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

12. Do you have any other comments or is there anything you would like to add about the priorities of the Palo Alto Unified School District? Particularly, what might have the greatest impact on improving students' progress?

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Thank you for your time and effort in completing this survey.

## HIGH SCHOOL STUDENT SURVEY PALO ALTO UNIFIED SCHOOL DISTRICT

As a high school student in the Palo Alto Unified School District, your opinions are very important as the District sets its goals and priorities for the future. This survey is one part of a process that includes input from three community meetings, discussions with principals and other administrators, and surveys of parents, staff, and the community at-large. Completing this questionnaire will help the District provide the best education possible.

If you have completed a survey on-line, do not complete a paper one (and vice-versa).  
The deadline for completing and submitting the survey is February 17, 2006.

Thank you for your input and thoughtful assistance.

To assist the Board of Education with planning for the future, students, staff, parents and community members are invited to give us your best thinking regarding local education programs and budget priorities.

The Palo Alto Unified School District has had to grapple with some very difficult budget decisions over the last several years. Over \$6.5 million has been cut from the budget in the last 3 years. With the support of the community, the Measure A parcel tax passed in June 2005 to help restore \$2.3 million of those cuts. However, \$4.2 million has not been restored.

Each year, as part of our budgeting process, we consider new programs, reduction or elimination of existing programs, and appropriate levels of support and services at each of our school sites. Given limited resources, the District budgeting process presents difficult trade-offs and requires a clear sense of priorities.

The lists in the various questions have been developed from discussions with members of the Board of Education, as well as other members of the Palo Alto education community. It is not necessarily a complete or exhaustive list. As such, there are opportunities in the questionnaire for you to add other issues, programs or other priorities that may be of particular importance to you.

These questions address programs and not facilities. We recognize that our facilities, buildings, fields, etc. need improvement and we are working on those issues separately from this survey.

As you answer these questions, please keep in mind that your answers will help the District make decisions for your and other students' future education.

1. In what grade are you?
- |                |     |
|----------------|-----|
| 9-----         | 22% |
| 10-----        | 15% |
| 11-----        | 18% |
| 12-----        | 22% |
| No Answer----- | 24% |

2. For how many years have you attended schools in the Palo Alto Unified School District?

Mean Score: 7.33 years

3. For each of the 12 items in this question (listed alphabetically), please rate the importance of each subject for your education in the Palo Alto Unified School District. Using a scale from 1 to 10, write in #1 if an item is not at all important, write the #10 if it is extremely important, or write some number in between.

Mean Scores

- |   |      |
|---|------|
| a. Computer/technology skills -----   | 7.40 |
| b. English language acquisition support (for new immigrants) -----                                | 5.53 |
| c. English/language arts – reading comprehension/literary analysis-----                           | 6.82 |
| d. English/language arts – writing/composition/essays -----                                       | 7.31 |
| e. Foreign languages and culture -----  | 7.04 |
| f. Mathematics-----   | 8.55 |
| g. Physical and health education -----  | 5.72 |
| h. Sciences-----  | 7.98 |
| i. Social studies (history, government, economics, etc.)-----                                     | 7.55 |
| j. Special education support-----   | 5.36 |
| k. Visual and performing arts -----   | 6.39 |
| l. Vocational and career education (engineering technology,<br>CAD drafting, robotics, etc.)----- | 6.49 |

4. In this question are listed the same 12 items as in the previous question. This time, please rate the quality of education you have received in the schools you have attended in the PAUSD. Using a scale from 1 to 10, write in #1 if you have received a very poor education in that subject and a #10 you have received an excellent education in that subject, or write some number in between. If you feel that the subject does not apply to you, please leave the item blank.

Mean Scores

- |   |      |
|---|------|
| a. Computer/technology skills -----   | 6.78 |
| b. English language acquisition support (for new immigrants) -----                                | 5.32 |
| c. English/language arts – reading comprehension/literary analysis-----                           | 7.13 |
| d. English/language arts – writing/composition/essays -----                                       | 7.35 |
| e. Foreign languages and culture -----  | 7.06 |
| f. Mathematics-----   | 7.68 |
| g. Physical and health education -----  | 7.00 |
| h. Sciences-----  | 7.44 |
| i. Social studies (history, government, economics, etc.)-----                                     | 7.71 |
| j. Special education support-----   | 5.86 |
| k. Visual and performing arts -----   | 7.10 |
| l. Vocational and career education (engineering technology,<br>CAD drafting, robotics, etc.)----- | 6.90 |

5. In this question are a number of statements related to your education in the Palo Alto Unified School District. Use a scale from 1 to 5, where 1 means you strongly disagree and 5 means you strongly agree with a statement, or write some number in between.

	<u>Str.</u> <u>Agree</u>	<u>S.W.</u> <u>Agree</u>	<u>Neither</u> <u>Agree/</u> <u>Disagree</u>	<u>S.W.</u> <u>Dis.</u>	<u>Str.</u> <u>Disagree</u>
a. I have usually made a year's academic growth each year -----	46%	44%	5%	4%	2%
b. My schools have offered diverse avenues for success that honor my unique talents and abilities -----	35%	27%	16%	16%	6%
c. The school curriculum prepares all students to achieve a high level of performance -----	26%	35%	22%	7%	11%

6. Using the same scale, please indicate if you agree or disagree with the following statements concerning the opportunities available to you. If an item does not apply to you, please leave it blank.

<u>Str.</u> <u>Agree</u>	<u>S.W.</u> <u>Agree</u>	<u>Neither</u> <u>Agree/</u> <u>Disagree</u>	<u>S.W.</u> <u>Dis.</u>	<u>Str.</u> <u>Disagree</u>
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I HAVE HAD SUFFICIENT OPPORTUNITIES TO:

a. Be enrolled in core courses that I want -----	47%	33%	13%	4%	4%
b. Be enrolled in electives that relate to my interests -----	38%	35%	9%	16%	2%
c. Receive services for a disability -----	18%	7%	66%	4%	6%
d. Participate in sports -----	36%	16%	35%	6%	7%
e. Participate in visual and performing arts -----	42%	27%	20%	6%	6%
f. Learn a foreign language -----	62%	18%	11%	4%	6%
g. Participate in extracurricular activities that relate to my interests -----	38%	24%	16%	15%	7%
h. Participate in vocational or career education -----	26%	24%	29%	11%	11%
i. Participate in community service -----	26%	20%	31%	15%	9%
j. Develop good speaking skills -----	27%	42%	18%	6%	7%
k. Develop good writing skills -----	31%	40%	22%	4%	4%
l. Develop good study skills -----	33%	31%	16%	15%	6%
m. Integrate technology in learning -----	33%	24%	22%	15%	7%
n. Learn about a variety of cultures -----	18%	24%	35%	22%	2%
o. Receive assistance on academic issues -----	26%	22%	36%	11%	6%
p. Receive assistance with college planning and course selection ---	20%	18%	27%	15%	20%
q. Receive assistance on social and emotional issues -----	15%	11%	38%	16%	20%
r. Have meaningful contact with an adult at school -----	36%	16%	27%	4%	16%
s. Develop good social skills with peers -----	44%	31%	13%	4%	9%
t. Receive assistance to reduce stress -----	15%	7%	29%	20%	29%
u. Receive assistance on behavioral issues, such as conflict resolution and drug education -----	27%	16%	40%	7%	9%

7. As noted earlier, each year the PAUSD decides how to prioritize its often limited budget, beyond basic academic courses. Please indicate how high a priority each of the following general categories should be for some of this money. Should that category be a top priority, a high priority, a mid-level priority, or should the category be a low priority. The items are listed alphabetically.

**TOP      HIGH      MIDDLE      LOW**  
**PRIORITY   PRIORITY   PRIORITY   PRIORITY**

- |  |     |       |     |       |     |       |     |
|--|-----|-------|-----|-------|-----|-------|-----|
| a. Enhanced academic programs, such as AP classes, specialty teachers for the younger grades, enhanced foreign language programs, etc. ----- | 62% | ----- | 17% | ----- | 17% | ----- | 4%  |
| b. Instructional support, such as teachers' aides, more teacher development time, educational materials, etc. -----                          | 15% | ----- | 26% | ----- | 47% | ----- | 11% |
| c. Student support, such as more academic and personal counselors-----   | 25% | ----- | 21% | ----- | 36% | ----- | 19% |

8. The following list covers specific academic programs or academic-related programs for **ELEMENTARY SCHOOL CHILDREN, GRADES K-5**. Please read the following list and choose the three (3) items that are most important when setting priorities for children from kindergarten through 5<sup>th</sup> grade. The items are listed alphabetically.

**CHOOSE 3**

- |   |     |
|---|-----|
| a. Art programs -----   | 31% |
| b. Character education-----                                   | 29% |
| c. English language support for new English speakers-----     | 18% |
| d. Extra support for children with learning difficulties----- | 16% |
| e. Foreign language – new for elementary grades -----         | 33% |
| f. Math specialty teachers-----                               | 49% |
| g. Music programs enhanced and expanded-----                  | 26% |
| h. Physical education programs enhanced and expanded -----    | 16% |
| i. Reading specialists for children needing assistance -----  | 16% |
| j. Science specialty teacher-----                             | 31% |
| k. Writing specialist-----                                    | 18% |
| l. Some other? (Please list)_____                             | 16% |

9. The following list covers specific academic programs or academic-related programs for **SECONDARY SCHOOL STUDENTS, GRADES 6-12**. Please read the following list and choose the three (3) items that are most important when setting priorities for students in grades 6 through 12. The items are listed alphabetically.

**CHOOSE 3**

- |   |     |
|---|-----|
| a. Additional elective courses for high school students -----                   | 73% |
| b. Drama, theater and related courses -----                                     | 16% |
| c. English language support for new English speakers-----                       | 9%  |
| d. Extra support for children with learning difficulties-----                   | 11% |
| e. Foreign language - in addition to Spanish, French, German and Japanese ----- | 38% |
| f. Music programs enhanced and expanded-----                                    | 20% |
| g. Physical education programs enhanced and expanded -----                      | 15% |
| h. Readers to provide comments on student essays -----                          | 27% |
| i. Reading specialists for children needing assistance -----                    | 15% |
| j. Reducing class sizes-----  | 46% |
| k. Writing specialist-----  | 6%  |
| l. Some other? (Please list)_____   | 26% |

10. The following list covers specific programs related to additional instructional support for students and teachers. Please read the following list and choose the two (2) items that are most important when setting priorities. The items are listed alphabetically.

**CHOOSE 2**

- a. Additional librarians or more time for current librarians ----- 4%
- b. Clerical aides to free up teacher time-----18%
- c. More classroom instructional aides or more hours for current aides-----11%
- d. More professional development time for teachers-----16%
- e. More time for teachers to collaborate and work together -----44%
- f. Technology specialist for both teachers and students -----42%
- g. Updated technology equipment -----66%

11. In the three previous questions you have rated 29 possible priorities in the PAUSD. Please write your three (3) top priorities from all 29. If you have another one among your top 3, include that in your list.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

12. Do you have any other comments or is there anything you would like to add about the priorities of the Palo Alto Unified School District? Note: If you rated your education as a 5 or less in any subject in Question #4, please explain in the comments section, below.

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Thank you for your time and effort in completing this survey.

N = 400

Time Began\_\_\_\_\_

Time Ended\_\_\_\_\_

PAUSD 2/06 Community Survey  
(FINAL)

Minutes\_\_\_\_\_

Hello, I'm \_\_\_\_\_ from GBA, an opinion research firm. We're conducting a survey about issues that concern the citizens of Palo Alto. May I speak with someone in the household who is over the age of 18. We are not selling anything and all your answers will be kept confidential.

SCREENING QUESTIONS

A. I do not need to know your exact address, but in order to help me verify that you live within the boundaries of our interviewing area, could you first please tell me what the zip code is for your current residence? (DO NOT READ LIST)

94301-----GO TO Q.1 ----- 23%  
 94304-----GO TO Q.1 ----- 4%  
 94305-----GO TO Q.1 ----- 12%  
 94306-----GO TO Q.1 ----- 33%  
 94303-----ASK Q.B----- 23%  
 94022-----ASK Q.C----- 6%  
 Other Zip Codes-----TERMINATE  
 Refuse/DK/NA-----TERMINATE

B. (ASK ONLY IF LIVE IN ZIP CODE 94303):  
 Do you live in Palo Alto, East Palo Alto, or somewhere else?

Palo Alto -----GO TO Q.1  
 East Palo Alto -----TERMINATE  
 Somewhere else -----TERMINATE

C. (ASK ONLY IF LIVE IN ZIP CODE 94022):  
 Do you live in the Los Altos Elementary School District, Mountain View/Los Altos High School District, Palo Alto Unified School District, or some other school district?

Los Altos Elementary-----TERMINATE  
 Mountain View/Los Altos HSD -----TERMINATE  
 Palo Alto Unified School District ----- CONTINUE  
 Other -----TERMINATE  
 DK/NA -----TERMINATE

MAIN QUESTIONNAIRE

1. Now, in general, how would you rate the job being done by the Palo Alto Unified School District: as excellent, good, only fair or poor?

Excellent----- 29%  
 Good ----- 39%  
 Only fair ----- 11%  
 Poor ----- 3%  
 DK/NA ----- 19%

2.. Next, please indicate how important each of the following subjects is for a child's education today by rating each one using a scale from 1 to 10. Rate a subject a 1 if it is not at all important, a 10 if it is extremely important, or you can rate it somewhere in between. (ROTATE START)

Mean Scores

- a. Computer and technology skills ----- 8.17
- b. English language acquisition support for new immigrants----- 8.49
- c. English/language arts, such as reading comprehension/literary analysis ----- 9.18
- d. English/language arts such as writing/composition/essays ----- 9.10
- e. Foreign languages and culture ----- 7.68
- f. Mathematics----- 9.15
- g. Physical and health education ----- 7.88
- h. Sciences----- 8.98
- i. Social studies, such as history, government, economics, etc. ----- 8.35
- j. Special education support----- 8.17
- k. Visual and performing arts ----- 7.38
- l. Vocational and career education, such as engineering technology, CAD drafting, robotics, etc. -- 7.46

3. Each year the PAUSD decides how to prioritize its often limited budget, beyond basic academic courses. Please indicate how high a priority each of the following general categories should be for some of this money. Should that category be a top priority, a high priority, a mid-level priority, or should the category be a low priority. (ROTATE START)

	<u>TOP PRI.</u>	<u>HIGH PRI.</u>	<u>MID PRI.</u>	<u>LOW PRI.</u>	<u>DON'T KNOW</u>
a. Enhanced academic programs, such as AP classes, specialty teachers for the younger grades, enhanced foreign language programs, etc. -----	22%	39%	34%	3%	2%
b. Instructional support, such as teachers' aides, more teacher development time, educational materials, etc.-----	21%	39%	35%	4%	1%
c. Student support, such as more academic and personal counselors -----	21%	36%	35%	7%	2%

4. Next, I am going to read a list of specific academic programs or academic-related programs for **ELEMENTARY SCHOOL CHILDREN, GRADES K-5**. Please indicate how high a priority each of the following subjects should be when the District is setting priorities for children from kindergarten through 5<sup>th</sup> grade. **Using a scale from 1 to 10**, rate a subject a 1 if it is not at all an important priority, a 10 if it is an extremely high priority, or you can rate it somewhere in between. (ROTATE START)

**Mean Scores**

a. Art programs -----	7.22
b. Character education-----	6.83
c. English language support for new English speakers-----	8.24
d. Extra support for children with learning difficulties-----	8.33
e. Adding a new foreign language program for elementary grades-----	6.26
f. Math specialty teachers-----	7.72
g. Music programs being enhanced and expanded -----	7.28
h. Physical education programs enhanced and expanded -----	7.03
i. Reading specialists for children needing assistance -----	8.42
j. Science specialty teacher-----	7.60
k. Writing specialist-----	7.83

5. Next, I am going to read a list of specific academic programs or academic-related programs for **SECONDARY SCHOOL CHILDREN, GRADES 6-12..** Please indicate how high a priority each of the following subjects should be when the District is setting priorities for children in grades 6 through 12. **Using a scale from 1 to 10**, rate a subject a 1 if it is not at all an important priority, a 10 if it is an extremely high priority, or you can rate it somewhere in between. (ROTATE START)

**MEAN SCORES**

a. Additional elective courses for high school students -----	6.61
b. Drama, theater and related courses -----	6.61
c. English language support for new English speakers-----	8.00
d. Extra support for children with learning difficulties-----	8.29
e. Foreign language - in addition to Spanish, French, German and Japanese -----	6.27
f. Music programs enhanced and expanded-----	7.01
g. Physical education programs enhanced and expanded -----	6.92
h. Readers to provide comments on student essays -----	6.64
i. Reading specialists for children needing assistance -----	7.95
j. Reducing class sizes-----	7.62
k. Writing specialist-----	7.61
l. Expanded math and science classes -----	8.13

6. Now I am going to read a short list of some specific programs related to additional instructional support for students and teachers. Please indicate how high a priority each of the following subjects should be when the District is setting priorities for its children. **Using a scale from 1 to 10**, rate an item a 1 if it is not at all an important priority, a 10 if it is an extremely high priority, or you can rate it somewhere in between. (ROTATE START)

**MEAN SCORES**

- a. Additional librarians or more time for current librarians ----- 6.52
- b. Clerical aides to free up teacher time----- 6.58
- c. More classroom instructional aides or more hours for current aides----- 6.80
- d. More professional development time for teachers----- 6.66
- e. More time for teachers to collaborate and work together ----- 6.87
- f. Technology specialist for both teachers and students ----- 7.35
- g. Updated technology equipment ----- 7.77

7. In the three previous questions you have rated 30 possible priorities in the Palo Alto Unified School District. Please tell me your three (3) top priorities from all 30. If you have another one among your top 3 that I did not mention, include that in your list.

- English/Reading/Writing, etc = 55%
- Math/Science = 54%
- Computers/Technology = 16%
- English language support for new English speakers = 15%
- Reduced class sizes = 14%
- Special education programs/Help for children with learning disabilities = 14%

Now for some background questions.

- 8. Do you own or rent your home?
  - Own home----- 70%
  - Rent ----- 27%
  - (DON'T READ)** Refused----- 4%
  
- 9a. Are there any children under the age of 18 living in your household?
  - Yes----- (ASK Q.9b) ----- 44%
  - No----- (SKIP TO Q.10) ----- 55%
  - DK/NA----- (SKIP TO Q.10) ----- 1%
  
- 9b. Do they attend public, private, or parochial schools in this area? (MULTIPLE MENTIONS ACCEPTABLE)
  - Public----- 75%
  - Private----- 12%
  - Parochial ----- 1%
  - Do not go to school yet----- 16%
  - (DON'T READ)Refused----- 1%
  
- 10. Did you or anyone else in your household attend school or graduate from schools in the Palo Alto Unified School District? This does not include children currently attending District schools. If yes: Was that you, your child or children, your spouse or someone else? (MULTIPLE OK)
  - Yes. Self----- 13%
  - Yes, other children ----- 31%
  - Yes, spouse----- 4%
  - Yes, someone else----- 4%
  - No----- 52%
  - DK/NA ----- 2%
  
- 11. For about how long now have you lived in Palo Alto?
  - Five years or less ----- 22%
  - Six to ten years ----- 18%
  - Eleven to fifteen years ----- 10%
  - Sixteen to twenty ----- 7%
  - More than 20 years----- 42%
  - Refused ----- 1%

12. In what year were you born?

1988-1982 (18-24)	6%
1981-1977 (25-29)	9%
1976-1972 (30-34)	6%
1971-1967 (35-39)	10%
1966-1962 (40-44)	8%
1961-1957 (45-49)	9%
1956-1952 (50-54)	11%
1951-1947 (55-59)	9%
1946-1942 (60-64)	10%
1941 or earlier (65 & over)	20%
Refused	3%

Gender: By observation

Male	48%
Female	52%

Name \_\_\_\_\_

Phone # \_\_\_\_\_

Address \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Zip Code (punch) \_\_\_\_\_

Interviewer \_\_\_\_\_

Page # \_\_\_\_\_

Verified by \_\_\_\_\_

Replicate # \_\_\_\_\_