

PALO ALTO UNIFIED SCHOOL DISTRICT



STRATEGIC PLAN

Adopted: May 27, 2008





Palo Alto Unified School District
STRATEGIC PLAN
May 27, 2008

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MESSAGE FROM THE BOARD OF EDUCATION

May 27, 2008

The Board of Trustees proudly presents our district's new Strategic Plan. It has shown us, yet again, the strength of our community's commitment to educational excellence. With clear goals, metrics, and initiatives, the plan describes our priorities and will be a strong foundation as we reflect on our progress and move forward together. Regular review of our accomplishments and challenges will be included in our ongoing work to achieve continuous improvement.

As the governing Board of the Palo Alto Unified School District, we are well aware of our community's varied views on how we should best advance. We are convinced that all of us - PAUSD staff, parents, and community leaders - *all* of us -- want the best for our children. Over the last three months, our stakeholders have come together to contribute to a strategic plan that will focus our efforts responsibly, while still encouraging the spirit of innovation that has always characterized our strong district. We used surveys, focus groups, and many, many hours of collaborative meeting time to review every key aspect of what we do.

After this full, rigorous process, we believe the new Strategic Plan will be an invaluable asset to the Palo Alto Unified School District. It is our hope that implementing this plan meaningfully improves the education of our students.

The success of this plan depends on the collaboration of all who are involved with our district. Working together, we *can* provide a great education for each student, every day.

Sincerely

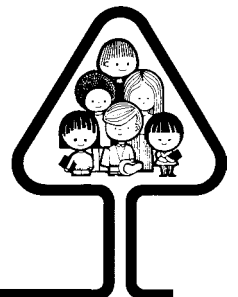
Dana Tom, President

Barb Mitchell, Vice President

Melissa Baten Caswell, Member

Barbara Klausner, Member

Camille Townsend, Member



SUPERINTENDENT'S MESSAGE

May 27, 2008

How do you make one of the great school districts in our country even better? This question has been the driving force for improvement in the Palo Alto Unified School District since its inception on March 20, 1893. This strategic plan is our roadmap for the district's advancement during the next four years and beyond.



As we tackled this project, we were driven by four commitments to our community. The first commitment was to listen to, and to learn from, the many people touched by the district's work. During the development of the strategic plan there were myriad opportunities for community members to give input: almost sixty one-on-one interviews were conducted; over ten focus groups were organized; online surveys resulted in over 4,000 responses from parents, high school students and alumni, teachers, administrators, classified staff, and community organizations that were systematically reviewed and shared with our community. Throughout the development of the plan, numerous community and board meetings also gave the public the opportunity to offer their thoughts and suggestions.

The second commitment was to challenge ourselves—the Superintendent, Board, and school and district leaders—to do our best thinking about ways we could provide better educational opportunities to our students. Our district administrators, school principals, and Board brought a wealth of experience and reflective wisdom to this process. They will also be crucial to the Strategic Plan's successful implementation.

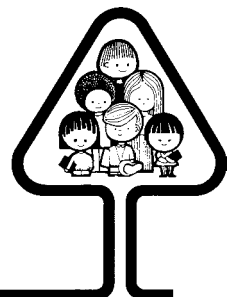
Those involved in the establishment of the strategic plan were also committed to making difficult choices. As a former superintendent of the district said, "Palo Alto can do anything; it just can't do everything." It is vital for a strategic plan to focus on core systems and choices that will bring the greatest possible, longest-lasting improvement for all students.

Finally, just like any good engineer or architect, we were committed to a design process that included offering thoughts, taking input, modifying the plan, and then beginning the cycle over again. Over thirty versions of the initiatives and sub-initiatives were considered and improved upon in the development of this document. We believe this recursive process has forged a strong plan that will serve us in good stead as we move forward.

I am enormously proud of this document and the work that it represents to make our district better. In the tradition of our great district, this strategic plan reflects the tremendous value that Palo Alto places on the education of its young people. This is a place where citizens make an exceptional investment in each child's journey from childhood to young adulthood. Learning is prized here, and we intend to keep making it better.

I know I speak for the over fifteen hundred staff members when I say it is an honor to be entrusted with parents' and guardians' greatest treasure – their children. We hope that we continue to be worthy of this trust.

Kevin Skelly, Ph.D.
Superintendent



BUILDING THE STRATEGIC PLAN



The strategic plan process began in earnest in mid-February 2008. To build a foundation of knowledge and learn about the district, consultants conducted approximately sixty one-on-one interviews. All Board and cabinet members as well as site principals were interviewed. Selected parent, teacher, and classified staff leaders were also included in this gathering of background information. Upon completion of these interviews, over ten focus groups were convened. These focus groups were made up of parents, teachers, support staff, students, and other administrators.

Using the data from these interviews and focus groups, as well as other information compiled from district and community information, extensive online surveys were developed and constructed. In total, seven different surveys were constructed for high school students and alumni, parents, administrators, teachers, other staff members, former parents, and other community organizations that interact with the district. These surveys were conducted during March 2008. The appendix includes selected data from the survey results, with considerably more additional information available on the district's website. In all, over 4,000 surveys were completed, including nearly 3,200 from PAUSD parents.

In early April, district staff, in consultation with the Palo Alto Unified School District Board of Education, began the construction of a draft set of strategic goals and initiatives that would become the basis of the plan. These were reviewed with various stakeholders and with the Board at study sessions and at their regular meetings.

At its April 22 meeting, the Board endorsed in concept the goals and initiatives of the Strategic Plan. This allowed staff to bring these goals and initiatives to numerous meetings of parents, students, site administrators, and the community. These presentations and discussions as well as other input from stakeholders led to multiple revisions of the plan (over thirty in all).

On May 9, 2008, the District held a "Big Meeting" with students, parents, teachers, classified staff members, principals, other administrators, district staff, community members, and school board members to review the plan and discuss its implementation. This event honored a long tradition of gathering a broadly representative group of district stakeholders to discuss and consider the plan.

The May 13, 2008, Board agenda included a strategic plan discussion item. More input and suggestions were considered. It was also suggested that staff review language in an effort to be as clear as possible. The strategic plan was then approved by the Board at its May 27, 2008, regular meeting.

PALO ALTO UNIFIED SCHOOL DISTRICT



STRATEGIC PLAN

Adopted: May 27, 2008



Our mission is to enable all students to:

- Strive for academic excellence;
- Acquire the knowledge and skills that support learning;
- Value creativity and life-long learning;
- Demonstrate respect for self and others; and
- Participate meaningfully in our democratic society and interdependent global community.

STRATEGIC PLAN



Executive Summary

Four specific themes will drive our improvement over the next four years and beyond. First, we reassert our commitment to academic excellence and learning. Our district is home to some of the most talented young people in the world. But they also are astonishingly different, with vast variations in preparation for school, academic interests and passions, and learning needs. Our challenge is to create an environment that makes the most of every day for each student, so that school is always a place where learning is prized, creativity is nurtured and celebrated, and every student graduates with numerous opportunities. Toward this end, we have spent, collectively, hundreds of hours working with stakeholders to review our educational program, and to recommend ways to make it even better.

If we are going to be our best, we need to attract, retain, and enhance the skills of the most talented people we can find. In September 2007, after studying twenty-five of the world's school systems, McKinsey & Company published a report entitled "How the World's Best-Performing School Systems Come Out on Top." In its Executive Summary they write, The experiences of these top school systems suggests that three things matter most: 1) getting the right people to become teachers, 2) developing them into effective instructors, and 3) ensuring that the system is able to deliver the best possible instruction for every child. Inspired by those findings, this strategic plan identifies specific initiatives and sub-initiatives to help us recruit and develop our staff.

As it seeks to deliver top-quality instruction, our district also faces enormous challenges to its infrastructure and its finances. Our students deserve facilities worthy of their promise and talent, and yet our campuses are barely adequate to meet present needs and will not be able to house our looming enrollment growth. At the same time, a slowing economy, rising student population, and the increasing cost of educating students will put pressure on us to use our fiscal resources more prudently than ever. How we address these infrastructure and finance challenges will have decisive bearing on our ability to address every goal that we have set for this district.

Finally, there is a collective realization that the trust and confidence of our community is vital for our success. To achieve this strong working relationship, we need to create a focused, transparent governance process that is a model of informed communication and decision-making at the district office level. The example that we set in these areas redounds in schools, departments, and in the everyday interactions concerning education in our community. The stakes of our actions are high. We need to do this well.

We believe, then, that these four areas of focus can guide our efforts well for the next four years and beyond. Working together, we can achieve educational excellence for each student, every day, across the entire district.

Summary of themes, goals, and strategic initiatives

Goals to Support the District Vision	<div data-bbox="272 149 886 968"> A ACADEMIC EXCELLENCE AND LEARNING <p>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</p> <ul style="list-style-type: none"> Year's progress on grade level curriculum CST scores in grades 2-10, based on modified "year's growth" Percent of 2nd and 3rd grade students reading at grade level (CST/DRA) ERB scores in grades 4-8, 10 Percent progressing toward UC/CSU entry requirements, grades 9-11 (by subject) Grade distribution in UC/CSU entry requirement classes, grades 9-11 Percent of graduates with UC/CSU entry requirements, grades 9-11 Level of student engagement and social emotional health (California Healthy Kid Survey) Additional measurement of all of the above for underperforming students and underrepresented minority students District will compile elementary and middle school Site Council parent survey results regarding student academic challenge by subject area and will present them to the Board By 2010 the Superintendent and Board will review progress toward challenging every student, examine other districts' efforts in this regard, and consider adding additional metrics for progress of PAUSD students above grade level </div> <div data-bbox="272 982 886 1165"> Strategic Initiatives <ul style="list-style-type: none"> A1 Improve curricular system and instructional practices to challenge every student A2 Provide college readiness and post-secondary preparation for all students A3 Ensure high expectations and support for all students </div>	<div data-bbox="941 149 1555 968"> B STAFF RECRUITMENT AND DEVELOPMENT <p>Create an exceptional teaching environment by recruiting, developing and retaining the most talented staff</p> <ul style="list-style-type: none"> Number of applicants by position Percent of teachers lost in cross-offers Teacher and administrator satisfaction rate (survey) Teacher and administrator retention rate Parent/student satisfaction with teachers (survey) </div> <div data-bbox="941 982 1555 1165"> Strategic Initiatives <ul style="list-style-type: none"> B1 Improve District's ability to attract and recruit staff B2 Re-examine and enhance staff evaluation system B3 Enhance professional development </div>
Goals to Support the District Vision	<div data-bbox="272 1194 886 1682"> C BUDGET TRENDS AND INFRASTRUCTURE <p>Be prudent stewards of our resources through rigorous planning and budgeting, and build further resources by enhancing public and private support for public education</p> <ul style="list-style-type: none"> Amount of funding raised Donations (amount of contributions and number of contributors) Partners in Education, PTA, and other parent sources State matching funds for construction Spend/budget comparison with other districts Survey results regarding community satisfaction with use of funds Number of facility projects completed on time and on budget Satisfaction with process and outcome of facility changes (survey of parents, teachers, administrators, students, classified staff, and external stakeholders) </div> <div data-bbox="272 1717 886 2005"> Strategic Initiatives <ul style="list-style-type: none"> C1 Ensure financial stability and growth through effective stewardship of financial assets, community funding sources, and dynamic activities to improve District resources C2 Construct facilities that address enrollment growth and are worthy of the promise and talent of our students C3 Develop short-term and long-term plans to address non-construction issues associated with enrollment growth (e.g., boundary issues, school/class size) </div>	<div data-bbox="941 1194 1555 1682"> D GOVERNANCE AND COMMUNICATION <p>Create a focused, transparent governance process that is a model of informed communication and decision making</p> <ul style="list-style-type: none"> Rate of parent, administrator, and teacher satisfaction with District communication (survey) Percent of community members supporting ballots </div> <div data-bbox="941 1717 1555 2005"> Strategic Initiatives <ul style="list-style-type: none"> D1 Improve alignment of District leadership (Superintendent and Board) and community's focus on most critical District aspirations while fostering an environment of innovation D2 Improve District transparency and communication between District leadership (Superintendent and Board) and the community D3 Diligently monitor and report staff and student progress on strategic plan initiatives to gain trust, promote constructive dialogue, and determine success </div>

Section A: Academic Excellence and Learning



"How will we provide a great education for each and every student in our diverse community setting?" This question has driven all our work on PAUSD's new strategic plan. After all, our academic program lies at the heart of everything we do, and as one would expect, it occupied the greatest amount of our time during our plan development process. To the fullest extent possible, we attempted to create initiatives that will touch every student as we approach our district-wide goal of creating an "exceptional learning environment." By combining the excellent work in which we are currently engaged with the initiatives described in this section, we believe we can become even better.

Our first section, A, contains three sub-initiatives. The first one calls on us to improve our K-12 curriculum articulation and alignment to standards. We will start by using California's ambitious materials adoption cycle to review our current curriculum offerings and coordinate and sequence them more effectively to meet the full range of student needs. The second sub-initiative calls on the district to look at ways to expand and enhance staff development, assessment support, and supplementary resources so that instruction can be targeted to every student, regardless of academic background or needs. Finally, we recognize that we need to be more articulate as a district regarding the underlying philosophies that guide our approaches to instruction by curricular areas. For this reason, we will be refining our district-wide vision and philosophy on instructional strategies, starting with math.

The earnings gap between people who have earned a post-secondary degree and those who haven't is large and growing in our country. Here in PAUSD, our survey demonstrated that parents and guardians of our students want graduates to be fully prepared for college or other learning opportunities after high school. They also voiced concerns about our academic guidance and counseling services. While this finding is similar to other districts, it is not acceptable to us. We believe our four sub-initiatives will help us address these critical needs. First, as the attached figure shows, work needs to be done to better align PAUSD graduation requirements with college entry requirements. In addition, if our students are going to be college-ready, there are implications for middle school we need to examine and address. Finally, our last sub-initiative recognizes it is personal habits of mind, not just academic preparation, that determine college success. We want to send our graduates into the world as whole people, fully prepared for the responsibilities ahead of them.

Initiative A3 addresses our level of support and our expectations of all students. While our community expects us to provide exemplary academic experiences, it also expects us to address the social, emotional, physical, and character education needs of our students. Students lacking in these areas will not be successful. This initiative also addresses an uncomfortable truth about our district: while many students in our district do extraordinarily well, the achievement of our underrepresented minority students, our English learners, and our special education students is typically lower than in other districts like us. We are convinced well-aligned, sequenced robust curriculum, combined with a systematic vision for instructional excellence, can bring decisive changes for these students at every grade level and across all of our schools. Finally, the academic trajectory of students is often determined by the quality of their preschool experience or by how early learning challenges are identified. We believe renewed efforts in these areas could be fruitful. While this initiative targets some specific groups, its overall message is meant to be inclusive – all our students benefit from high expectations and strong support.

A Academic Excellence and Learning

Goal to Support the District Vision

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

Strategic Initiatives

A1

Improve curricular system and instructional practices to challenge every student

A2

Provide college readiness and post-secondary preparation for all students

A3

Ensure high expectations and support for all students

Output Metrics for Evaluation

- Year's progress on grade level curriculum
- CST scores in grades 2-10, based on modified "year's growth"
- Percent of 2nd and 3rd grade students reading at grade level (CST/DRA)
- ERB scores in grades 4-8, 10
- Percent progressing toward UC/CSU entry requirements, grades 9-11 (by subject)
- Grade distribution in UC/CSU entry requirement classes, grades 9-11
- Percent of graduates with UC/CSU entry requirements, grades 9-11
- Level of student engagement and social emotional health (California Healthy Kid Survey)
- Additional measurement of all of the above for underperforming students and underrepresented minority students
- District will compile elementary and middle school Site Council parent survey results regarding student academic challenge by subject area and will present them to the Board
- By 2010 the Superintendent and Board will review progress toward challenging every student, examine other districts' efforts in this regard, and consider adding additional metrics for progress of PAUSD students above grade level

Improve Curricular System and Instructional Practices to Challenge Every Student

Sub-initiatives	Description	Owner	Input Metrics
A1.1	<p>Improve K-12 curriculum articulation, coordination, and alignment to meet needs of the full range of students</p> <ul style="list-style-type: none"> Continue curricular review coordinated with State mandated curriculum adoptions Identify areas for improvement based on curricular review Continue developing K-12 articulation and major topic guides 	Assistant Superintendents	<ul style="list-style-type: none"> Progress in curricular review processes informed by state adoption schedule
A1.2	<p>Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students</p> <ul style="list-style-type: none"> In conjunction with A1 sub-initiatives to support consistent district-wide use of effective practices, develop action and implementation plans to address identified focus areas including: <ul style="list-style-type: none"> Supplementary resources to address students above and below grade level Teacher and staff training on instructional practices (incorporating technology) Assessment tools to inform instruction 		<ul style="list-style-type: none"> Progress on action plan Number of subjects and grade levels with completed curriculum articulation and coordination Staff participation in training Teacher and staff satisfaction on instructional support for varied student needs (survey) Increased classroom use of identified effective practices (survey)
A1.3	<p>Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas</p> <ul style="list-style-type: none"> Define District's vision and philosophy on instructional strategies (including, but not limited to, differentiated instruction, flexible grouping, laning, technology, online learning, acceleration/deceleration) 		<ul style="list-style-type: none"> Progress in developing common vision, definition, and philosophy by curriculum area – starting with math

Provide College Readiness and Post-secondary Preparation for All Students

Sub-initiatives	Description	Owner	Input Metrics
A2.1	<p>Better align graduation requirements with college entry requirements</p> <ul style="list-style-type: none"> Examine gap Identify program adjustments and their implications (staffing, resources, electives) Build culture in which college readiness course requirements are the default curriculum 	Director, Secondary Ed	<ul style="list-style-type: none"> Progress in aligning PAUSD graduation requirement to UC/CSU entry requirement
A2.2	<p>Examine role of middle school in helping students achieve post-secondary success</p> <ul style="list-style-type: none"> Examine middle school curriculum. Identify academic needs that should be addressed to prepare for high school coursework that will ensure college readiness/post-secondary success Improve both academic and social/emotional aspects of 5th-6th and 8th-9th grade transitions <ul style="list-style-type: none"> Gather data and effective practice from existing formal and informal models Develop District plan for transitions 	Director, Secondary Ed	<ul style="list-style-type: none"> Identification of academic needs in middle schools Progress of transition models; implementation for 2009-10 school year
A2.3	<p>Improve guidance and counseling services that prepare students for college and other post-secondary opportunities</p> <ul style="list-style-type: none"> Examine effective practices for guidance and counseling for college and other post-secondary opportunities, and adjust high school programs <ul style="list-style-type: none"> Analyze what works and what needs to be improved (including survey results analysis and effective practice studies within and beyond PAUSD) Define role of counselor (e.g., addressing social/emotional needs, guiding class selection/schedules, and planning for college and other post-secondary opportunities) Identify ways to improve parent-school partnership, such as: <ul style="list-style-type: none"> Parent education Defining roles and responsibilities 	<p>Director, Student Services; Director, Secondary Ed</p> <p>Director, Secondary Ed; Coordinator, Voc Ed, Workability, and TPP</p>	<ul style="list-style-type: none"> Progress in gap analysis Number of counselors per student Student and parent satisfaction with counseling services (survey) Progress in defining partnership
A2.4	<p>Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success</p> <ul style="list-style-type: none"> Identify entry points across K-12 curriculum to infuse requisite academic skills (e.g., writing across curriculum, algebraic thinking, senior year math, world language skills, high order thinking) and habits of mind (e.g., ability to manage time, resilience, coping with personal turmoil, tenacity to task) required for college/post-secondary success Provide education for parents, principals, teachers, and guidance staff 	Assistant Superintendent, Administrative Services	<ul style="list-style-type: none"> Progress in infusing elements into curriculum % of students taking math class in senior year Number of hours dedicated in <ul style="list-style-type: none"> Parent education Teacher and staff training, etc.

Sub-initiatives	Description	Owner	Input Metrics
A3.1			
Continue and enhance efforts to address social, emotional, physical, and character education needs of students	<ul style="list-style-type: none"> Review and identify effective practices in school sites Equip staff with skills and tools to help students in this area Create culture of collaboration and sharing of programs among schools in this area 	Director, Elementary Ed.; Director, Secondary Ed.; Director, Student Services	<ul style="list-style-type: none"> Progress in identification and district-wide implementation of effective practices Social Norms Survey results Number of students referred to counselor/ nurse
A3.2			
Examine particular needs of students performing below grade level and improve support	<ul style="list-style-type: none"> Review and identify effective practices in classroom instruction and programs that provide academic and social support and contribute to increased achievement of students performing below grade level Equip staff with skills and tools necessary to address needs of underperforming students Develop tools for consistent data collection and monitoring of classroom instruction and program effectiveness Work for consistent implementation of effective support practices across the District (administrators, teachers, staff, students, parents/community) 	Director, Elementary Ed.; Director, Secondary Ed.; Director, Student Services	<ul style="list-style-type: none"> Progress in identification of structures and policies
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	<ul style="list-style-type: none"> Review academic and non-academic data and input from minority parent surveys/focus groups Identify new policies, strategies, and effective practices to support diverse student groups <ul style="list-style-type: none"> Inform parents/community about District strategies for identifying, understanding, and addressing needs of underrepresented students Provide parent community with strategies for supporting underrepresented students and advocating for their needs Ensure all administrators, teachers, and staff receive training on diversity and school sites conduct site-based professional development sessions on diversity 	Director, Elementary Ed	<ul style="list-style-type: none"> Improvement in school climate survey
A3.4			
Enhance early intervention (e.g., assessment, intervention programs)	<ul style="list-style-type: none"> Develop ways to identify and intervene earlier with special needs students Assess and address reading challenges as early as possible Ensure every school has a plan for collecting data and providing services for students with special needs 	Director, Student Services; Director, Elementary Ed	<ul style="list-style-type: none"> Number of students with identified needs in K-2 Progress in adopting measurable assessment protocols
A3.5			
Examine ways to improve access to high quality pre-K for the neediest children in our community	<ul style="list-style-type: none"> Identify ways to improve access for neediest students Identify ways to support various pre-K providers to ensure high quality preparation for Kindergarten 	Assistant Superintendent, Ed Services; Coordinator, Young Fives and Pre-School Families	<ul style="list-style-type: none"> Progress in measuring pre-K quality Communication of expectations for Kindergarten at PAUSD % of students in low-income families with access to high quality pre-K



Section B: Staff Recruitment and Development

Our most valuable asset is our staff. Every successful program or experience for our students goes back to people, and our community seems to enjoy broad agreement on this subject. In fact, each group we surveyed – parents, students, staff, administrators, and community members -- identified the quality of our staff as the most important reason for our District's success. For these reasons, staff recruitment and development is called out as the second goal area in the strategic plan.

What will this require? First, we must improve our ability to attract and recruit staff. The competition for talented teachers, administrators, and other staff is keen. While we should offer the best compensation we can afford, our commitment to teaching excellence must extend to providing our staff with materials, facilities, collaborative culture, and professional advancement opportunities. We would like to be potential employees' first choice when considering a career—not just a job—in education. Our interviews, survey results, and focus groups suggest there are important strategic and operational changes we can make to “raise our game” in this regard.

In order for us to move forward, we also need to be sending to those people who work in our organization the appropriate signals about their performance. For the vast majority, this means greater, more regular, and often spontaneous feedback that lets people know their work is important and their contribution to our overall mission is meaningful. At present, tenured teachers report they receive too little official feedback. We also need to look at ways to use the employee feedback process to align work around the activities we believe are most important in our improvement.

It is not enough, however, for us to give people appropriate feedback, nor is it enough to attract and hire the best people. We also need to enhance the professional development opportunities for our staff. While our district is a leader in its innovation and focus on people, staff development was identified by survey results as a place we can make improvements. Further, virtually every initiative in our plan to improve instruction will require giving teachers and others who work with students more capacity to meet the individual needs of our students. Schools are learning communities. All of our staff members are learners, too.

B Staff Recruitment and Development

Goal to Support the District Vision

Create an exceptional teaching environment by recruiting, developing and retaining the most talented staff

Strategic Initiatives

B1

Improve District's ability to attract and recruit staff

B2

Re-examine and enhance staff evaluation system

B3

Enhance professional development

Output Metrics for Evaluation

- Number of applicants by position
- Percent of teachers lost in cross-offers
- Teacher and administrator satisfaction rate (survey)
- Parent/student satisfaction with teachers (survey)

Sub-initiatives	Description	Owner	Input Metrics
B1.1			
Re-examine compensation policy and strategies	<ul style="list-style-type: none"> Ensure PAUSD salary is competitive with comparable Districts 	Assistant Superintendent, Human Resources; CBO	<ul style="list-style-type: none"> PAUSD salary level vs. comparable Districts
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	<ul style="list-style-type: none"> Create an online system that allows: <ul style="list-style-type: none"> District to receive application packets online Administrators to have secure access to application Examine efficacy of recruitment practices and identify untapped resources Examine hiring timeline relative to competing Districts Examine hiring standards and interview questions 	Assistant Superintendent, Human Resources; Director, Technology	<ul style="list-style-type: none"> Progress in online application system Number of applicants (overall by source, subject, position, etc.)
B1.3			
Improve process timeline between interview and contract	<ul style="list-style-type: none"> Gather input from candidates on how to improve process Create systems and procedures to allow shorter timeline <ul style="list-style-type: none"> Electronic form for certification of request Create more efficient timeline for notifying District of plans for upcoming school year (e.g., leave of absence) Increase communication with applicants in this period 	Assistant Superintendent, Human Resources	<ul style="list-style-type: none"> Number of focus groups/interviews conducted Progress in changes in process

B2 Re-examine and Enhance Staff Evaluation System

Sub-initiatives	Description	Owner	Input Metrics
B2.1 Review criteria to make tenure decisions and ensure consistent approach	<ul style="list-style-type: none"> Review criteria for making tenure decisions Ensure Instructional Supervisors and administrators use consistent metrics for assessment 	Assistant Superintendent, Human Resources	<ul style="list-style-type: none"> Progress in creating processes to ensure consistency
B2.2 Tie evaluations to strategic initiatives	<ul style="list-style-type: none"> Examine existing evaluation standards to tie to strategic initiatives 		<ul style="list-style-type: none"> Progress in creating processes to ensure consistency
B2.3 Enhance performance reviews and feedback for tenured teachers	<ul style="list-style-type: none"> Clarify expectations for supervising tenured staff Explore more uniform and effective approaches to providing meaningful performance reviews and feedback 		<ul style="list-style-type: none"> Progress in improving evaluations for tenured teachers % of teachers that found evaluation meaningful (survey)
B2.4 Create opportunities to express appreciation of staff performance	<ul style="list-style-type: none"> Create ways to celebrate and appreciate exceptional teachers, administrators, staff (e.g., web-site feature, "praise an employee" box) 		<ul style="list-style-type: none"> Progress in creating ways to show appreciation

B3 Enhance Professional Development

Sub-initiatives	Description	Owner	Input Metrics
B3.1	Assure regular time and support for staff to engage in professional development	Assistant Superintendent, Human Resources	<ul style="list-style-type: none"> Assessment of time provided within the work day, work week, and work year
B3.2	Examine approach to delivery of professional development programs	Assistant Superintendent, Admin Services; Director, Elementary Ed; Director, Secondary Ed	<ul style="list-style-type: none"> Increased level of effective practice sharing (survey)
B3.3	Develop coherent professional development content that supports the strategic initiatives <ul style="list-style-type: none"> Address curricular system and instructional practices Enhance skills for differentiated instruction Develop strategies for appropriate academic skills and personal habits of mind Provide training on methods for teaching students with identified needs Increase achievement and expectations for underrepresented minority students 		<ul style="list-style-type: none"> % of teachers that have attended professional development % of teachers that found professional development meaningful (survey)
B3.4	Build professional learning in all work environments <ul style="list-style-type: none"> Create incentives and systems to promote meaningful professional development Create incentives and systems to promote coaching and mentoring among teachers Consider building District policy/system that involves staff more in designing and presenting professional development programs Create better working definitions of "professional development activity" and enhance systems for delivering it 	Superintendent	<ul style="list-style-type: none"> Hours teachers spend on professional growth Progress in written policies/procedures on training standards



Section C: Budget Trends and Infrastructure

Appropriate resources – both the facilities in which our work takes place and the financial resources available for this work--determine how well we can perform our duties. At present, PAUSD faces enormous challenges in both areas. Our students deserve facilities worthy of their promise and talent, but our current infrastructure is barely adequate to meet the present enrollment of our district and will not be able to serve our looming enrollment growth. At the same time, a slowing economy, combined with increased costs to educate students, requires us to use our financial resources prudently and more effectively. How we address these infrastructure and financial challenges will have great bearing on our ability to address our staff and student goals.

PAUSD has an impressive record as a trendsetter in reporting financial information and managing this information within the organization. Given the challenges we anticipate, our ability to do this work well will help determine the effort we can exert in sections A and B that were previously outlined. For this reason, the managing of our fiscal resources was identified as the first, and most important, sub-initiative associated with this section.

It is also crucial that we maximize revenues from state, local, and other governmental sources. As this strategic plan goes to press, the Board of Education of the Palo Alto Unified School District has placed a bond measure on the ballot for consideration by local voters. In addition, in 2010 the district must make a decision regarding its needs as it relates to the parcel tax that will be expiring. A successful bond election in June will make the district eligible for matching funds from the state's school bond propositions. Palo Alto Unified School District's students deserve their share of this state resource, and we must make sure we maximize funding in this area.

Finally, parents and other community members have a long history of stepping up to provide financial support and resources to our schools. We believe this is a sign of the confidence they have in our work and the value they place on education. A stronger partnership depends upon the alignment of our goals with the interests of our potential donors and the larger community. More support for the efforts of Partners in Education, PTA groups, and other community and school organizations is increasingly important in these tough financial times.

C Budget Trends and Infrastructure

Goal to Support the District Vision

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

Strategic Initiatives

C1

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

C2

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

C3

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

Output Metrics for Evaluation

- Amount of funding raised
- Donations (amount of contributions and number of contributors)
- Partners in Education (PiE), PTA, and other parent sources
- State matching funds for construction
- Spend/budget comparison with other districts
- Survey results regarding community satisfaction with use of funds
- Number of facility projects completed on time and on budget
- Satisfaction with process and outcome of facility changes (survey of parents, teachers, administrators, students, and external stakeholders)

Ensure Financial Stability and Growth through Effective Stewardship of Financial Assets, Community Funding Sources, and Dynamic Activities to Improve District Resources

Sub-initiatives	Description	Owner	Input Metrics
C1.1			
Effectively manage fiscal resources in compliance with internal and external accountability requirements and deliver the highest quality financial services to all stakeholders	<ul style="list-style-type: none"> Ensure reports filed to federal and state agencies are accurate and on time Continue to receive audit reports that show no material weaknesses or required adjustments Create a service culture to serve internal and external stakeholders 	CBO; Manager, Fiscal Services; Board	<ul style="list-style-type: none"> Percentage of reports on time and requiring no adjustment Satisfaction of internal customers and external stakeholders (as measured by survey)
C1.2			
Maximize revenue from state, local, and other governmental sources	<ul style="list-style-type: none"> Complete high quality needs analysis for the 2010 parcel tax Financially structure parcel tax and seek approval by voters Apply for state matching funds for construction Assist instructional staff in successful efforts to seek federal and state funding 	CBO; Manager, Fiscal Services; Ed Services staff	<ul style="list-style-type: none"> Progress in preparation for 2010 parcel tax Characteristics of parcel tax renewal Approved state matching funds applications Number of federal and state funding applications from instructional staff with District support
C1.3			
Support the efforts of Partners in Education, PTA, other community groups, and individual donors to augment existing District resources	<ul style="list-style-type: none"> Support PiE in its efforts to increase fundraising and ensure alignment with District strategic plan Provide support to District staff as they seek donations from foundations and individuals Support PTA and other fundraising groups Ensure funds are spent according to initiatives 	CBO; Manager, Fiscal Services; Superintendent	<ul style="list-style-type: none"> Level of support provided to each group and rate of satisfaction with the support (as measured by survey)

Construct Facilities that Address Enrollment Growth and are Worthy of the Promise and Talent of our Students

Sub-initiatives	Description	Owner	Input Metrics
C2.1 Construct improvements to campuses that support and enhance the current and future needs educational program needs of the District	<ul style="list-style-type: none"> Develop educational specifications that support academic excellence and learning Identify campus modifications needed to meet those specifications Develop a master plan with timeline to address those improvements 	CBO; Manager, Fiscal Services	<ul style="list-style-type: none"> Progress in development of master plan
C2.2 Construct improvements completed on time and consistent with the enrollment growth of the district	<ul style="list-style-type: none"> Continuously monitor enrollment growth in the District Develop and continuously update project timelines so that facilities are built in an efficient manner that meets District needs Bring in projects on time, consistent with enrollment requirements and instructional needs 		<ul style="list-style-type: none"> Progress in development of project plan Number of projects completed within the allowed time
C2.3 Construct improvements that are on budget, cost-effective, and environmentally sustainable	<ul style="list-style-type: none"> Continuously update budget to reflect timing and availability of resources from bond funding and other capital sources Revise budgets as needed to reflect changes in market conditions, specifications, and issues Seek state funding, local funding, and other available facilities revenue to augment available funds Design building systems that save energy and reduce the cost of ownership to the District and the environment 		<ul style="list-style-type: none"> Number of projects completed within budget Reduction in energy cost and impact on environment

Develop Short-term and Long-term Plans to Address Non-construction Issues Associated with Enrollment

Sub-initiatives	Description	Owner	Input Metrics
C3.1	Examine District capacity and programs needed to deliver academic excellence	Assistant Superintendent, Administrative Services	Progress in development of plan
	<ul style="list-style-type: none"> Allocate bond money in line with District priorities Examine the uses of the Garland site as a potential 13th elementary school, swing space for elementary construction efforts, or as a space for secondary growth Examine swing space and portable use across the District 		
C3.2	Examine and adjust K-12 PAUSD school boundaries to match available facilities to our growing student population	Assistant Superintendent, Administrative Services;	Progress in obtaining demographer information
	<ul style="list-style-type: none"> In 2008-2009, make recommendations to the Board regarding use of newly available facilities and classrooms 		



Section D: Governance and Communication

Throughout Palo Alto Unified School District's strategic planning process, there has been a collective understanding that the trust and confidence of our community is vital for our success. We need to create a focused, transparent governance process that is a model of informed communication and decision-making at the district office level. The example we set in these areas redounds in schools, departments, and in the everyday interactions concerning education in our community. We need to do this well.

To that end, the Superintendent and Board of Education have identified three governance and communication initiatives in the strategic plan. First, we need to make sure that we keep our focus on our most critical District aspirations while also fostering an environment of innovation. In practical terms, this means that in our constant work to become better, we must strike a balance between creative innovation and steady adherence to key themes in our plan.

Second, our community places a high value on transparency and communication. Often, the openness and quality of our decision-making process is as important as the end result. As we address vexing issues in the years to come, we will need to ensure our decision-making processes reflect our values. We must also take rigorous steps to measure and monitor our success.

Finally, the district leadership is accountable for the success of this strategic plan. This involves regularly updating both Board and community. Ultimately, the success of the strategic plan will be determined by how well our staff and students do. We have no magic bullets. While we expect success in the next few years, any healthy organization must accept the possibility of some failures from time to time. Either outcome can bring wisdom and growth, as long as we are prepared to talk clearly and honestly together.

These last qualities--which can be summarized as "trustworthiness"—are addressed in all three of the governance and communication sub-initiatives. Our District leadership is ready and eager to take on this challenge. We are committed to a strong working culture in which each staff member works to the fullest for each student, every day, across the entire school district.

Goal to Support the District Vision

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

Strategic Initiatives

D1

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

D2

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

D3

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

Output Metrics for Evaluation

- Rate of parent, administrator, and teacher satisfaction with District communication (survey)
- Percent of community members supporting ballot(s)

D Governance and Communication

Sub-initiatives	Description	Owner	Input Metrics
D1			
Improve alignment of District leadership (Superintendent and Board) and community's focus on most critical District aspirations while fostering an environment of innovation	<ul style="list-style-type: none"> Build annual work plans addressing and focusing on most pivotal issues 	Superintendent; Board	<ul style="list-style-type: none"> Development of work plans
D2			
Improve District transparency and communication between District leadership (Superintendent and Board) and the community	<ul style="list-style-type: none"> Review data collected in strategic plan process to find ways to enhance communication and transparency Expand access to communications for increasing numbers and diversity of constituents throughout PAUSD Continue to examine and refine protocols 	Superintendent; Board	<ul style="list-style-type: none"> Number of messages received Participation rate of parent/community surveys Parent satisfaction rate with District Office and Board's communication (survey)
D3			
Diligently monitor and report staff and student progress on strategic plan initiatives to gain trust, promote constructive dialogue, and determine success	<ul style="list-style-type: none"> Regularly update Board and community on progress of strategic initiatives 	Superintendent	<ul style="list-style-type: none"> Number of progress reports to public

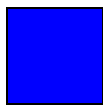


Selected Survey Results and Other Information

A New Metric to Enhance Accountability for Meeting and Exceeding Grade Level Standards

Previous Metric – “Year’s Growth”

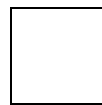
- Percentage of students who maintained their Proficient or Advanced status or gained one level from year 1 to year 2 (Excluding Far Below to Below Basic).



Students making year's progress in grade level curriculum

New Metric – “Year’s Progress in the Grade Level Curriculum”

- Percentage of students who (1) maintain their Proficient or Advanced status, or (2) gain one level or more



Students not meeting year's progress in grade level curriculum

Percentage of students

Year 1 results

Advanced	Blue	Blue	White	White	White
Proficient	Blue	Blue	White	White	White
Basic	Blue	Blue	White	White	White
Below	Blue	Blue	Blue	White	White
Far Below	Blue	Blue	Blue	White	White
	Advanced	Proficient	Basic	Below	Far Below

Year 2 results

Percentage of students

Year 1 results

Advanced	Blue	White	White	White	White
Proficient	Blue	Blue	White	White	White
Basic	Blue	Blue	White	White	White
Below	Blue	Blue	Blue	White	White
Far Below	Blue	Blue	Blue	Blue	White
	Advanced	Proficient	Basic	Below	Far Below

Year 2 results

Key changes

- Students slipping from Advanced to Proficient will not be counted as making a “year’s progress”
- Students making progress from Far Below to Below Basic will be counted as making a “year’s progress”

Implication

- The new metric
 - Encourages maintenance of Advanced status on the CST standards
 - Provides for movement from Far Below to Below Basic
 - Raises accountability regarding student achievement at highest level

Metrics to Align PAUSD “Default” Graduation Guidelines with UC/CSU Entry Requirements and to Monitor Student Progress

■ PAUSD requires less than UC A-G

■ PAUSD requires more than UC A-G

We will work to align default graduation guideline requirements with A-G requirements for UC/CSU entry . . .

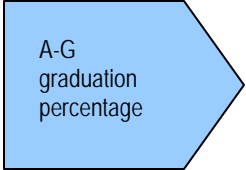

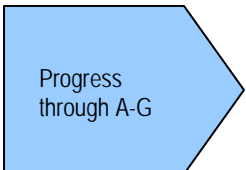

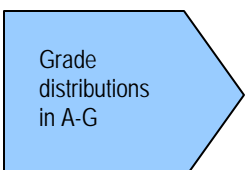


Subject	State of California	Requirements	
		UC/CSU	PAUSD
■ English (B)	3 years	4 years	3½ years
■ Math (C)	2 years	3 years*	2 years
■ History/Social Science (A)	3 years	2 years	4 years
■ Science (D)	2 years	2 years Lab Science**	2 years
■ Foreign language (E) (world languages)	1 year of either	2 years**	---
Visual and Performing Arts (F)		1 yearlong course	1 year
■ P.E.	2 years		2 years
■ College Prep Electives (G)		1 year	---
■ Living Skills			½ year
■ Career/Voc Ed			1 year

*UC: 4 years recommended

**UC: 3 years recommended

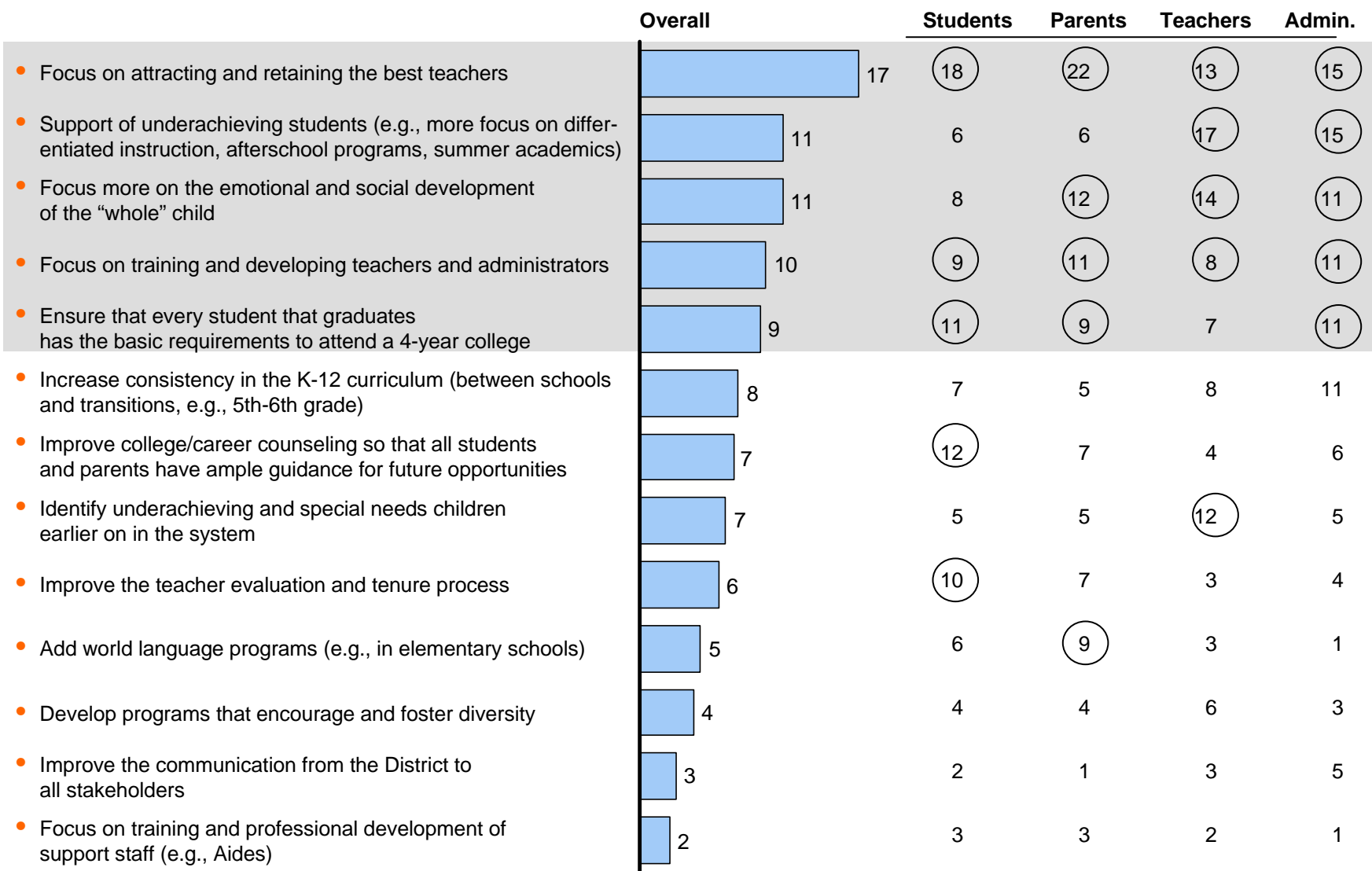
Source: CA Dept. of Education; PAUSD Data

. . . and track student progress with 3 metrics

	Description
	 Percentage of PAUSD graduates completing A-G requirements
	 Percentage of students in each high school grade making adequate progress through A-G (e.g., ~40-50 units each year)
	 Continuous distribution of grades across A-G  Percentage of students with below 'C' letter grades

STAKEHOLDERS AGREE ON MANY TOP PRIORITIES FOR THE DISTRICT

Percentage of points allocated to each priority*



* Points assessed as follows 1 = 5 points, 2 = 4 points, etc. Overage is the average percentage of points across stakeholder groups

Source: PAUSD Strategic Plan Survey (as of 4/7/2008)



STAKEHOLDER VIEWS ON CHALLENGING AND PREPARING STUDENTS

 Agree

Percent that agree or strongly agree

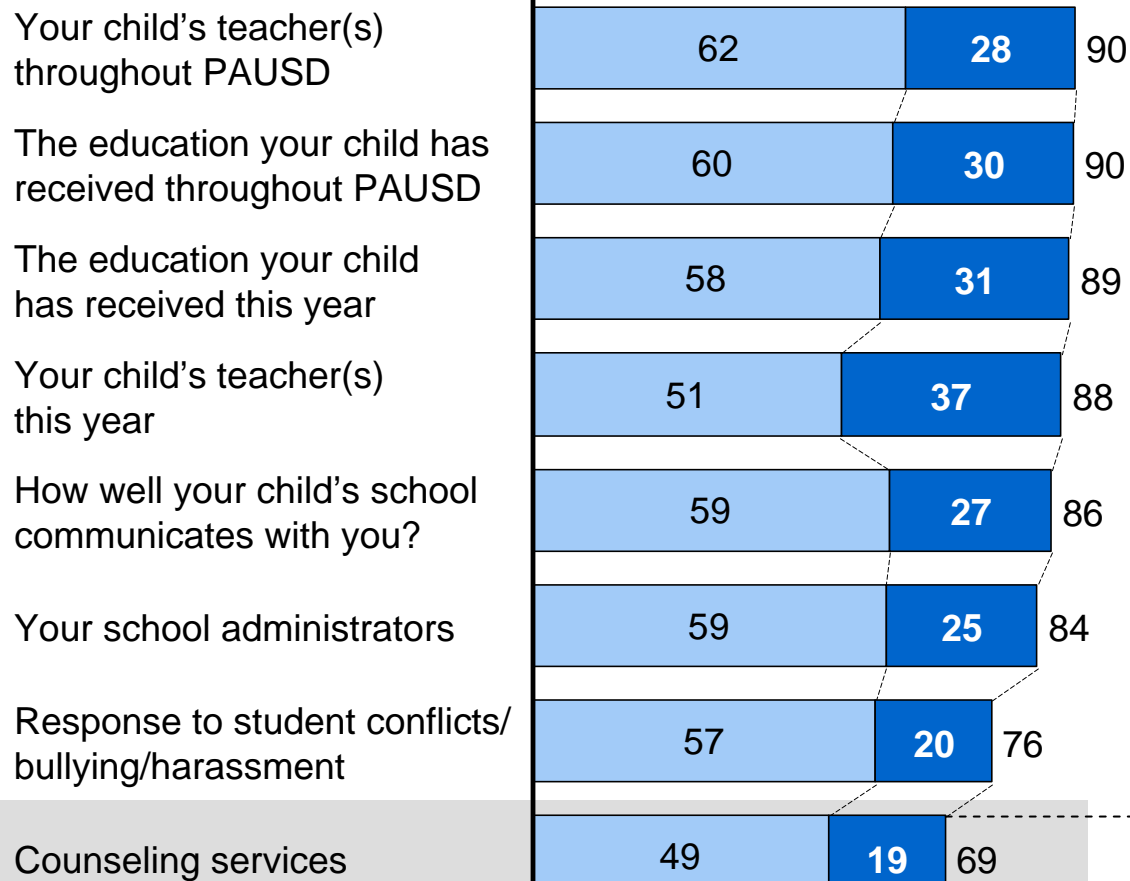
	Average	Parent responses	Student responses	Teacher responses	Admin responses
• Students are challenged to excel academically	94	86	94	99	97
• Students are well-prepared for college	92	86	84	97	100
• Parents provide the necessary support students need to succeed in college/work	90	92	n/a	86	93
• Students are academically well-prepared for the elementary to middle school transition (5th grade to 6th grade)	90	86	n/a	91	94
• Teachers provide the necessary support students need to succeed in college/work	90	78	n/a	97	97
• A wide variety of programs are offered to students to choose from during the school day	88	83	84	91	97
• Students are challenged to build their social skills (e.g., leadership, teamwork, communication)	86	82	75	92	97
• Students are socially/ emotionally well-prepared for the elementary to middle school transition (5th grade to 6th grade)	82	81	n/a	80	86
• Students are academically well-prepared for middle to high school transition (8th grade to 9th grade)	80	73	75	80	93
• Students are socially/emotionally well-prepared for middle to high school transition (8th grade to 9th grade)	79	78	75	73	90
• Underperforming students are proactively identified and supported from early ages	68	63	n/a	71	70
• Students receive effective college counselling	65	51	57	79	74
• Students receive effective counselling on career, post high school or college	61	44	60	67	64
• Underperforming students are well-supported to improve academically	59	59	56	64	63
• Students are being well-prepared to excel in the global economy	55	60	62	79	18

PARENTS ARE LESS SATISFIED WITH COUNSELING SERVICES

 Satisfied
 Very satisfied

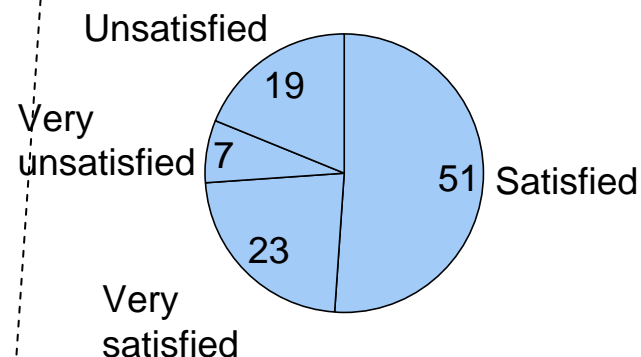
How satisfied are you with the following?

Percent of responses

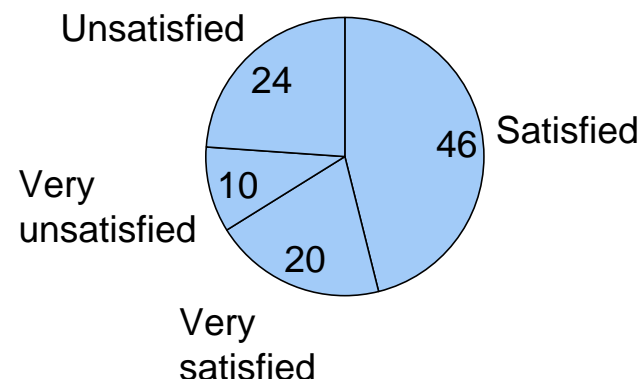


Counselor availability

Percent



Quality of guidance counselors

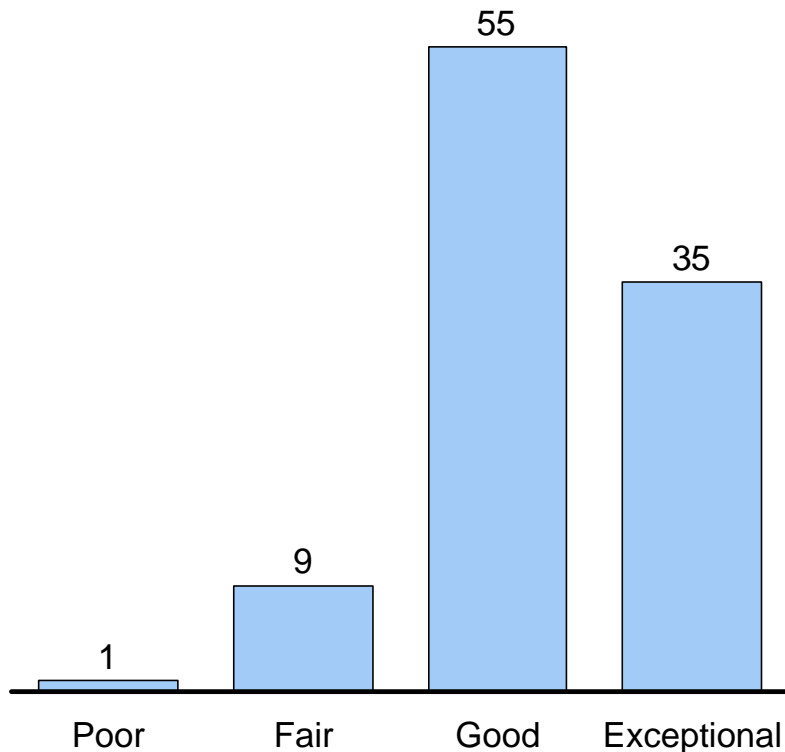


PARENTS AND TEACHERS ARE SATISFIED WITH THE QUALITY OF TEACHERS IN PAUSD, BUT SUGGEST ROOM FOR GROWTH

Percent of responses

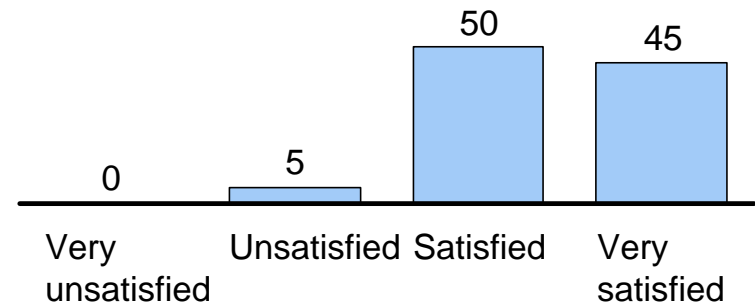
Roughly 90% of parents believe PAUSD's teachers are good or exceptional

How high is the quality of teachers in PAUSD?



Teachers are also satisfied with the teachers PAUSD attracts

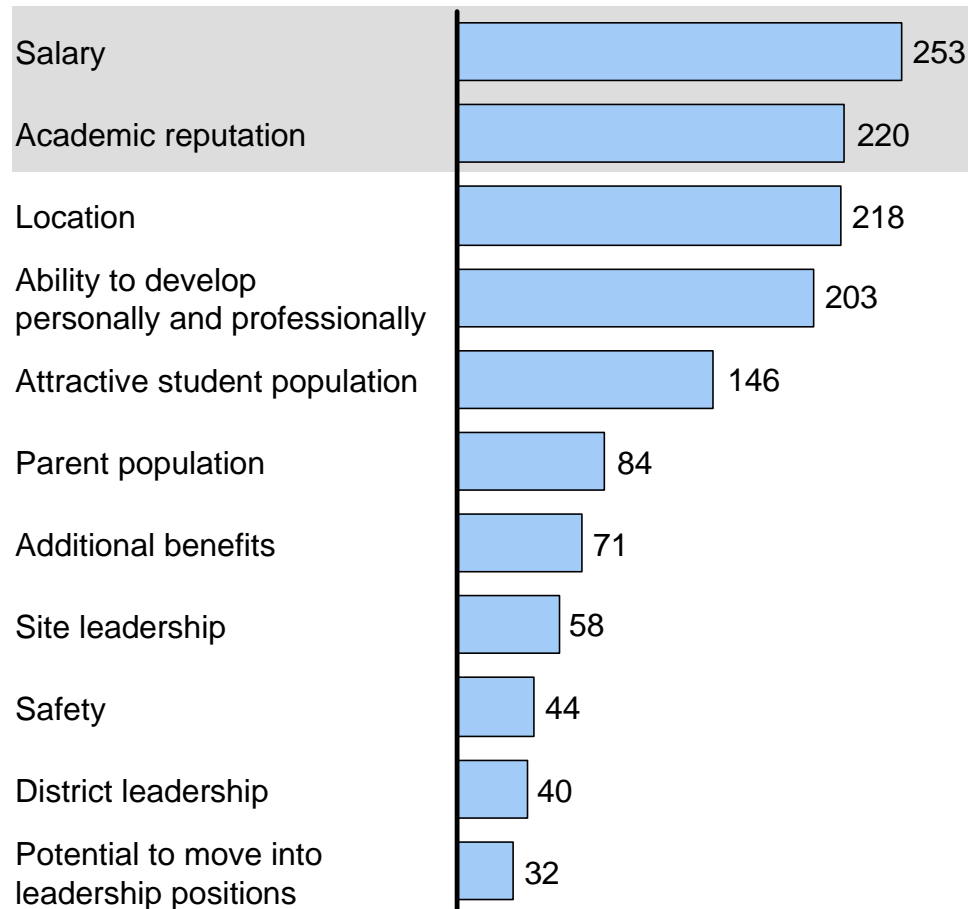
How satisfied are you with PAUSD in attracting teacher talent?



TEACHERS RANK SALARY AND ACADEMIC REPUTATION AS THE PRIMARY REASONS FOR JOINING PAUSD

Please rate the top 5 reasons for seeking employment in PAUSD

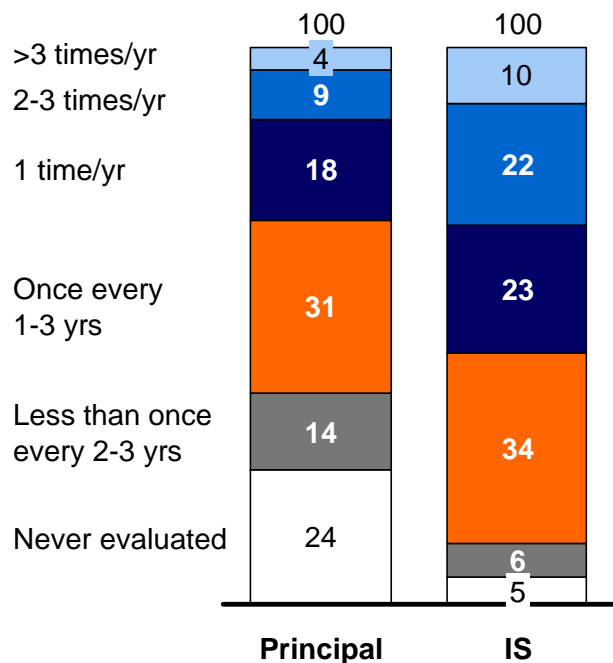
Number of #1 or #2 rankings



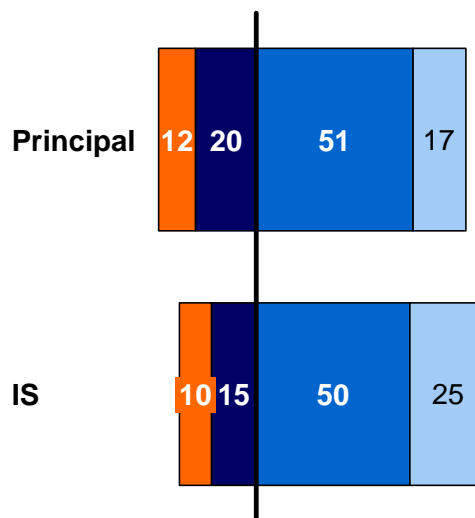
PERFORMANCE MANAGEMENT MAY NEED TO BE MORE CONSISTENT AND CAN BE MORE EFFECTIVE

Percent of responses

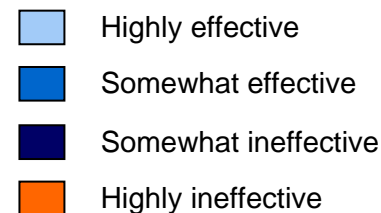
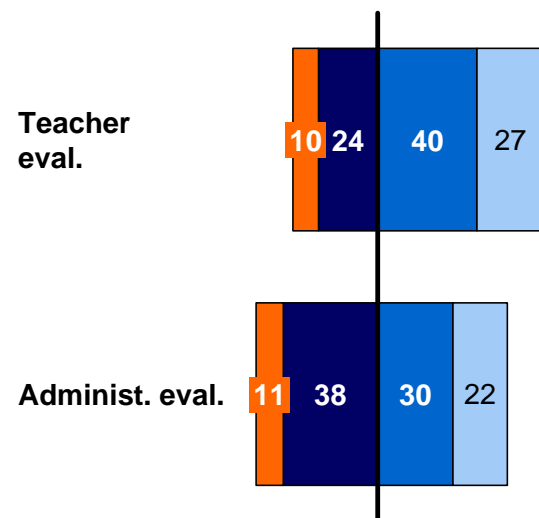
How often do you get a formal evaluation from the following people?



How personally valuable is the current evaluation process in helping you become a better teacher?



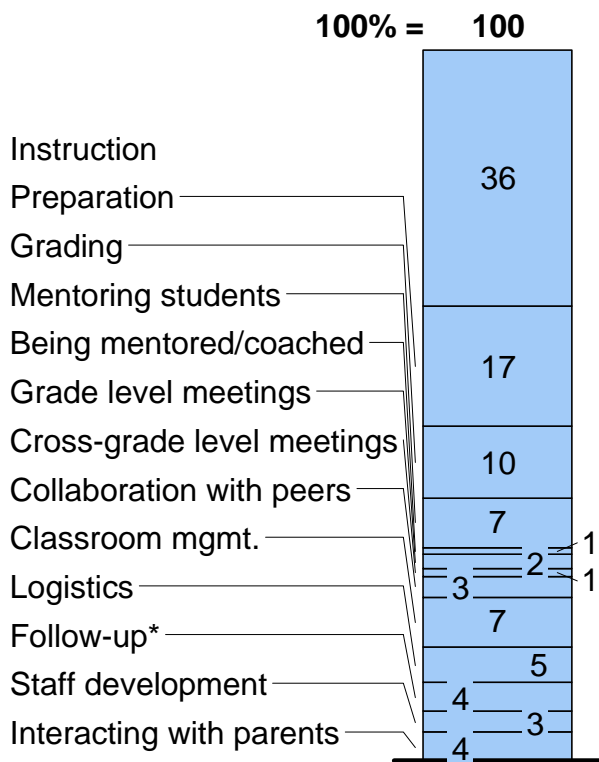
How effective is the current evaluation process in identifying teachers or administrators that need additional training or support?



TEACHERS WOULD LIKE TO SPEND MORE TIME ON PROFESSIONAL DEVELOPMENT AND BEST PRACTICE SHARING WITH THEIR PEERS

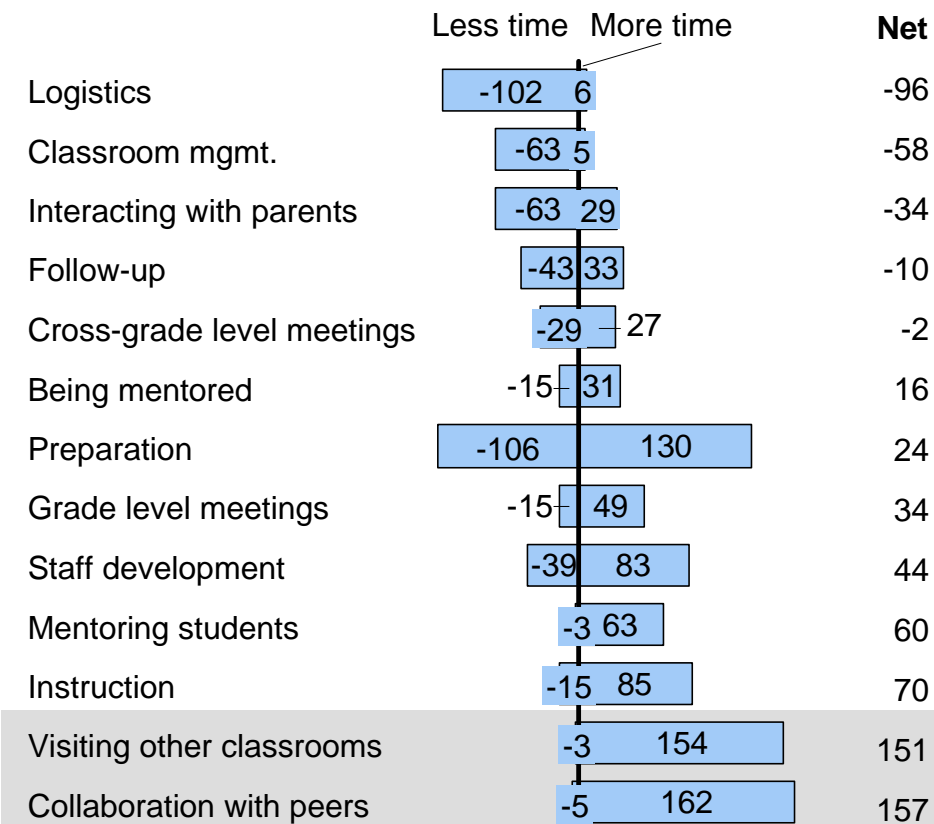
How teachers spend their time

Percent of hours worked per week



How teachers would change their schedule

Number of respondents ranking activity in the top 3 for deserving more/less time

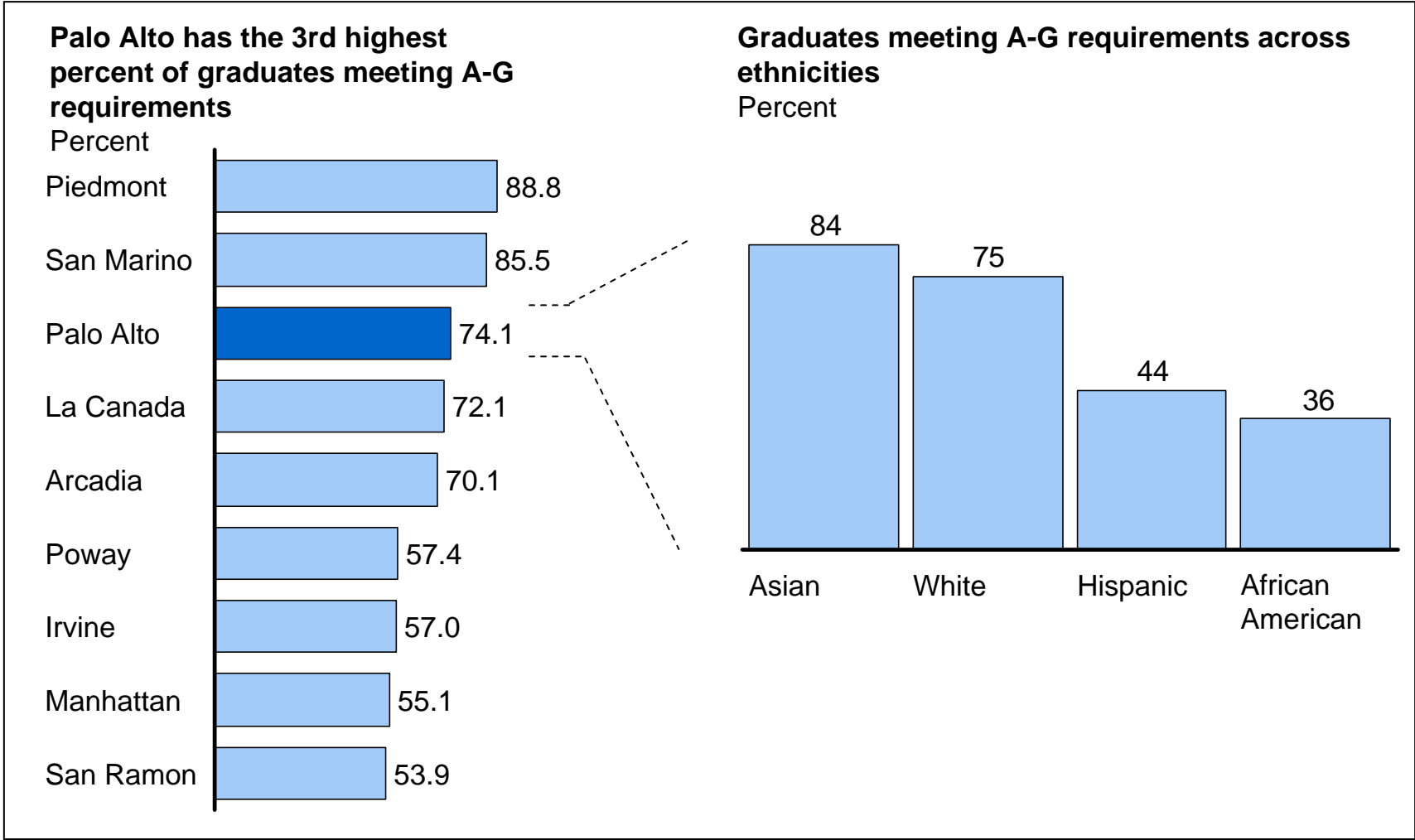


* Includes following up with counsellors, other teachers, discipline referrals



Source: PAUSD Strategic Plan Survey (as of 4/7/2008)

PERCENTAGE OF PAUSD GRADUATES MEETING UC/CSU ENTRY REQUIREMENTS BY ETHNICITY

The proportion of PAUSD students that graduate with A-G requirements



ALIGNMENT OF COLLEGE AND A-G REQUIREMENTS FOR CALIFORNIA SCHOOLS, PAUSD, AND SAN MATEO

 PAUSD requires less than A-G
 PAUSD requires more than A-G

Subject	State of California	UC A-G	CSU A-G	PAUSD	San Mateo
English	3 years	4 years	4 years	3½ years	4 years
Math	2 years	3 years (4 years recommended)	3 years	2 years	3 years
History/Social Science	3 years	2 years	2 years	4 years	3 years
Science	2 years	2 years Lab Science (3 recommended)	2 years Lab Science	2 years	2 years with 1 year by grade 10
Foreign language (world languages)	1 year of either	2 years (3 recommended)	2 years	—	1 year by the end of 10th grade
Visual and Performing Arts		1 yearlong course	1 yearlong course	1 year	1 year
P.E.	2 years			2 years	2 years (1 in 9th grade, 1 in 10th or 11th)
College Prep Electives		1 year	1 year		“Selectives”
Living Skills				½ year	
Career/Voc Ed				1 year	
Total credits				210	220

PAUSD HAS FEWER COUNSELORS THAN BENCHMARKED DISTRICTS

One-on-one interviews and focus groups suggest more counseling may be needed . . .

My daughter has a great relationship with her counselor . . . the problem is that counselors don't proactively reach out

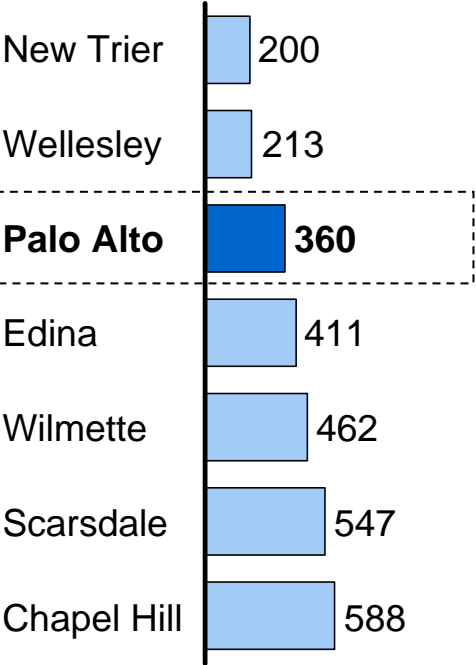
Kids get counseling if they have parents that demand it

As a parent, it seems that counselors are focus only on the kids going to ivy league schools

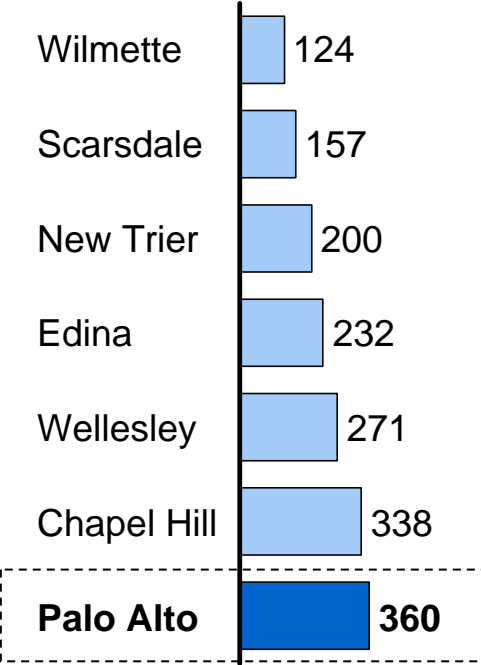
. . . and PAUSD has fewer counselors per student at the high school level than other top districts

Middle and high school student-counselor (X:1) ratios

Middle School



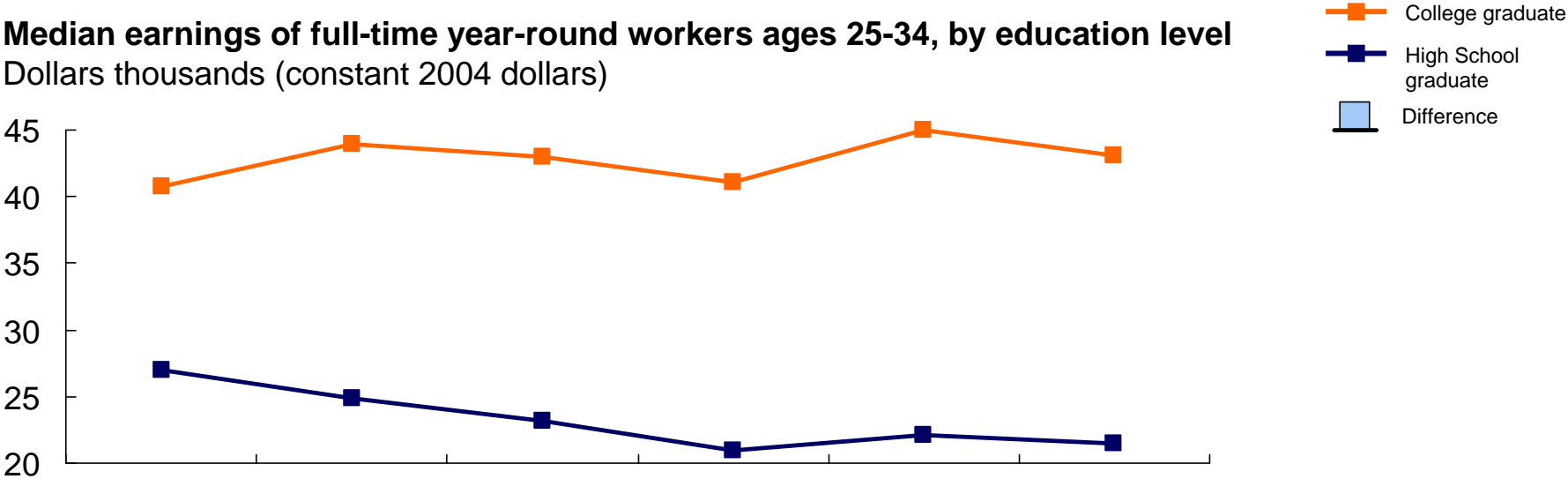
High School



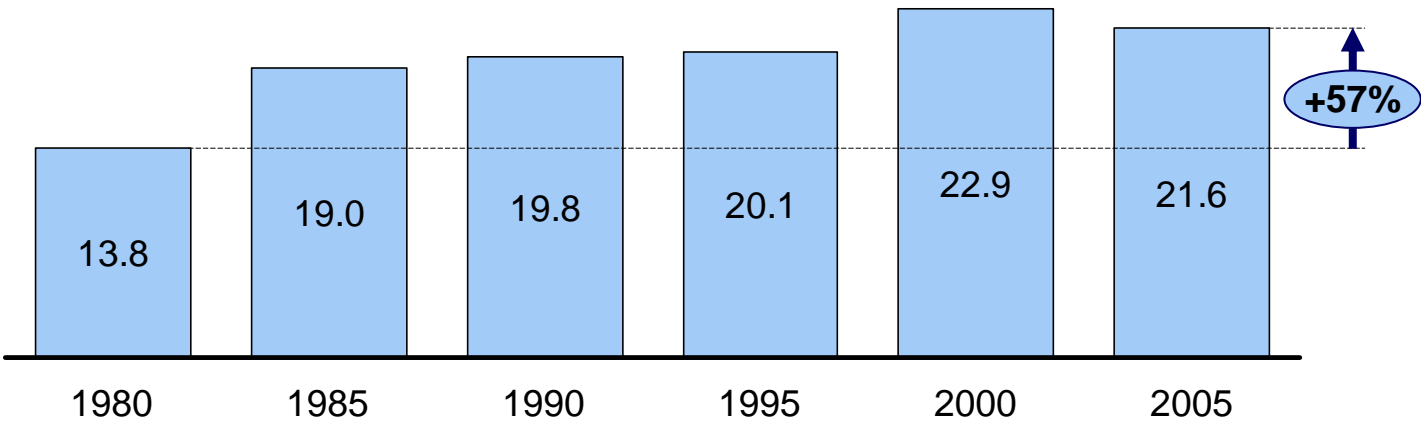
* Scarsdale counselors spend half their time on administrative duties. For 2006-07, a new assistant principal allows counselors to devote all their time counseling, resulting in a student-counselor ratio of 278:1

THE INCOME DIFFERENTIAL OF HIGH SCHOOL AND COLLEGE GRADUATES INCREASED 57% BETWEEN 1980 AND 2005

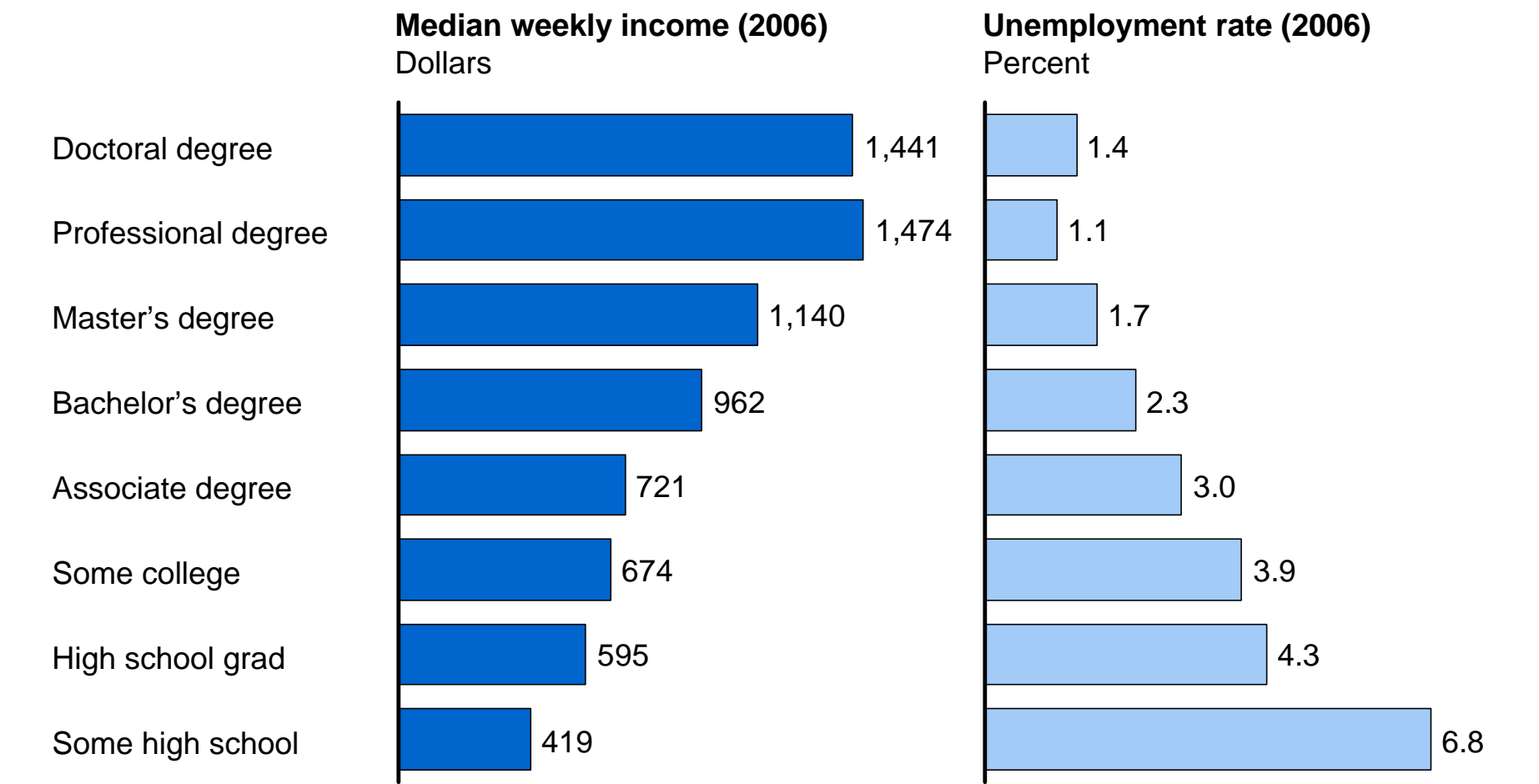
Median earnings of full-time year-round workers ages 25-34, by education level
Dollars thousands (constant 2004 dollars)



Difference meaning
Dollars thousands (constant 2004 dollars)



UNEMPLOYMENT AND MEDIAN INCOME BY LEVEL OF EDUCATIONAL ATTAINMENT

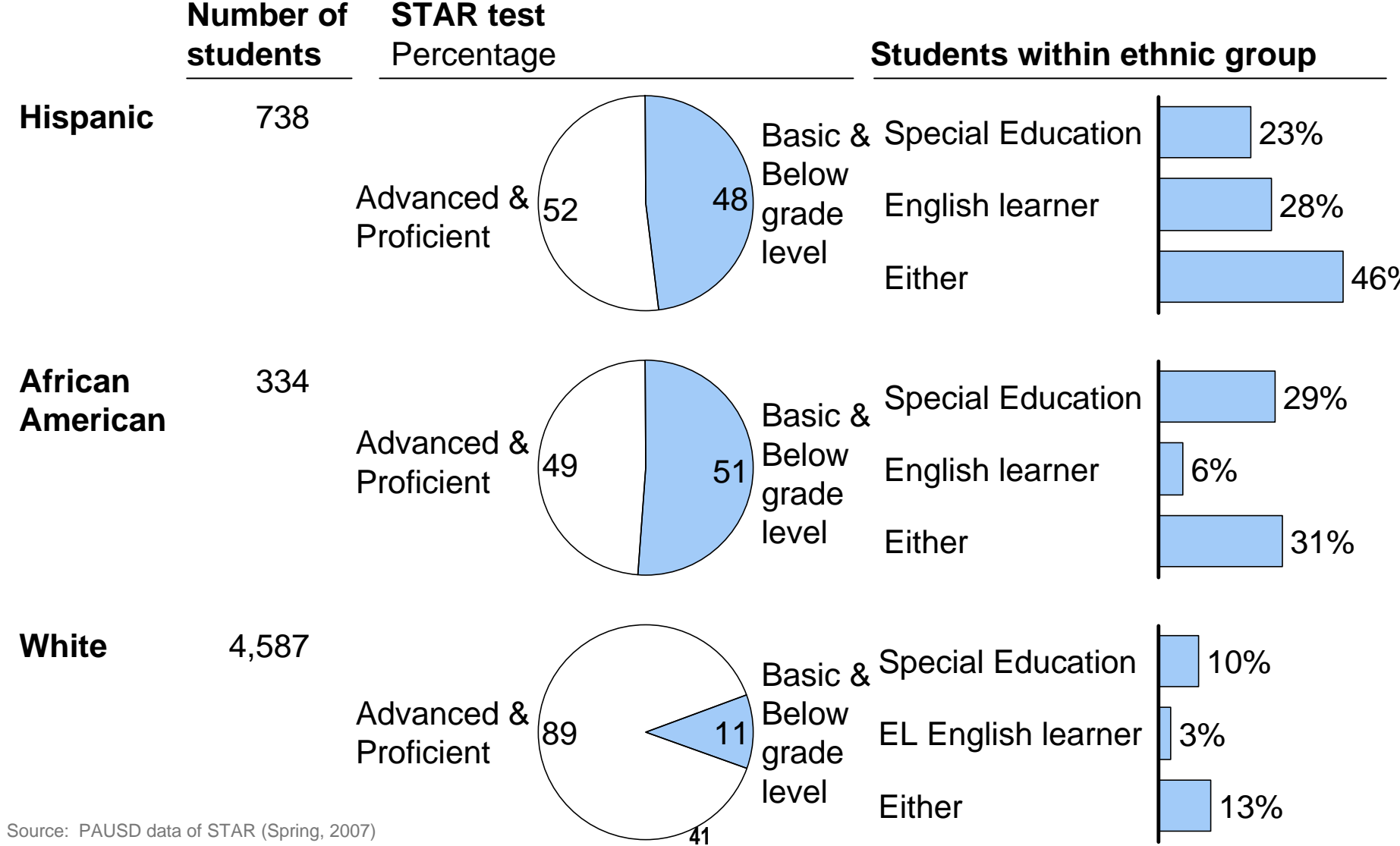


WHILE PAUSD HAS THE 4TH HIGHEST API IN CALIFORNIA, IT HAS THE LARGEST ACHIEVEMENT GAP FOR TOP SCHOOLS

Overall API rank	1	2	3	4	5	6	7	8	9	10
School	San Marino	Piedmont	La Canada	Palo Alto	Manhattan	Palos Verdes	Arcadia	San Ramon	Irvine	Poway
Average API	938	916	915	912	901	899	895	894	888	864
White Non-Hispanic API	924	917	913	928	904	893	854	891	876	871
Average African American and Hispanic APIs	834	NA	833	734	834	838	778	813	770	774
Achievement gap	90	NA	80	194	70	56	76	78	107	97

MANY STUDENTS, ESPECIALLY UNDERREPRESENTED MINORITIES, HAVE ADDITIONAL CHALLENGES IN CLOSING THE ACHIEVEMENT GAP

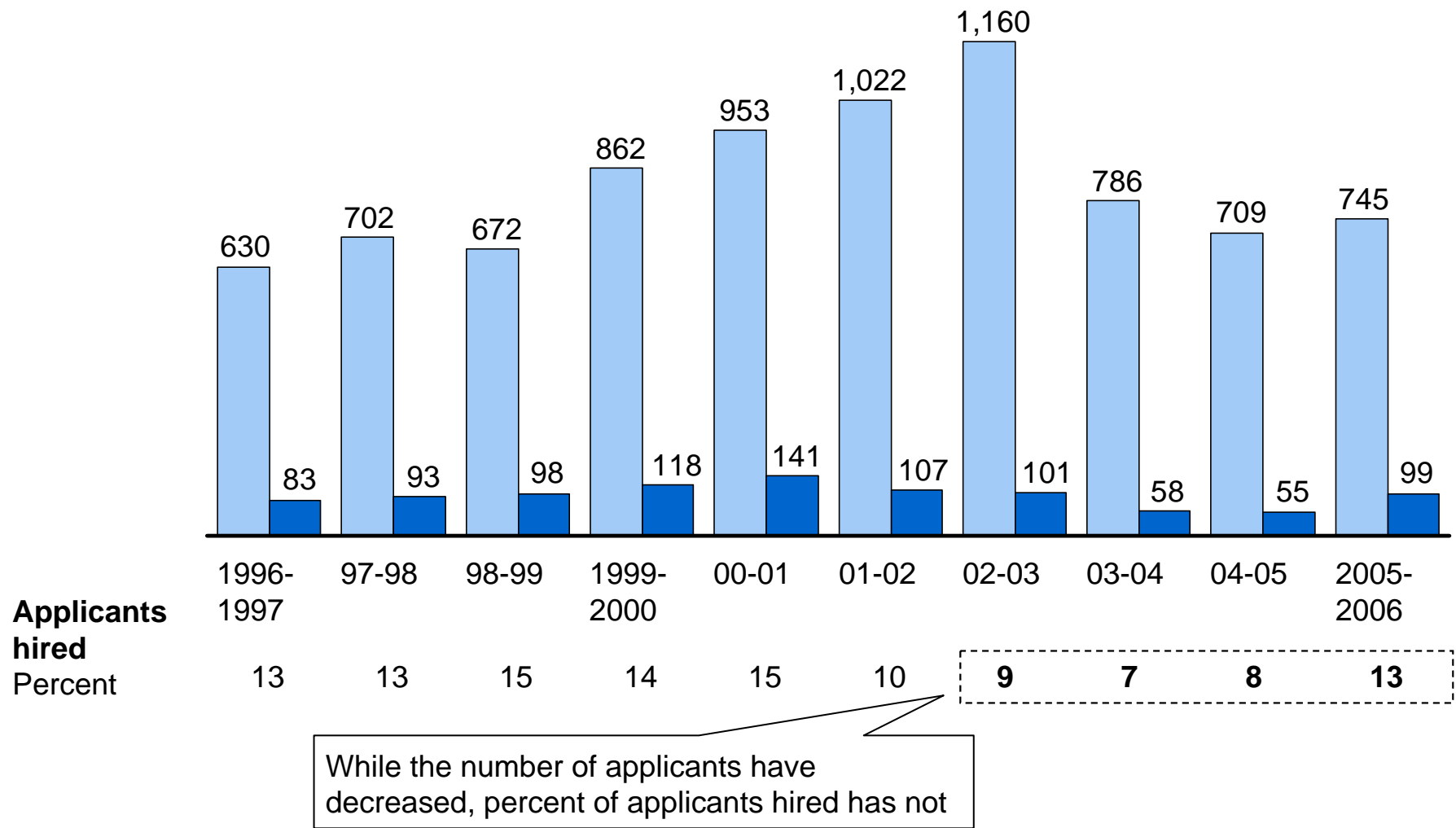
Grades 2-11



NUMBER OF APPLICANTS FOR TEACHING POSITIONS DROPPED IN 2003-04, BUT PERCENT OF APPLICANTS HIRED HAS REMAINED FLAT

Teaching applications received

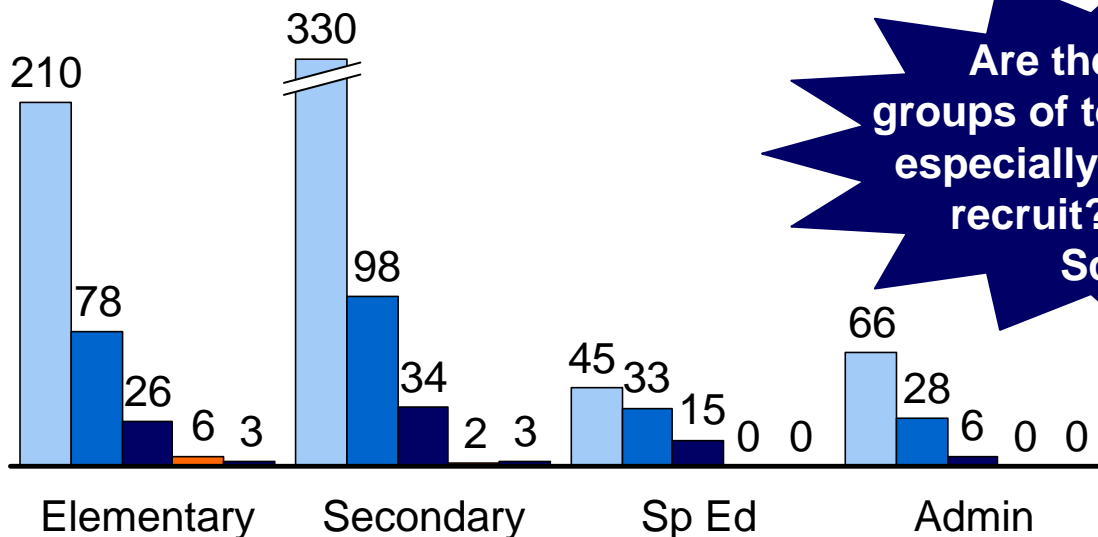
Teachers hired



30-50% OF APPLICANTS ARE INTERVIEWED AND 10-30% ARE HIRED DEPENDING ON ROLE



Number of teachers/administrators in 'hiring funnel'



Are there specific groups of teachers that are especially challenging to recruit? (e.g., Math, Science)

Percent interviewed

37 30 73 42

Percent hired

12 10 29 9

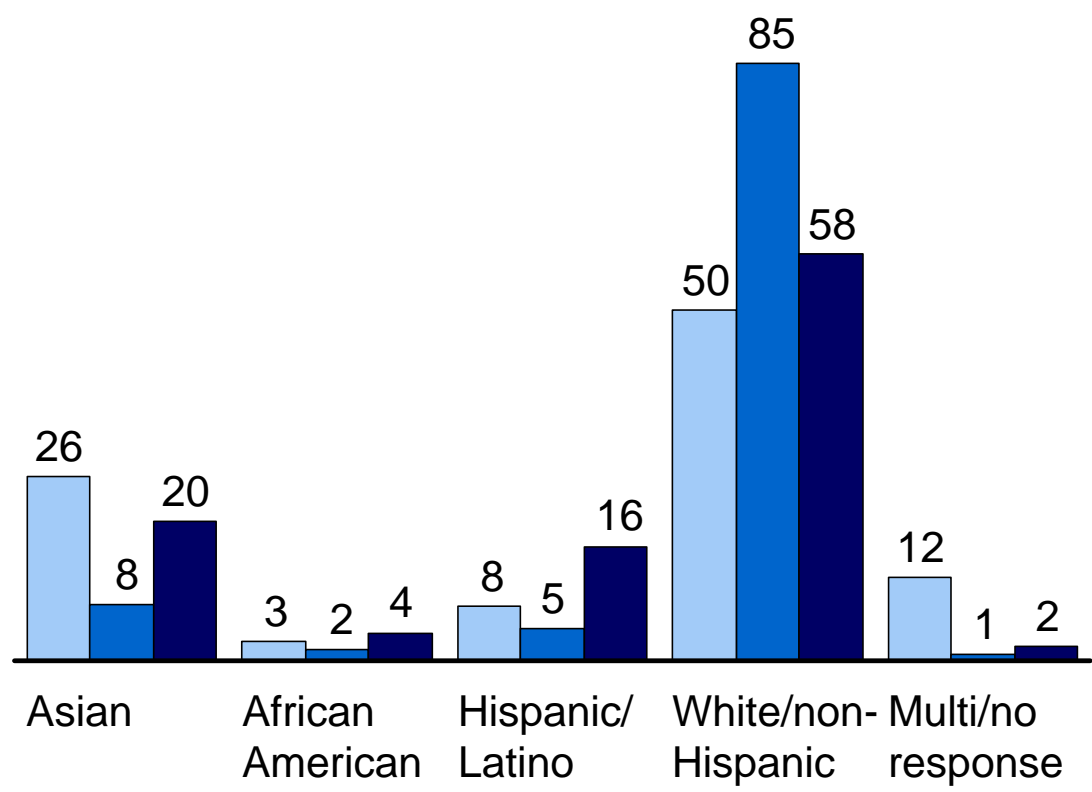
Percent declined offer

12 9 0 0

ETHNICITIES OF DISTRICT HIRES, 2007-08

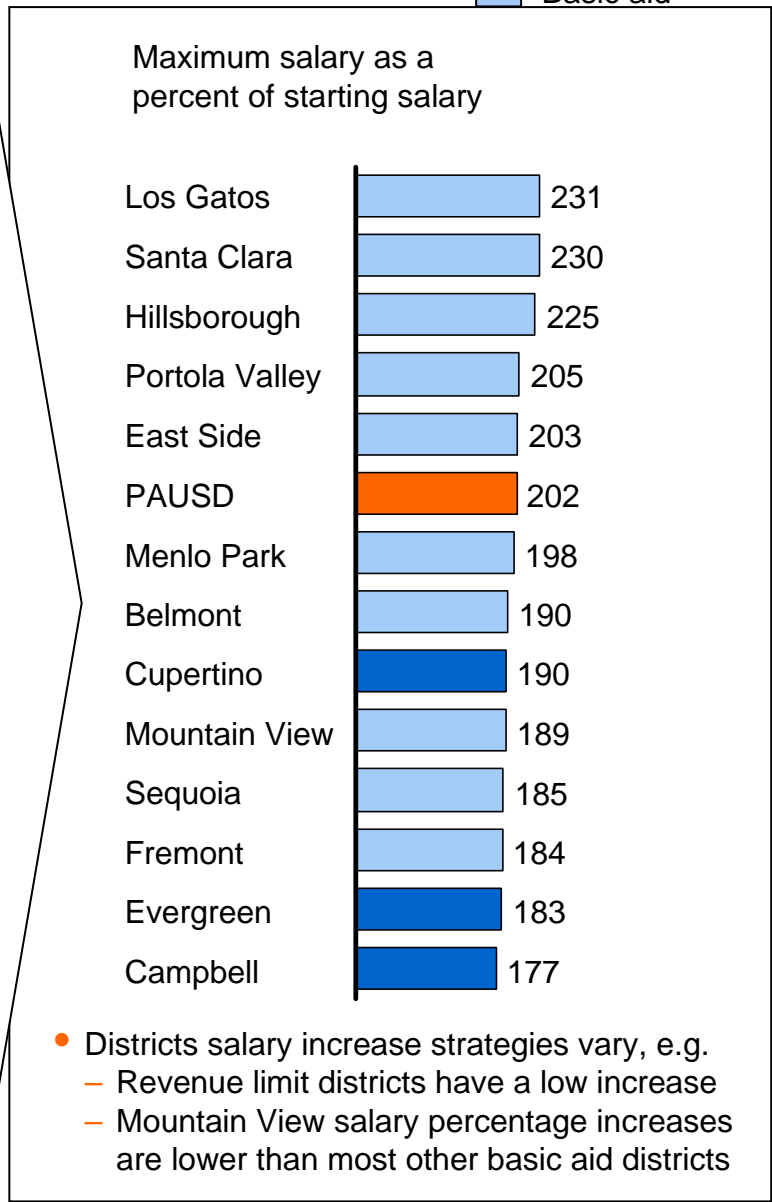
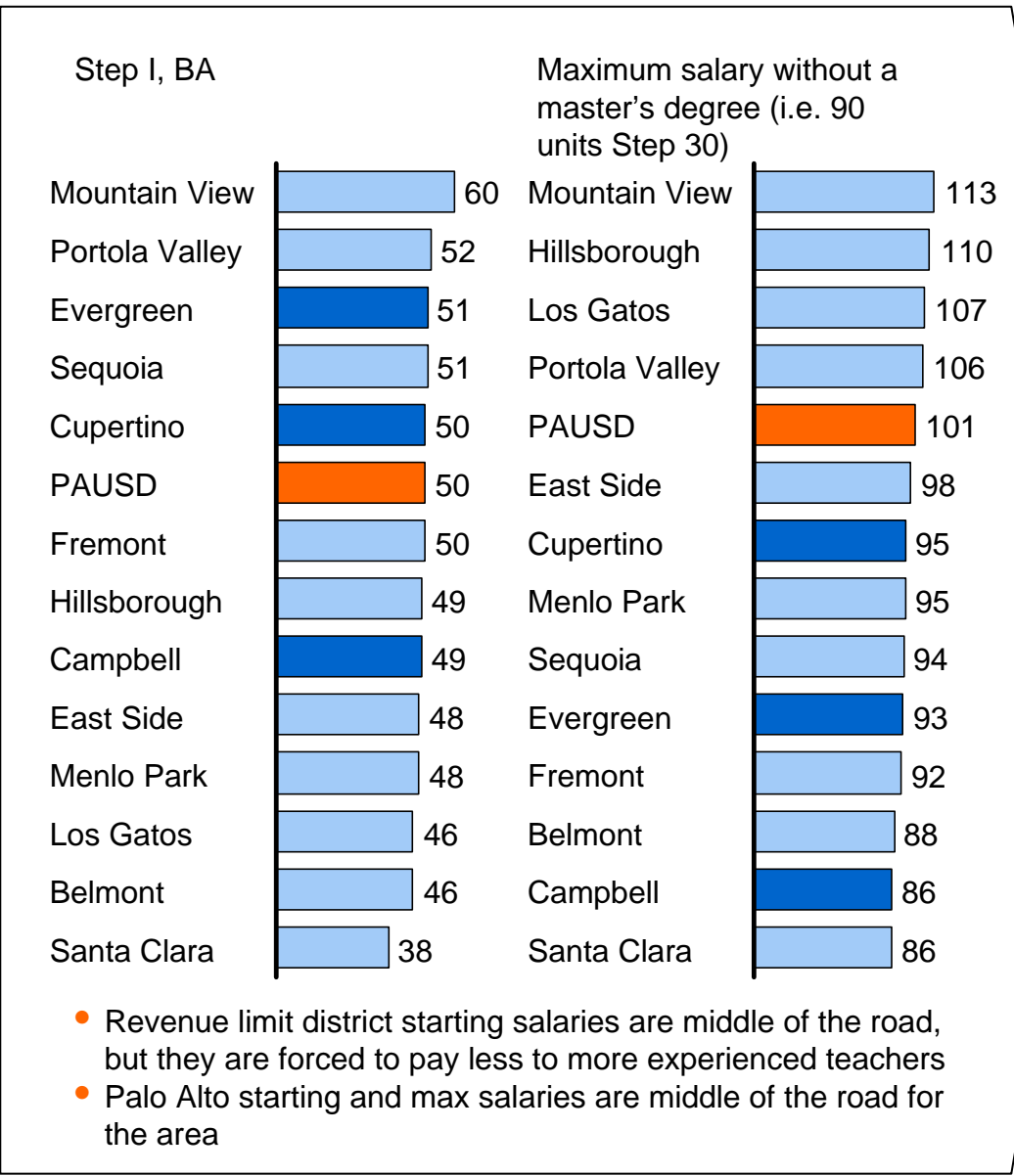
New hire ethnicity compared to 2006 staff/student ethnicity

- Students 2006
- Staff 2006
- New hires 2007

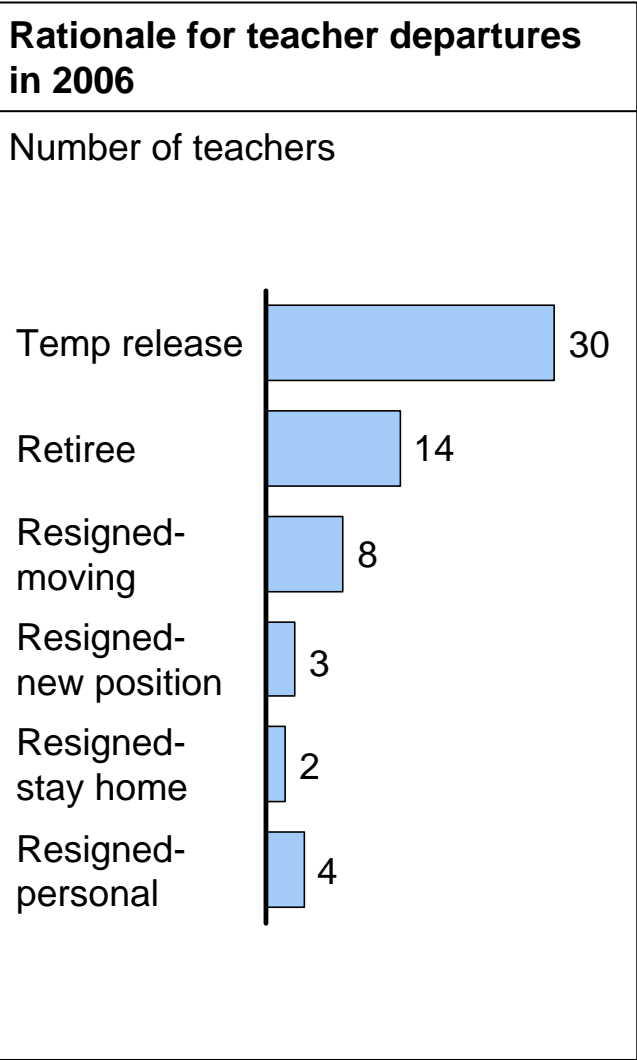
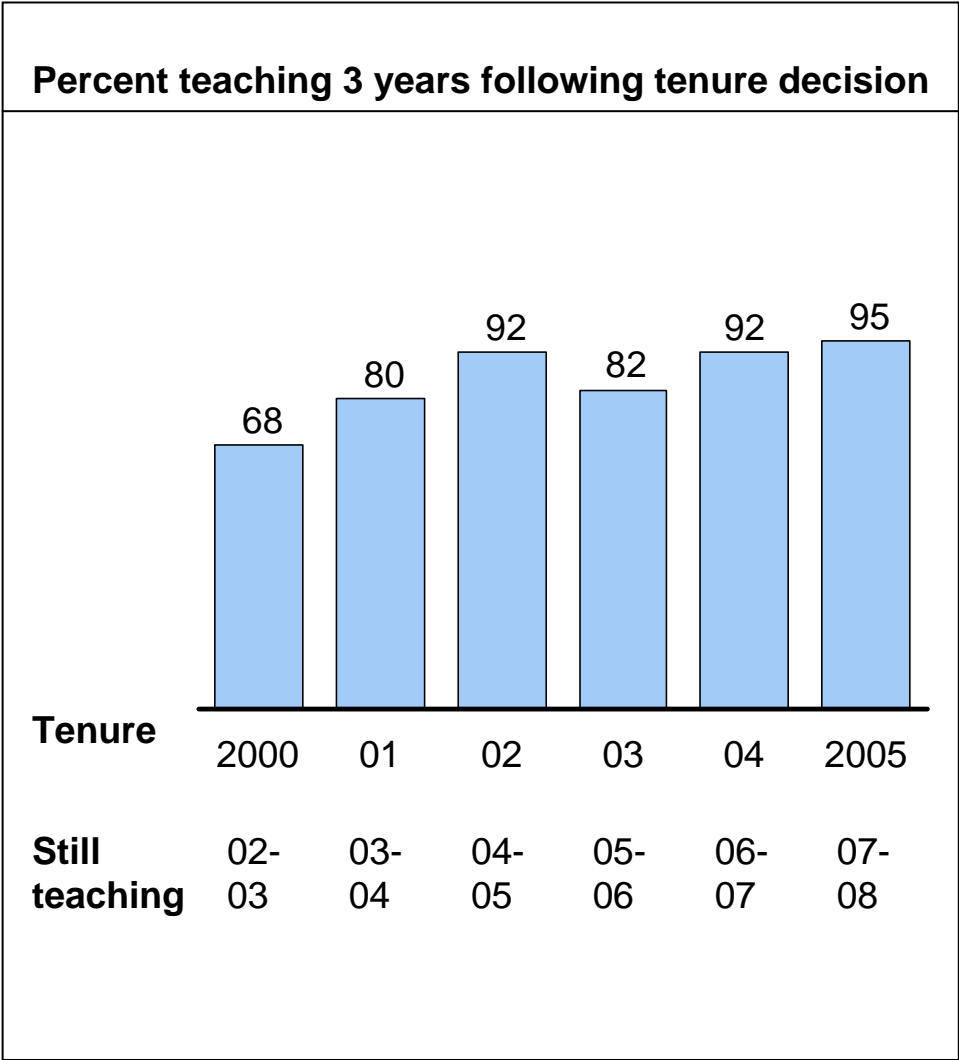


TEACHER SALARIES, 2007-08

Revenue limit
Basic aid



TEACHER RETENTION IS HIGH AND HAS BEEN IMPROVING IN RECENT YEARS



STATE-MANDATED CURRICULUM CHANGES WILL HAPPEN OVER THE NEXT 5 YEARS AND WILL REQUIRE SIGNIFICANT TIME FROM ADMINISTRATORS AND TEACHERS

