

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT



INTRODUCTION

In support of a national search for the new Superintendent to serve the Mountain View Whisman School District (MVWSD), PROACT Search hosted a series of targeted stakeholder engagement meetings to provide comment on the conditions and challenges that impact the desired qualities and characteristics for viable candidates to assume the critical leadership position of Superintendent of the Mountain View Whisman School District. Through on-going consultation with the MVWSD Board of Trustees, PROACT Search provided opportunities for written and oral input from both community and employee stakeholders. The initial level of engagement involved individual interviews with each of the elected members of the MVWSD Board of Trustees. Each board member provided an insightful perspective regarding the critical issues facing the district and the Superintendent to be selected in 2015.

Small group focus sessions were conducted with a sampling of approximately 100 key stakeholders who contribute in a meaningful fashion to the success of the school district. These stakeholders represented a wide variety of interests in the Mountain View Whisman school community and included representative leaders from parent support groups, business, government, and philanthropic foundations. In addition to these sessions for community leaders, separate opportunities for focus group sessions were provided for educators currently on staff with the district.

Another component of soliciting input and feedback to generate data for the search was in the form of Community Engagement meetings held in the evening at various school locations throughout the district. These meetings were open to the public and typically resulted in participation by staff, parents and interested community members. Finally, an online survey was administered through the district's website. This online survey has yielded to date over 500 responses with the three largest groups of participants identifying themselves as parents, teachers and community members.

The following feedback summary represents engagement by the focus groups identified above. The results were compiled according to responses from four prompts:

1. What are the strengths of the Mountain View Whisman School District?
2. What are the challenges for the Mountain View Whisman School District, both now and moving forward?
3. What are the most important characteristics you would like to see in the new Superintendent for the Mountain View Whisman School District?
4. Additional comments.

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An important note is that this report contains data reflective of the perspective of participants and therefore should not be construed as a scientific sampling nor a majority opinion of the stakeholder groups. Data incorporated in the report is deemed worthy of the attention of the MVWSD Board of Trustees in the judgment of the consultants supporting the stakeholder engagement process.

FEEDBACK PART 1: MVWSD FOCUS GROUP SESSIONS

Sessions conducted at the sites and dates shown below, included participants from the following groups:

Tuesday, February 24, 2015 - Castro Elementary School

- 1) DELA/ELAC Leaders - Group 1 0 Participants
- 2) Committee Members (PTOC, COG, BATF, DFC, DAC, etc) 5 Participants
- 3) MVEF Members 5 Participants
- 4) PTA/SSC Leaders - Group 1 6 Participants
- 5) MVWSD Classified Staff - Group 1 1 Participant_
- 6) MVWSD Certificated Staff - Group 1..... 2 Participants

Wednesday, February 25, 2015 - District Office Board Room

- 7) Neighboring Districts (superintendents, board members, leadership)... 2 Participants
- 8) Community Partners (CSMA, CHAC, YMCA, etc) 2 Participants
- 9) District Office Employees..... 12 Participants
- 10) City Council/City Staff 2 Participants
- 11) DELA/ELAC Leaders - Group 2..... 0 Participants
- 12) MVWSD Certificated Staff - Group 2..... 0 Participants

Thursday, February 26, 2015 - Crittenden Middle School

- 13) DELA/ELAC Leaders - Group 2..... 9 Participants
- 14) PTA/SSC Leaders - Group 2 0 Participants
- 15) Past Board Members 2 Participants
- 16) Crittenden Students..... 13 Participants
- 17) MVWSD Classified Staff - Group 2 3 Participants
- 18) MVWSD Certificated Staff - Group 3..... 4 Participants

During these sessions listed above, a total of 75 participants shared a rich and engaging discussion, articulating a wide range of relevant issues, opportunities and challenges. The seven elected board members provided open, honest and insightful responses to the same four discussion points that have constituted the framework of stakeholder engagement throughout the process for input and feedback.

Prevalent themes emerged from feedback across these various groups and throughout the community engagement process. The summary of responses below is intended to represent these emerging themes from representative stakeholder comments. Comments representing the most emphasized themes are shown in bold text:

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FOCUS GROUP SESSION 1 - DELAC/ELAC TUESDAY, FEBRUARY 24TH - 0 PARTICIPANTS

FOCUS GROUP SESSION 2 - COMMITTEE MEMBERS TUESDAY, FEBRUARY 24TH - 5 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Pretty good financial situation**
- Small district, lots of resources
- Many engaged parents at choice schools (but not across the district)
- **Teachers choose this district** – teachers want to stay teaching here, even with many challenges including that their salaries don't cover cost of living in mountain view
- **Diversity is biggest strength and biggest challenge**
- **Great teachers**
- This district does as good a job of any, given demographics and resources
- Recent attempts to engage the community (not a historical trend)
- MV is a community more likely to get out of the way of their kids' teachers
- \$198 million bond – Middle schools first
- Until June 2017 - a parcel tax of \$3 million a year

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Palo Alto has 30% more money, pay equity is not possible
- Huff and Castro are above capacity - this is why construction is happening
- 2 choice schools, neighborhood schools (5 years ago you could attend any school but not now)
- **Enrollment priority is very limited - must attend neighborhood schools or deal with the lottery**
- Five year enrollment projections are flat / over building may cause tension
- **Families are getting priced out of Mountain View**
- Technology enhancements needed for kids at different levels (blended learning)
- **Achievement gap - improving achievement of underperforming kids without still addressing the needs of high achievers**
- ELAC/DELAC parents NEED to be a priority! Perception is that ELAC is for Spanish speakers - not for other language families or for Spanish families that have high income
- **Divide is socio-economic, not ELL necessarily (many affluent immigrants)**
- Avoiding potential for vocal constituents to their own agenda at the expense of others
- Outreach by the Board due to state government mandates, not because the Board wants input
- **District level personnel is not present at events for parents**
- Forums for engagement tend to be segregated (no low SES parents on DAC, they have them go to DELAC) (perception is ELAC is for low-income Spanish-speakers only, and it doesn't engage)
- Fight with faculty last fall, "salary snafu"
- Rents increasing and the cost of living creates hardship for teachers
- Teachers shouldn't have to be married to survive economically in the district
- **Salary equity with Palo Alto and other neighboring districts**
- Achievement gap
- Bringing all schools and students up to the next level
- **Support for varying levels of student needs**
- Need to invest in enrichments

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SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Physically separate schools**
- Theuerkauf School needs attention - Castro receives lots of attention
- Boundary implementation and enrollment priority
- Uncertainty about demographics (Castro and Huff above capacity)
- **Lower SES families moving out due to increase in cost of living**
- Hiring has flattened
- New construction not conducive to parents (smaller apartments)
- Diverse learning environments (including on-line learning). Use of technology not being maximized
- Improved affordability and utility of technology to grow accelerated students
- **Housing concerns**
- **Over-reliance on short term qualitative data in lieu of whole picture analysis or longitudinal data**
- District needs to be standards based holding school sites accountable for equitable implementation

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Improved communication**
- Smart in managing relationships with large employers in the area (google, etc.)
- **Respectful of perspective from all groups especially those that are not being heard now**
- **Able to heal relations / make time in schedule to know families and communities**
- **Good negotiator to unite various factions, get input from all, including the neediest, not the noisiest**
- **Charismatic and visionary**
- Can keep people focused on the future and potential growth
- Will make accessibility and hearing all voices a priority
- **Visible and accessible in schools and the community**
- Able to see the big picture not just isolated data
- Framework conscious of academic achievement/ socioeconomic status / socio-emotional learning
- **Focus on Human capacity - able identify quality people and build staff capacity**
- Needs to live in the district and send children to local schools
- Courage to withstand the vocal minority in order to do what is right for the majority
- Provides opportunities for community members to provide informed input
- **Needs to spend time at the schools talking with principals and parents**
- **Makes accessibility a part of the job, and communication with all voices in the district/community**
- Fluent in Spanish, even if it is a little
- Ability to balance giving teachers room to breathe, but meeting accountability needs
- Relationship builder regarding fiscal funds as well as volunteer opportunities
- Willing and able to learn from high-quality districts
- **Strong leadership and communication skills**
- Knowledgeable of statistics
- Courageous leader with spine and backbone
- Fiscal responsibility/creativity
- Should not be limited to where a candidate resides or enrolls own children - in district or surrounding area

FOCUS GROUP SESSION 3 - MVEF MEMBERS - RE-SCHEDULED FROM 02/24 TO 02/26 - 5 PARTICIPANTS

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STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Diversity (economic, cultural)
- Well managed district able to weather so many changes
- People choose to work in MV district because of the rich sense of community
- Commitment from community to public schools
- Schools are big but kids get to know one another
- **Teachers are strong and caring**
- **District staff is dedicated and willing to try new things**
- **Entrepreneurial and risk taking culture**
- Embracing technology
- Having Google as a supporter
- Community support for schools and district initiatives
- Community changes have led to this becoming a “go-to” school district
- Fiscal state of district is good

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Board governance
- Diversity (economic and cultural)
- Resource inequality between schools and between families within the schools
- Mistrust between teachers and district because of recent dysfunctions
- Losing good teachers
- New principals
- School closures
- Funding in the state of California
- **Inequitable PTA funding**
- Parcel tax is expiring
- New city council members (building housing on other side of town) within our school district boundaries
- In 3rd year of 10 yr “shoreline” deal money (runs like a redevelopment district)
- Dollars per student in MV is half of what Palo Alto gets
- **District takes a low profile, and allows sites to do own thing - little unified sense or quality control**
- School perspective of the district as a burden rather than a resource
- Professional development - little support when new staff members arrive in the district
- Lack of curriculum for common core
- **Teacher morale**
- District financial picture obscure
- Miscommunications from district
- Schools do their own thing and don’t appear to function under the district
- Principals retiring
- Board needs training on behavior and ethics - must learn professional conduct
- Relationships across schools and communication across schools
- Schools see district as a resource not an enforcer
- **New strategies/initiatives implemented one after another, causing frustration to the teachers**

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

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SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Effective delegator and team builder in order to deal directly with PR, negotiations
- Honors stability of staff and not intimidate or fire teachers not be on board with changes
- Transparent with finances
- Strong relationship builder with the broader base of community constituents
- Good communicator
- **Team builder**
- Honors institutional knowledge
- Good listener (even if you don't implement advice)
- Collaborative
- Commitment to serving all the students equally (too much academic diversity from site to site)
- **Visible**
- Resilient
- Able to manage board
- Willing to commit to the district for the long haul (15-20 years)
- Strong, stable, committed
- **Experienced educator (Experienced superintendent)**
- Able to work well with various populations in district
- **Fiscally responsible**
- **Interacts well with business community**
- Spanish language would be a plus
- Able to unify school sites
- Quality control
- Getting schools to feel like district is on their side
- **Honor institutional knowledge**
- **Committed to implementing differentiated instruction**
- Passionate about continuing education of staff
- Works with trustees for board to function in a more organized manner - basic board training
- Board working collaboratively with superintendent so the super will want to stay

FOCUS GROUP SESSION 4 - PTS/SSC LEADERS TUESDAY, FEBRUARY 24TH - 6 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Diversity
- **Good, warm community**
- **Fiscally sound**
- School sites have good community and financial involvement
- **Strong staff/ teachers**
- **Strong education value in the community / school / district**
- Parents are heavily invested in the area
- Google's headquarters
- **Not just ethnic diversity but also social-economic diversity so kids learn life-lessons not always found in other areas**
- Strong group of teachers
- Echo/add our district has a strong value to education that spans SES and ethnic

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- District has money creating lots of competing interests

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SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Implementation of common core**
- Special education student needs impacted by instability tensions and district/school changes (special education students are the canary in the coal mine)
- State level changes in school funding for California
- **Lack of trust and parental engagement and communication due to board dysfunction**
- **Current board and executive level administrative staff**
- **How to address both sides of the community because it is so diverse**
- Schools spend too much time addressing the student needs of the bottom 2/3rds not the top 1/3rd
- Need for concise, on-time and transparent communication
- Lack of inclusive practices
- Lack of uniformity and trust in the district, people aren't engaging like they did previously
- Working with the current board is a big challenge, the functionality of our BOE and executive level staff
- The BOE doesn't represent or speak for constituents well
- Perception among the trustees that the middle class is rich so they can pay for more
- Huge disparity within PTAs of the school (attendance and fiscally)
- Only do things because of state mandates rather than it is the right thing to do
- Too reactionary (But more of a delayed reaction)
- Need to invest in professional development
- **Transparency & lack of communication**
- **Strategic plan is watered down**

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Educator experience
- Not a politician
- **Able to follow-through with actions**
- Have education of kids at heart
- Someone who values staff and employees
- Transparent leader
- Communicative
- Relentless in moving board beyond dysfunction
- Courageous
- A strategic thinker with good advisors
- Clearly set goals from district level to site level (not everybody with totally different goals)
- Goals should be set from state academic goals and trickle down to site level with leadership of district
- Strategic planner (10 yrs since last strategic plan implemented)
- Visible at school sites
- Open to dialogue of conflicting parent groups without squashing or oppressing it
- Comfortable dealing with tension
- Understands and follows a big-picture plan
- Honest and ethical
- Visionary educator with a 5-year plan - no such plan currently in place
- Able to bring schools in Silicon Valley to forefront of technology
- Someone who will develop educators
- **Charismatic, approachable, present**

FOCUS GROUP SESSION 5 - CLASSIFIED STAFF GROUP 1 TUESDAY, FEBRUARY 24TH - 1 PARTICIPANT

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STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Schools have good technology but only 3 IT people at district level
- Diverse, very diverse, some places more than other
- Great staff, really great
- The kids are so happy, and eager to learn
- Financially strong/fiscally smart – at a good place, but need to stay there

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Having only 3 IT support staff for all schools is an unrealistic burden based on demands of new technology implementations
- **Drawing new attendance boundaries for schools**
- Need to encourage some staff to retire or re-engage in another manner
- Too much micro-managing
- Personnel moved from sites to district office
- **Lack of autonomy for decisions at the sites to serve the students they have**
- Boundary issue is stressful and political

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Good questioner
- Able to empathize with students and parents
- Able to spin negative into positive or at least into “learning opportunity”
- Problem solver, not blamer
- Not a micromanager
- Believes in autonomy to decide programming at site level
- Will empower principals
- Committed to neighborhood schools as opposed to consolidating into larger schools or moving boundaries
- Responsible steward of the tax payers resources - able to keep the district in good financial standing
- Believes in the need to empower local school leaders through accountability
- Personable
- Need a good people person over only being good with money

FOCUS GROUP SESSION 6 - CERTIFIED STAFF GROUP 1 TUESDAY, FEBRUARY 24TH - 2 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Teacher professionalism, willingness to collaborate, want to improve**
- Parent awareness
- Parents engaged in community and at the sites
- **Diversity is a huge strength**
- Focus is on the whole child
- Fine Arts in the district

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SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Implementation of CCSS/NGSS
- **Inability to create resources for their classrooms**
- Money and time for teacher development/training is lacking
- Unproductive meetings
- Retaining qualified teachers due to cost of living
- Continued increase of ELL students (80 in the last few months)
- Re-districting (re-drawing school attendance boundaries)
- Construction at various sites
- Relationship with union - mostly on the certificated side
- Lack of support for mid-level administrators and principals, especially those newly hired
- Special education due to increasing numbers of students coupled with decreasing resources (more an issue about being compliant as opposed supporting the students' needs)
- Shallow pool for instructional aides due to low compensation

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Embraces diversity
- **Capacity building in instructional leadership, design, professional development**
- Systems thinking, build capacity, to support the entire system
- Strong relationship skills
- Ability to collaborate with the city/tech world
- Awareness of class sizes (kinder 28/30; 35 – elementary)
- Able to handle politics of boundary changes and construction/bond work
- Understand CA education and fiscal intricacies
- Thick skinned
- Strong communication skills
- **Solid pedagogy, understands teaching and learning, or willingness to learn**
- Growth mindset, can't be afraid to fail
- Standards based for student instruction and achievement measures
- **Student centered rather focusing on the political preferences/conveniences of adults**
- **Makes space for informal learning but with a formal structure to grow**
- Capacity building in principals and mid-level administrators
- Honoring the whole child education

FOCUS GROUP SESSION 7 - NEIGHBORING DISTRICT LEADERS - WEDNESDAY, FEBRUARY 25TH - 2 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- District serves wide and diverse range of students and does a good job
- District's diversity

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

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SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Wide socio-economic/ language / academic preparation diversity
- **Ensuring all students have mastered 8th grade standards by the time they reach high school**
- Preparing all students with study skills and serious attitude about the importance for formal schooling
- Common Core implementation and SVAC testing
- Access to computers
- **Re-drawing school attendance boundaries**
- Assimilating a new superintendent into the existing culture of the district
- The public image of the school district needs improving (families avoiding the district particularly because of the middle schools)

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Comfortable and confident public speaker**
- Conscious of the variety of perspectives in the district (i.e.; new programs for high achievers can cause backlash from underperforming students and their families)
- **Consensus builder**
- Be able to withstand being hammered by one constituency or another
- Collaborative with neighboring districts, especially Los Altos district because those students will merge with MVWSC students in HS)
- Standards based as evidenced by uniform implementation of programs used at different schools (need for data to aggregate to the district level to determine success of programs)
- Innovative
- Humble, approachable and commands respect
- **Relationship builder city and Silicon Valley leaders (opportunities are immense)**

FOCUS GROUP SESSION 8 - COMMUNITY PARTNERS - WEDNESDAY, FEBRUARY 25TH - 2 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Improved image and academic achievement of the district (many now move to the district for the schools - not the case 10-15 years ago)
- Strong implementation of programs to bridge the education gap
- **Good economic standing**
- Very strong commitment to equity and student access to academic programs and services
- Extremely dedicated teachers
- Strong parent involvement at schools
- **Strong community involvement**
- Having art K-5 in regular school day and after school (music in middle school)
- Very supportive of reaching out to community with mental health services
- **Community resources through community partners**
- Cohesive community working together (Challenge Team - 100 community partners that meet once a month to plan how to engage families and kids)
- Community partners are sharing and working together instead of competing (even though competition for foundation funding)
- Extraordinary presence of top employers in the area
- Incubator environment for startups at employer level, incentive to have high quality work force preparation
- Beautiful weather / desirable community

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SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- ELL students - language gap
- **Retaining teachers due to lack of pay equity with surrounding districts**
- Damaged relationship with teachers and unions because of salary issues
- Teachers having to move because they cannot afford to stay in community
- **Current dissatisfaction of teachers and unions with district over salaries**
- Widening gap between Google/Twitter/LinkedIn employees and everyone else (young professionals with cash causing a huge differential)
- Commercial construction is causing a housing crisis
- Escalating cost of living in the area
- Parent involvement - demanding populations with high expectations for education
- Economic diversity of population in district
- Parent demand to incorporate technology at all levels in schools while some families struggle to have a computer at home (technology gap in community)

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Comfortable with community involvement (highly educated demanding parents) / as well as working with disenfranchised community (kids whose parents are working so much, they need to raise themselves)**
- Getting disenfranchised families to understand they do have a voice and bringing them into the community in an empowering way
- Ability to tap into community partner potential
- Diplomatic / able to work with parents, board, schools
- Innovator - risk taker - problem solver
- Good communicator
- Good listener
- Sense of humor
- Supports mental health in the schools
- Engaged in the community
- A leader with credentials (this is a high profile job, it can be a bit of a shark tank)
- **Comfortable with high powered people with exceptional talent**
- **Able to be humble and yet articulate and strong**
- Experience, connections, Ivy league education
- Able to represent diverse district (Latino, Asian, Indian, Russian, etc.)
- **Mid-career professional with time to stay and grow their career. Not someone looking to retire.**
- Fresh and eager
- Creative

FOCUS GROUP SESSION 9 - DISTRICT OFFICE EMPLOYEES - WEDNESDAY, FEBRUARY 25TH - 12 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Diversity - many cultures
- The community and staff are diverse at school sites and district level
- MV is a great place to live (for those who can afford to live here)
- For a small school district, great staff / resource and technology department
- **Amazing staff capable of so much - could be known as "that district" with the right leader**
- Closeness and camaraderie within the departments, but not across departments in the district office

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SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Schools choose great teachers and seem to move out teachers that are not effective (at least before a teacher is tenured)
- Good support system for 1st and 2nd year teachers, providing the tools needed for success
- Good leadership team
- **Very dedicated staff (unpaid extra hours, etc.)**
- Educated people bringing their expertise to schools (volunteering/ teaching coding, field trips, etc.)
- **Caring, passionate teachers**
- Communication outreach to families (calls, meetings, translators at all the meetings, emails, facebook)

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Diversity - attending to the needs of every group**
- Measure G expenditures and choices - correct people not consulted and initial expenditures misspent with corners cut
- **Dysfunctional board relative to Measure G / difficult for superintendent to successfully complete projects**
- Board is too confrontational focused on facility construction and expenditures of measure G (as opposed to education reform, etc.)
- **Measure G spending has been a fiasco (a school office with one electrical outlet and no analog line, a nurse office without phone connection, computer lab with no network drops, just as examples)**
- Changing demographics because of families being priced out
- Effective use of data to drive improvements/reform
- Addressing the needs of a more affluent demographic
- One-to-one aids in classroom for technology needed
- High cost of living and high cost of education
- **Improved communication from the district to school sites and the community**
- **Releasing ineffective teachers**
- Lack of annual evaluations for district staff - lack of growth opportunities in district departments
- Teacher pay
- Staff and administrators need to work on rebuilding trust with district (on both sides)
- Reaching out to families that don't seem accessible
- Cohesion and cooperation on the school board
- **Staff morale (at district and site level) we need someone to heal us**
- Need for healing due to past mistakes
- Perception of school district does not match perception of Mountain View as a city
- Fragmented silos
- **Need for a collaborative environment where different work and strengths are being shared**

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Respects confidentiality
- Able to mobilize a leadership team for managing a problem/crisis
- Transparent
- Relationship builder with businesses and city officials in the area
- Able to build on and communicate positives for the district
- Personable, friendly approachable
- People person

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- **Values and respects staff expertise**
- Visible across the school district
- Able to establish standard best practices in the district
- Believes in implementing career paths
- **Able to shepherd policy that is executable**
- Strong team builder and talent recruiter
- Understands the needs of low income communities at a time when the demographic is rapidly changing to more affluent
- **Consensus builder with the board**
- Understands and values the crucial link between healthcare and education
- Visionary who wants to move us in a direction over a 5-10 year period
- Not satisfied with the status quo - can effectively challenge leaders to grow capacity
- Someone who trusts their employees to take on challenging projects
- Caring, down to earth, a people person, social skills
- **Someone who gets people, who is interested in people / who understands what is going on with staff and within the district**
- Culturally sensitive
- Ethical leader with good moral character
- Vision, but not driven by a personal "agenda"
- **A good communicator who can motivate others to succeed**
- Fiscally responsible
- Approachable and accessible
- Good listener but can make decision and follow through
- Knows Common Core and can mobilize resources to implement it effectively
- Sense of humor
- **Compassionate**

FOCUS GROUP SESSION 10 - CITY COUNCIL/CITY STAFF - WEDNESDAY, FEBRUARY 25TH - 2 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Dual immersion program
- **Close relationship between library and school district**
- Close relationship between district and city
- **Incredibly caring and giving teachers**
- Values continuous learning
- Opportunities to foster partnership
- District links to the library website
- Not a lot of teacher turn over
- Inclusiveness
- Good facilities
- Forward thinking district
- Walk ability and sustainability of downtown MV
- Schools have opportunity to function as real neighborhood centers
- Diversity (quickly decreasing due to cost of living increases in the district)
- **District and library partner-designed (donated textbooks, etc.) a teen center**
- City maintains the school facilities in exchange for using the school fields

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CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Loss of economic diversity
- Teachers and families and public employees may not be able to stay here due to cost of living
- Serving diverse needs
- A large body of retiring employees
- **Use and access to technology**
- High tech people with high expectations of how to use technology in schools
- Boundary realignment tensions
- **City has pressure to build more housing which will affect the schools**
- MV is moving away from suburban neighborhoods to more densely populated urban neighborhoods (families in small apartments, etc.)
- Tension with building new housing in Los Altos, a more affluent area
- Boundaries of school districts and cities are not congruent
- Need to find better, safer ways to get kids to schools other than cars
- School transportation - no school buses except for special education students
- **Growing and changing density with particular demographics**
- Diversity in the quality/effectiveness in the schools as demonstrated by test scores (achievement gap)
- Sharing effective models/techniques/teaching across school sites
- Financial led strains between city and district (tension over a pot of district money - issue was resolved with 10 yr agreement)
- Exchanging some important core education focus for very expensive, fancy new technology and models (bells and whistles) that require a lot of staffing and training to the detriment of the greater good
- **Some families may not have PCs, while others are demanding high level of use of technology**
- There is a digital divide, but it is simply reflective of the larger economic divide present in MV

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Collaborative build a vision, which can adapt to a diverse and changing community
- Able to anticipate rapidly changing needs of the community
- Relationship builder to foster business partnerships
- **Able to extend, manage and maximize resources**
- Willing to collaborate with the city (working together on building a trail, sharing fields, etc.)
- Able to engage and mobilize young tech professionals

FOCUS GROUP SESSION 11 - DELAC/ELAC GROUP 2- WEDNESDAY, FEBRUARY 25TH - 0 PARTICIPANTS

FOCUS GROUP SESSION 12 - CERTIFIED STAFF GROUP 2 - WEDNESDAY, FEBRUARY 25TH - 0 PARTICIPANTS

FOCUS GROUP SESSION 13 - DELAC/ELAC GROUP 3 - THURSDAY, FEBRUARY 26TH - 9 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Special Education student support at district level
- Collaboration with the university to get kids thinking about higher education
- Good teachers
- Sense of Community, with Latino and American parents (separately and not equally)

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **ELAC is an important place where parents come to learn about the system**
- Diversity in languages spoken
- Extra support for students if they fall behind at some schools (but not district wide)
- **Parents want to help and are great resource (not being utilized)**

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Lack of district support at site level**
- Need more mentors for students
- **Lack of support for Spanish speaking families**
- Lack of inclusion in special education discussions from the district level
- **PTA makes the money decisions but doesn't connect with ELAC**
- PTA is for Americans and ELAC is for the Spanish - ELAC just continues to segregate the parents
- Early intervention needs to promote on time graduation
- **No afterschool intervention**
- Spanish-speaking parents do not feel empowered to speak up, there is a fear factor
- **PTA and ELAC need to collaborate more**
- Lack of clarity of where their students are academically
- **Campus safety and security**
- Lack of crosswalks or crosswalk personnel
- Safety issues - middle school recess
- Lack of responsiveness from school and district when incidence of theft or violence happen
- **Student safety** (walking to school – traffic, in school- campuses are open, thefts and violence happens without supervision, parents are not being contacted as part of solution)
- **ELAC is used as a way to segregate Latino families**
- **ELL is used as way to segregate Spanish speaking families (other immigrants get rosetta program and get reclassified, Latinos never come out of ELL)**
- **Students forced to give up electives for ELL so they feel punished or bad (self esteem issues)**
- Parental communication regarding academic progress and status of students
- **Lack of uniformity on school climate (which leaves some schools with families feeling abandoned, not cared about, left to their own devices, while others get the best)**
- **During and after school programs to help kids do homework and get up to par academically**
- Budget management for future program and services
- Recruiting and retaining quality staff
- Negative attitudes and expectations at schools (from students about school and from teachers towards under-performing students)
- **Latino kids and parents feeling disconnected - losing hope**
- **Mistrust: Parents feel like district has perverse incentive to never "reclassify" their ELL kids because district/sites will get more money for ELL students**

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Communicator
- **Helps parents feel comfortable and welcome and that they matter**
- **Good listener**

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Visible in schools and the community**
- Inclusion of SPED students/families
- Knowledgeable about budget
- **Willing to implement early detection and intervention programs**
- Can mobilize power of parents (they want a place at table but need superintendent to invite them and explain their role and their importance)
- **Friend and partner with parents**
- **Someone who will invest deeply in changing school climate, early intervention and after /during school programs to help bolster kids who are falling behind**
- Willing to provide for new immigrant parents to understand cultural differences between US school system and other countries
- Help parents to understand significance of groups /meetings and also help engage parents in a meaningful way for change
- **Incorporates effective programs for volunteers and home grown resources**
- Provides for sharing best practices - schools partnering /mentoring
- **Values parents as a greatest resource**
- Invest money in community building (social meetings for families at site and district level to build camaraderie for students and parents)
- **Visible and attentive at parents meetings**
- Provides for solutions-based positive discipline and not the blame, shame and punishment game
- Believes in partnering between families (a mentorship) to build bridge across divide at site level
- Able to unify various communities in the district

FOCUS GROUP SESSION 14 - PTA/SSC GROUP 2 - THURSDAY, FEBRUARY 26TH - 0 PARTICIPANTS

FOCUS GROUP SESSION 15 - PAST BOARD MEMBERS - THURSDAY, FEBRUARY 26TH - 2 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Very diverse community
- Incredible array of businesses
- **Thriving downtown**
- **Strong leadership (city staff / city council)**
- **Community is very expressive and progressive**
- Transition of demographics (economic income is rising, squeezing people out or into smaller places until they can't stay anymore)
- Rich programs (small schools, etc.)
- **Funds from parcel tax and measure G**
- **Nice blend of revenues**
- Education foundation brings in money as well
- Good relationship between city and school district (provide police, take care of field maintenance) good communication
- Safe area for schools (had some gangs, but for most part people feel safe going to schools)
- Parents involved at class level as volunteers
- **Companies (Google, Samsung, etc)who want to support schools**
- Successes in leveraging some pilot projects in the district

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Many programs tends to pull people out of public school into small silos
- **District getting less money per pupil**
- Ethnic and economic diversity is changing (becoming less diverse)
- People can't afford to move in
- Busing kids across town because of lack of space in the neighborhood school
- **Need more walking /biking to minimize traffic/ greenhouse gasses**
- City initiative to establish safe routes to school so kids can avoid car transportation - more biking and walking
- Funding
- **Ensuring that middle school students come to high school prepared academically**
- **Perceptions of schools**
- Parents want to get their kids into schools based on reputation of school
- **PR challenge of improving reputation of some schools**
- Redrawing school attendance boundaries based on common sense
- Excellent schools given the poor reputation of some schools and parts of the district
- Uneven parent involvement and fund raising at school level (some schools raising large amounts of money while others have no PTA at all)

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Pragmatic
- Realistic
- Progressive
- **Good with money**
- Connector and communicator
- Bilingual
- **Relationship builder at all levels**
- Board and district office relationship needs to be bridged and healed
- Humble
- **Strong but willing and able to listen**
- **Values people at all levels**
- More community based approach
- Willing to admit when wrong
- **Approachable**
- Open door policy
- **Visible at schools**
- Spends extra time going to the campuses (pick up trash, wear school colors, be present on campus)
- Not a dictator
- Leverage knowledge and skill

FOCUS GROUP SESSION 16 - CRITTENDEN MS STUDENTS - THURSDAY, FEBRUARY 26TH - 13 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Calm and nice place to live
- Environment, beautiful place to live
- Staff (all staff, not just teachers) take care of students and their problems

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Understanding staff
- Self-paced course is helpful rather than all lectures to help students get ahead
- One teacher makes it fun to be in class, and she is never in a bad mood
- **Teachers who talk to us like we are actual people, not like we were little kids**
- Teachers who give basic guidelines and then let students figure out the best way to learn
- **Teachers who allow students to work together**

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Hard to get kids to come to school - classes need to be more relevant
- Some students have a mindset that school is boring
- Teachers who are inflexible
- Schools overrun by technology - need to learn more outside technology
- High school needs more electives
- No options for world languages except Spanish
- Need more variety in technology (all chrome books only)
- More career related electives
- **Dress code is too strict - enforced mostly on girls**
- **Unequal enforcement of dress code (boys wear tank tops, but don't get in trouble)**
- Can't use phones at break (can't listen to music)
- Can't get your phone back unless your parents come get it
- They take your phone even if it is off but falls out of your pocket
- Inconsistent rules (Graham dress code isn't as strict, they can use their phones, and they can eat sugar on campus but Crittenden can't)
- **Graham has more freedom (Graham is higher SES), and that is why kids want to go there**

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Keep leadership and sports (variety) programs to help keep kids involved**
- Be helpful and care about the students
- **Comes to the school and talks to the kids (want to know who the Superintendent is)**
- Someone who looks like they want to be there, who is dedicated
- Add more electives
- **More foreign language choices at middle school level**
- **More career-based electives**
- **More community service opportunities (especially integrated into the school)**

FOCUS GROUP SESSION 17 - CLASSIFIED STAFF - GROUP 2 - THURSDAY, FEBRUARY 26TH - 3 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Located next to Google
- Intellectually dynamic location (Google, Khan Academy)
- Improved hiring practices - visible with principals (non-traditional thinkers) - some at district office
- **Teacher quality – skill set, dedication**
- Progressive, not the white packet of work-type teacher
- Open environment and autonomy for creative teachers on leading edge
- **Compassionate teachers**
- **Motivated students**

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Very committed families
- Individual schools have strong communities
- Buy-in and strong school loyalty

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Not to take advantage of the intellectually dynamic location
- **Input is a rubber stamp – decisions are made before asking a committee to review and give feedback**
- Parity of resources between schools
- Lack of open and collaborative dialogue between the district office and school sites
- Poor website - hard to navigate
- Dysfunctional board - don't know educational policy
- **Bond construction improperly used - no oversight of contractors**
- **No oversight or transparency of bond fund usage**
- No real definition of district priorities for funding
- Communication
- PTA fundraising is vastly different
- Not equitable distribution of resources
- No balance between fiscal responsibility and educating kids
- Excessive funds for lawsuits due to lack of support for special education students
- **Managing workload with skeleton staff (every department with too much on their plate)**
- Physical limits to how much people can do
- District attitude is "if we just ignore inequities, they don't exist"
- Reputation as a stepping stone district rather than a destination district
- Perception of schools not as good as Palo Alto, but the parents are saying, I spent \$1.5m on a house here, you better be good"
- **Class sizes are too high, compared to other districts**
- Not prepared for the school year
- Enrollment projections are not correct showing stable enrollment but actually increasing
- 2,000 school age kids in the district go to private schools
- No clear understanding of district objectives
- Too much done last minute
- No professional development for classified
- Bought one curriculum manual for each school then had to make copies

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Firm vision for pedagogy**
- Prior teaching experience
- Visibility on campus
- Listen to all stakeholders from custodian up
- Comfortable making difficult decisions
- Open and transparent communication
- Manage all types of people
- Think proactively
- Bilingual

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Student centered and student focused
- No ties to current district office or Board – someone fresh – Arizona, Texas, NY, Southern California
- Ability to handle public, to take a deep breath and be relaxed

FOCUS GROUP SESSION 18 - CERTIFIED STAFF - GROUP 3 - THURSDAY, FEBRUARY 26TH - 4 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Very diverse community (wide range of students economically and culturally)**
- Professional development
- Teacher input on curriculum issues
- Feels like a close knit community
- **Community members supportive of teachers**
- **Parents willing to come work and raise money**
- Companies in area match programs
- Teachers get paid for their time on committees and task force
- Each school has its own brand
- Teachers are working hard
- Veteran teachers informally coach new teachers and dedicate a lot of time to their colleagues
- District office is not very top heavy

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **High teacher turnover**
- **Teachers cannot afford to live in town**
- Clarity of pedagogy
- Teachers can make significantly more money in neighboring districts
- Teacher burn out and turnover
- Inconsistent in compensating teachers for their extra time
- **Inconsistent parental support school to school (\$80,000 fund raiser at one school - another with \$5,000)**
- Committees start then fizzle or staff joins committees but feel decisions already made
- Turnover of superintendents
- Continuous implementation of new initiatives without evaluating effectiveness
- **Compartmentalization at school sites**
- Silos at elementary school level
- ELL support in the classroom
- Inequity between school sites (haves and have-nots)
- **Common Core implementation is all on the teachers**
- Special education inclusion model of support in math and language arts, but not in social studies
- ELL students and marginal academic achievers lose elective opportunities
- An “us” vs “them” mentality between schools and the district office
- **Need for quality training so teachers can use technology**
- Losing teachers to other areas
- **Teachers need subsidy for housing (rents going up 400 dollars a month)**
- **Multiple families living in one house or apartment**
- **Health care contributions are going up for staff**
- Instructional coaches working as “middle management” pitting coworkers against each other

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Able to build an effective admin staff (teachers get evaluated rigorously but not the district staff)
- Transparent
- Can communicate rationale for decisions
- Collaborative
- Visible in schools
- Values the instructional process
- Able to unify the district
- Bilingual
- Supports meaningful training for effective use of technology
- Respectful of teachers
- Willing to stay for the long term
- Willing to review, evaluate and do needs assessment before implementing initiatives
- **NO new initiatives**
- Let us breathe
- **Don't start fixing schools**
- More proactive and less reactive
- Create a vision and plan based on the good things already happening in district
- Don't focus on fixing teachers

FEEDBACK PART 2: MVWDS COMMUNITY ENGAGEMENT SESSIONS - OPEN TO THE PUBLIC

Three community engagement sessions were scheduled and publicized as open to the public. The purpose of these sessions was to solicit input and feedback from parents, community members, staff members and all other interested constituents of the Mountain View Whisman School District. The community engagement sessions are listed below:

- 1) Castro Elementary School..... February 24, 2015.....17 Participants
- 2) MVWSD Board Room..... February 25, 2015.....5 Participants
- 3) Crittenden Middle School February 26, 2015.....6 Participants

From these sessions listed above, a total of 28 participants shared their perspective in an open, public forum as they responded to the same four components as other focus group members. Those discussion points centered around the following:

1. What are the strengths of the Mountain View Whisman School District?
2. What are the challenges for the Mountain View Whisman School District, both now and moving forward?
3. What are the most important characteristics you would like to see in a new Superintendent of Schools for the Mountain View Whisman School District?
4. Additional comments.

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

Prevalent themes emerged from feedback across these various groups and throughout the community engagement process. Comments representing the most emphasized themes are shown in bold text:

OPEN PUBLIC FORUM MEETING #1 - CASTRO ELEMENTARY SCHOOL - TUESDAY, FEBRUARY 24TH - 17 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Diversity is one of our biggest strengths (ethnicity)
- MVWSD is the top district in this area, spending the most dollars per students for books and for programming and materials
- District commitment to better programming for student achievement
- District provides translation for all the meetings

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Diversity is our biggest challenge, and we have students that are struggling and some that are high performing
- **Meeting the needs of all students in such a diverse district**
- **Too much emphasis on points/test scores and too little attention on educating the whole child**
- Too much focus on demographics and too little focus on positive teaching and learning
- Splitting of sites, especially at Castro, how will both schools get equal representation
- Improving public education without looking outside the school or district for solutions
- **Finding models of whole child focused education right here in the district and replicating**
- Local control funding and how will it affect our students

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MVWSD

- Experience in high quality teaching and learning
- Attentive
- Personable
- Risk taker
- An educator who understands what happens at the day to day and school level from ground up
- Values, respects and understands the needs of teachers
- An educator who puts education above test scores and money
- Understands modern education models and knows how to implement successful change
- Bilingual (preferably in Eng/Spanish but any second language)
- Principled/ ethical
- Fighter
- A visionary who takes into account the diversity of cultures and needs across the district
- Capable of managing multiple components and views of LCFF
- A personable leader who takes time to greet, make eye contact, answer questions
- Values, respects and understands parental engagement - listens to parents
- Able to unite and lead all constituents

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

OPEN PUBLIC FORUM MEETING #2 - MVWSD BOARD OFFICE - WEDNESDAY, FEBRUARY 25TH - 5 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Community has been intentionally involved in many processes (Sup search, boundary realignment, etc)
- Project cornerstone (parents volunteering to end bullying and PE program that fights competitiveness)
- Arts and music programs (funds raised by parents at site)
- Diversity
- Motivated teachers who want to succeed
- Moving forward after a hard year with a lot of pain
- People are well intentioned and want best for kids
- CFO who took our district from layoffs to a large reserve/surplus
- Interested, involved and invested stakeholders
- An attractive and booming school district
- So much talent that can be leveraged to enrich kids and build community
- Parents love to come and teach at the schools when given opportunity

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Starting interventions at Kindergarten level (instead of waiting until 3rd grade)
- Diversity being priced out (economic diversity being moved out)
- Board member contention
- Teacher Union approach very aggressive and made superintendent look bad
- Leadership legacy of allowing large money reserve at the cost of losing many teachers
- **Healing and bridging the growing mistrust that happened in past year**
- Feels like “savage inequalities” at our site
- Kids need 2-3 extra years of help to transition to Common Core use
- **Moving forward after such a hard year**
- Making real change
- Addressing the needs different learning levels (some high achievers are bored)
- **Inclusiveness of diverse populations**
- Follow through with Common Core implementation
- **More and better training for Common Core implementation**
- Collaboration through regular grade level meetings no longer happening
- Student acquisition of skills such as study habits, making middle school transition difficult
- **Schools function as satellite schools rather than all feeding into the same high school**

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MVWSD

- Analytic and strong background in management
- **Able to manage a difficult and antagonistic board**
- **Not political**
- **Communicates well with the community**
- Good decision maker - not just working hot button issues
- **Whole child focus on learning, not just test scores**
- More interaction with community
- **Trustworthy and able to unite disparate elements of the community**
- Good listener
- Implement curriculum where kids can go at their own pace

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- **Child centered - kids first, great educator**
- Not a CFO in charge of numbers
- **Able and willing to provide rationale for decisions**
- Empathic listener to different stakeholders
- **Able to lead successful transition to Common Core**
- Innovator
- Relationship builder with key business partners (Google) and parent partners
- Able and willing to mobilize parent talent pool (parent participation school)
- Understand good long term path financially
- **Able to have a contrary position without being contrary**
- **Able and willing to invest and stick around for a number of years**
- Include people/community in processes
- Vertical planning (prepping kids to move on to middle school)
- Helps staff/teachers find space to collaborate and innovate
- **Able and willing to give autonomy and accountability to school sites**
- Able and willing to lead the Board in a constructive manner even with some level of contention
- **Able and willing to transition challenges into opportunities**
- Open minded
- **Constructive**
- Focused on a clearly communicated mission for the district
- Able and willing to use evidence to make decisions
- Goal oriented
- **Comes from outside - not a district insider**
- Believes in program differentiation
- Choose one program and stick with it to find out if it really works over time
- **Willing to use schools as laboratories for innovation - solicit innovative ideas from teachers**
- **Growth mindset approach**
- People need to feel listened to (people are not feeling listened to)
- **Charismatic - people person who can relate to where people are coming from**
- Genuine
- **Honest collaborator (not just people on a committee with no action)**
- Understands diverse learning needs in classroom
- A leader who is a teacher/parent at heart

OPEN PUBLIC FORUM MEETING #3 - CRITTENDEN MIDDLE SCHOOL - THURSDAY, FEBRUARY 26TH - 6 PARTICIPANTS

STRENGTHS OF THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Latino parent outreach
- District sending messages in Spanish to homes that need it
- Foothill college partnership for adults to get educated (cooking, reading, computers, English, leadership)
- ELAC helped secure a new bilingual assistant
- Stability provided from last superintendent (weathered financial crisis, losing no teachers or salary)
- Strong community
- Many passionate parents
- Teachers are phenomenal
- Encouraged how they are approaching Common Core

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

CHALLENGES FOR THE MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Security in and around school (child hit at crossing) - some thefts on campus
- Parent communication on extreme situations (i.e., last week the kids got their backpacks cut with a knife)
- Protocols to communicate with parents in fearful situations - even if measures taken, no meetings to debrief
- Thoughtful approach to instructional technology
- Class size
- Raising the bar for all but not the ceiling for the high performers
- **Instructional levels for all students**
- Segmenting teachers
- Measure G expenditures - no information
- Large reserve funds
- **Transparent processes**

CHARACTERISTICS FOR THE NEW SUPERINTENDENT OF MVWSD

- To be bilingual
- Visible in the schools and the community
- **Knowledge of fiscal management**
- Accessible and sensitive to communities needs
- Good communicator
- Experience with curriculum
- Collaborative with the teachers
- Tactical
- Strategically plan – short term, interim, and long term
- Arts and STEM focused (Project Cornerstone)
- Focus on the social-emotional and creativity
- Ability to empower and support the staff, so the staff can empower and support the students
- Understands change management
- **Passionate about public education**
- Investment in the community
- Leader with humility in order to hire and empower appropriately
- Visionary with drive
- **Growth oriented - able to learn from mistakes**
- **Systems thinker - uses data to drive decisions**
- **Cultivates a growth mindset in the students and staff**
- Understands balance
- Questions status quo
- Innovative but doesn't chase the bright lights
- Thinks strategically on how to retain teachers
- **Transparent**

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

FEEDBACK PART 3: PRESENTATION OF ONLINE SURVEY DATA FOR THE MVWSD SUPERINTENDENT SEARCH

The following pages provide a detailed report of the results of the online survey in support of the Mountain View Whisman School District (MVWSD) search for a new Superintendent. This online survey was made available to the public through the MVWSD website beginning in February of 2015 at the onset of the stakeholder engagement process. The survey results shown below represent a disaggregated report generated after the close of the survey at 4:00 pm on Friday, February 20, 2015.

The online survey contained six items for participant response:

1. What is your relationship with the Mountain View Whisman School District?
2. Select the 10 most important characteristics that you believe the next Superintendent for the Mountain View Whisman School District should possess.
3. Please list any desirable areas of expertise, skills, experience and/or qualities for the MVWSD Superintendent.
4. In your opinion, what are the challenges for the MVWSD?
5. In your opinion, what are the strengths of the MVWSD?
6. Do you have any additional comments?

Questions 1 and 2 generated 524 responses. 248 participants responded to Question 3. Question 4 was answered by 371 participants. Question 5 generated 341 responses. Finally, Question 6 which allowed for additional comments generated the lowest number of participant responses with 171.

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

Question 1: What is your relationship with the Mountain View Whisman School District?

There were 524 participants reported for the survey. Over 77% of survey respondents self-identity as “parent/guardian” followed by over 8% as “teacher” and slightly under 5% as “support staff.”

Response Options	Response Percent	Response Count
Parent/Guardian / Padre/Guardián	77.1%	404
Teacher / Maestro	8.4%	44
Support Staff / Personal de Apoyo	4.8%	25
OTHER / OTRO	3.4%	18
Community Member / Miembro de la Comunidad	3.2%	17
Principal / Director	1.3%	7
Student / Estudiante	0.8%	4
Central Office Administrator / Administrador de la Oficina Central	0.8%	4
Government Official / Oficial del Gobierno	0.2%	1
Total Number of Responses		524

Over 3% of all participants provided a comment response to Question 1 which allowed the respondent to list a stakeholder relationship "other" than the ones listed. Responses are shown below.

Participant Response for "Other" Stakeholder Relationship

- and parent
- Night Custodian
- School Secretary
- sister
- Lived and worked there in past
- parent
- teacher ast
- NA
- Community member, staff, & tax payer.
- TOSA
- Someone whom is never willing to use a child in a physical, or mental abusive manner for personal or financial gain of any type or form.
- MVEF Board
- Scientist, teacher
- Helped families with their children's registrations and immunizations
- SubstituteTeacher
- I am also a parent of a Graham student and a community member
- COMMUNITY MEMBER
- After school volunteer

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

Question 2: Select the 10 most important characteristics that you believe the next Superintendent for the Mountain View Whisman School District should possess.

There were a total of 524 responses to Question 2. The table below displays the highest percentage response first followed by the response count for each of the characteristics listed.

Response Options for Question #2	Percent	Count
Humility as a leader who inspires trust and treats others with respect La humildad como un líder que inspira confianza y trata a los demás con respeto	68.4%	346
Effective two-way communication skills Habilidades de comunicación bidireccional efectiva	64.2%	325
Experience in elementary and middle school environments Experiencia en entornos de escuelas primarias y secundarias	64.2%	325
An ability to recruit, develop, and retain a team of strong leaders La capacidad de contratar, desarrollar y retener a un equipo de fuerte líderes	62.5%	316
An ability to develop and maintain strong relationships with diverse communities and stakeholder groups La capacidad de desarrollar y mantener fuertes relaciones con diversas comunidades y grupos de interés	59.3%	300
Strong moral character and absolute integrity Fuerte carácter moral y la integridad absoluta	58.9%	298
An ability to create a culture of ethics, accountability and safe environment La capacidad de crear una cultura de ética, rendición de cuentas y ambiente seguro	54.2%	274
An ability to work cooperatively with the school board La capacidad de trabajar en cooperación con la junta escolar	49.8%	252
Demonstrated ability to create a feeling of optimism and high motivation Capacidad demostrada para crear un sentimiento de optimismo y alto nivel de motivación	48.0%	243
Experience in implementing and delivering a strong curriculum and instruction program Experiencia en la implementación y la entrega de un sólido plan de estudios y el programa de instrucción	47.4%	240
Knowledge of financial procedures and an ability to work with limited resources Conocimiento de los procedimientos financieros y de la capacidad de trabajar con recursos limitados	46.2%	234
Strong strategic planning and implementation skills Sólido planificación estratégica y habilidades de implementación	44.9%	227
An ability to problem-solve and make data-driven decisions La capacidad de resolver problemas y tomar decisiones basadas en datos	41.9%	212
Knowledge and ability to make instructional decisions based on best practices El conocimiento y la capacidad de tomar decisiones sobre la instrucción basada en las mejores prácticas	41.7%	211
Sound management experience that includes participatory processes Experiencia de gestión que incluye los procesos de participación	40.3%	204
Ability to embrace innovation in technology Capacidad de apollar la innovación de la tecnología	37.0%	187

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Response Options for Question #2 (continued)	Percent	Count
Experience in closing the achievement gap Experiencia en cerrar la brecha de rendimiento	31.8%	161
Experience with communicating a clear strategic vision Experiencia en comunicación de una visión estratégica clara	30.2%	153
Work experience in districts with similar demographics Experiencia de trabajo en el distrito con una demografía similar	25.5%	129
Experience in driving transformation Experiencia en influenciar la transformación	24.3%	123
Experience and expertise in operational management Experiencia y conocimientos en la gestión operativa	16.8%	85
Customer service-driven leadership Un líder impulsado por servicio al cliente	16.8%	85
Executive experience in fields other than education Experiencia ejecutivo en campos distintos de la educación	11.5%	58
An earned doctorate Un doctorado obtenido	8.3%	42
An ability to foster positive media relations La capacidad de fomentar relaciones positivos con los medios de comunicación	5.9%	30

Question 3: Please list any other desirable areas of expertise, skills, experience and/or qualities for the MVWSD Superintendent.

There were a total of 248 participants who provided a response to Question 3. 276 individuals skipped this question. Over 47% of all participants provided a comment response to Question 3. All verbatim responses are shown below.

Response Text for Question #3

- A leader that can understand teachers and parents.
- To have experience also with special needs in order to understand and help parents in this situation.
- Passion to inspire and effect positive sustainable change, strategic insight to know how and when to invest for most effective implementation of longer range vision (execution expertise), humility and ability to draw from subject matter experts to inform, influence and drive positive change. Effective process management and comfort to making tough decisions while being able to provide context and explain the why.
- S/He really needs to move to more "e"learning. I am shocked that the schools don't have more electronic textbooks and homework submission. Also, in the younger grades, computers can really supplement learning in the centers with technology. We live in such a high tech area, but the school is a bit backwards
- I am surprised the most important issue is not mentioned; A manager vs an educator. The district sorely needs an educator, not one who left the field 20 years ago, but somebody who is very involved with children up to recently. We

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need somebody who is not going to measure the district comparing to nearby places and declaring a win when we gain a few API points, we need somebody who looks at the best practices worldwide, not excluding the US for example the state of Massachusetts and go for there. Eg, common core is a good development, but the myopic focus on it instead of the grander issue of the need to introduce more modern education techniques in general like project based/theme based/playing while learning are much more important. We have great examples like the progressive education at pact and it is totally unacceptable that the good experience gained there is not implemented on the other schools. This is not an issue of money, these techniques don't cost extra money - it is a matter of vision and experience with such techniques. Basically, we need somebody with a vision on education.

- Bilingual - Spanish
- Involve the parents and be transparent with the decisions that impact our students and school. Have a plan to support and provide enough resources to role our the Common Core standards.
- Understanding of the importance of 21st century skills, especially in the area of social emotional learning. The ability to activate and inspire deeper partnerships with local companies.
- Visionary: Able to plan education needs with the future demands, including implementing Common Core.
Strategic: Able to plan and influence from the top down.
Values transparency: Makes decisions openly, you understand where they stand.
Thick skin: Able to withstand public opinions and tough characters with composure.
Fearless: Able to make a decision, sometimes in the face of adversity, and stick with it.
Personable: Approachable, respectful, able to communicate clearly and interact with community, faculty, and Board members.
Values the great diversity which is also a challenge for the district.
Prioritizes excellence for all students: Works both to reduce the achievement gap, and to provide challenges for middle and high performing students.
Trustworthy and ethical: Able to establish trust that has been missing for some time.
Fiscally knowledgeable: Understands new local funding formulas and distribution of those funds.
Team leader: Inspires collaboration among Board members. Encourages educators and principals to work together toward common goals.
- values transparency: Makes decisions openly, you understand where they stand.
- Capacidad
- communication is extremely important. This has been an issue throughout the district over the past years.
- Transparency - Vision-leadership - Advocacy
- strong moral characters
- multi lingual
- I would really like someone who is willing to take risks. Our educational system is so completely outdated and I want someone who would encourage teachers, parents, and students to think outside the box to improve learning. The transition to common core is going to require numerous shifts and so it is important for the superintendent to truly see teachers as professionals who can be creative and innovative to meet the needs of students.
- No other additional comments are necessary at this time as the list above was very thorough.
- The ability to recruit, retain, and support high-quality teachers. I would prefer someone who prioritizes spending on teacher salaries rather than technology.
- A person that values and champions the cultural diversity that we have in Mountain View. A person who believes that every single child is the most valuable asset in the future of Mountain View, and a conviction that if we invest in each children in an equitable way, everyone benefits.
- Can build a staff below him that are experts in their fields and not merely due for a promotion and salary increase.
- I would favor the candidate be an educator, and that two other people be available to the board to advise on financial

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and legal matters, respectively.

- experience in operating as a Professional Learning Community
- A good understanding of Special Education
- Having many years of experience as an educator, also having served students from disadvantaged backgrounds, having already been a principal and a superintendent before, would also be a plus
- N/A
- n/a
- NO WHERE to be found above is TEACHING EXPERIENCE IN THE CLASSROOM. "Experience in elementary and middle school environments" is NOT the same thing! Bring on a former teacher.
- A growth mindset. Someone who has great relationships with students and teachers.
- bi-lingual
- must be able to negotiate and stay within budget..teachers are great..but their expectation of pay/benefits is out of line with reality on many cases.
- I would also like to see a passion for educating the whole child, not just a myopic focus on test scores. Our students should have opportunities to receive environmental education to foster connection with nature and stewardship, to develop social emotional skills, to receive character education, and to have artistic enrichment activities, etc.
- Ability to collaborate and increase involvement with potential corporate and community supporters and sponsors.
- experience in and commitment to gifted education
- Someone who will be committed to promoting high-quality education in MWSD
- more vast study coverage
- To not re-zone district boundaries carelessly. Concern for property values!
- Implementing math differentiation in ALL the elementary school at every grade level! Improving test scores.
- Bilingue espanol
- Que los programas de ayuda con la comunidad de habla hispana se integren por los resultados obtenidos por las escuelas.
- emplear mas programas para el aprendizaje del ingles
- bilingue
- todas estan incluidas
- someone who loves kids and wants to bring out the best in them
- Good with kids, Good with parents that are looking for a new school.
- Relacion cercana con la comunidad estudiantil y padres de familia
- Someone that is not too far removed from the classroom. Or someone who could go into the class and teach for a week to understand the changes that have occurred in the classroom.
- (1) Ability and motivation to think "out-of-the-box" and to scrutinize and question all current practices, goals and metrics, ensuring that each has a rational and well-documented, well-studied justification (rather than fears, trends, old habits or external pressure).
(2) Strong desire to systematically seek input from all parties and publicly document all decisions (and the reasoning behind them).
- Work with the board, but hold them accountable for questionable decisions. I am very unhappy that Goldman walked

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off with a 230K severance package that was not specifically outlined in his contract.

- Someone who is an Educator first, a politician second. Someone who is not impulsive but makes decisions only after a thorough analysis of all perspectives from all stake holders from the community.
- Be respectful of teachers.
- Ability to listen to teachers in formulating "best practices" for students; a superintendent who has a real open door policy.
- A teaching background at multiple levels including high school and college. A parent.
- Spanish speaker would be great. Should have an interest in bilingual education
- The superintendent should demand and celebrate excellence not mediocrity. Too much focus on the lower achieving students. A lot of the teachers do not put much effort in their classrooms. The English dept at Graham is extremely weak (except for Delaney). MVWSD needs to focus on writing and math/science.
- I want an educator, not a politician.....
- Experience with and desire for innovative programming- experiential, outdoor, project based, social-emotional, etc.
- Transparency in leadership.
- communication skills, esp. listening to constituents, showing consideration of their concerns, and being strong enough to do what might be hard to stand up for
- be willing to do the nonpolitically correct thing - separate children by ability for English and math - this helps both the low end and high end, and each teacher does it anyway - do it by class not groups within a class
- Someone who wants what's best for students, parents and teachers.
- Ability to "think outside the educational box" and be willing to implement new ideas, create new precedents and do whatever necessary for the good of the child
- * An ability to work with and empathize with people from different ethnic, socio-economic backgrounds and values.
- * An emphasis on driving learning in the direction of thinking and creative flourishing and away from test scores.
- * The ability to work with teachers, supporting them in their different personalities, styles and needs.
- * Willingness to have an educational vision that's child-centric, not strictly data oriented.
- Personable; be at ease, able to speak with employees, students, parents, community leaders and community-at-large without hesitation; be extremely visible;
- Need someone who has strong civic engagement experience and can work well with parents in a strong participation environment
- Teaching experience in the classroom, at least 4 years
- Experience with city or local government, or something tangential to local government, like urban planning.
- No more "silver bullet" innovations! Must have a proven track record of changing school district culture, not solely structural changes. No more "one size fits all" solutions. Proven track record of building trust amongst all stakeholders.
- Be honest
- Ability to work with local tech business community (fundraising, volunteer programs)
- Bilingual or has experience with the Hispanic &/or Latino culture
- Very sensitive to the fact that many homeowners choose their house based on what elementary school that house is zoned for.
- Be able to think "outside the box" of traditional education and allow teachers and/or programs flexibility. Ability to work with local companies/funding sources to help MVEF and MVWSD fundraise. Someone who believes in what our

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community believes in: art & music, Environmental education, in addition to core curriculum classes. Experience in helping ESL students succeed. (I don't want to say "closing the achievement gap" as some schools will look only at numbers or scores. They won't try to help the lowest achievers because it won't help the overall scores. I want someone who can help all students.

- Someone with some legal background or knowledge and a strong sense of fiduciary responsibility.
- Ability to connect with local corporations and organizations to capture additional resources for schools. Fluency in Spanish.
- Support of music and fine arts!
- Great communicator, strong leader, an innovator, who is curious, intelligent and informed: someone interested and well versed in latest studies and proven best practices in child-centered education NOT just test scores. The candidate should excel at finding young, talented principals. A great principal can transform a school.
- The new superintendent needs to understand how to address the academic needs of our under-achieving students. This includes real experience, with a deep understanding, in this area. We do not need a slick politician or a carpet bagger. We cannot afford to have someone who whitewashes our issues and just tries to keep the peace. We need someone who confronts the brutal facts with a solution-orientation, along with the skills and strength to move the organization forward. Being inclusive and collaborative is important, and when done correctly, it doesn't equate to being a push-over.
- Proven leadership ability, selfless service
- We should preferably hire a superintendent who is a parent to students who attend(ed) public schools.
- Ability to implement differentiation in curricula, so that students at all levels of academic achievement are appropriately supported and challenged
- We need Dr. Kevin Skelly as full time.
- The ability to listen to others
- Passion about maximum the learning experience of "each kid" and prepare them for high school and above. Beyond just moving the kid from one grade to another. Action plan to be able to make "incremental" difference to "each" child in every academic year.
- Commitment to the district, wants to stay in the district for 5-10 years
- Flexibility, creativity, open-mindedness, desire to remain in the district for at least 4 years.
- High focus on social emotional health and learning of students. Ability to listen to, lead, and gain the respect of the teachers.
- Would really be nice to have a Superintendent who speaks Spanish because of our large Spanish-speaking population of parents
- strategic leader who can admit when wrong, take input and strong implementation skills
- none
- Fiscally responsible and savvy. Solution oriented. Willingness to take a stand, even when not "politically correct".
- Someone who can really take advantage of the opportunities that surround us (i.e. get companies like Google to go above and beyond for their community)
- Not only experience, but commitment and willingness to explore innovations to closing the achievement gap
- The most desirable quality in a Superintendent is that they are a "people person." The ideal candidate will be warmly interested in others, and have a special skill at bringing out the best in others. They should be extremely good at reading people, understanding/respecting their point of view, and being highly supportive. They should be kind-hearted, and want to believe the best of people. They should value harmony and cooperation, and should be sensitive

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to other people's feelings. I strongly believe a person with these qualities will be well received, respected and supported by both community and staff.

- Someone who has lived in our neighborhood for 10 years or more and values our unique qualities that make us a successful, healthy community. We care about one another and advocate for healthy families, affordable housing and decent wages.
- He/she should be an independent thinker. There are lots of issues with the quality of education and we need someone who can make decisions that lead to an excellent education, instead of just following the prescribed Common Core/Engage NY curriculum. He/she must have experience as an educator and be willing to go above and beyond what is mandated by the state.
- Effective management experience, knowledge of educational best practices
- I strongly believe that the search committee should seek a woman of color as superintendent.
- An honest, hard-working individual with excellent communication skills.
- Integrity, strong morals and a history of making good decisions based on quantifiable criteria.
- Hiring from within MVWSD would be ideal.
- Transparency amongst management, certificated and certified employees. Everyone makes a difference!
- inclusive of all students - special education, behavioral, newcomers, those that don't fit normal pattern
- A teaching experience would be nice, not necessarily with children but that would help. An ability to work well with stakeholder--kids, parents, teachers and staff.
- It would be great to have a Superintendent who has been a teacher, admin, and private sector professional, but the latter two are very important in my opinion.
- Ability to problem solve DOES NOT necessarily mean data driven solutions. Good intuition and common sense matter more.
- I believe that the new superintendent should be a visionary - someone who can think differently and work collaboratively (with the board, the teachers, parents, the staff, and the students) to make necessary changes that will benefit our students. Sometimes "the way we've always done it" isn't the best way.
- value diverse work force with different strengths that create a welcoming environment for diverse customers
- Mountain View is continuing to be more and more culturally diverse. The Board and the Superintendent will need to address the complex and rich challenges this brings to the District.
- Delegation, Support of Coaches for Teachers, STEM or STEAM experience, bring more access for electives while maintaining the needed # of minutes for core classes
- I would most like to have someone who understands and is supportive of the independent study (homeschool) community.
- Someone who is really in touch with the low SES and English language learner communities, understands their challenges and strengths and strives to include them at partners along with the more affluent, well-educated parents who don't seem to face as many barriers in having their voices heard.
- dont like leadership style that pushes his or her point to much. makes me think that he or she is not a good listener with limits in leadership and cant for for the long haul when going gets tough. especially when someone is moving forward but describing past challenges. Also one that will not have affairs with other employees and give them principalship jobs etc.. and discredit all his/her work
- Knowledge of high tech tools available and experience implementing. Creating a culture of success and acceptance. Able to maintain and run educationally gifted programs (GATE) which have been eliminated from some schools.
- a) Having children who have studied in MVWSD

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b) Having administrative or teaching experience in MVWSD

- Sería genial tener un superintendente que tenga una visión multicultural del mundo, con ideas innovadoras y liberales. Este distrito está compuesto en su mayoría por una comunidad de todas partes del mundo y todos necesitamos que quien lo dirige entienda qué significa ser inmigrante en este país.
- bridging achievement gap - supporting choice programs
- Pro-teacher, Progressive (new approaches), visits classrooms to stay fresh, reasonable expectations
- WE need task forces that the superintendent will oversee. Early intervention in reading and math, some partnerships from local corporate sponsors, not just money.
- Bilingual
- Develop a district wide educational system/curriculum that would emphasize the visual and performing arts as well as technology. Willing to put together a committee that would research and seek out funding for this. Maybe push to raise the parcel tax a bit? Think outside the box!
- Someone who is good at solving conflicts. They would have to be able to listen to both sides and bring consensus to a group while treating both sides with respect.
- Superintendent should create a safe, nurturing, open environment where best practices, innovation and heart are implemented for the good of the student. Present a clear direction for learning and provide training, materials and enrichment to support positive learning that all can benefit from. One size does not fit all. Return to basics and build layers to ensure mastery and connections that will facilitate future growth and learning development. Skill appropriate learning, not just grade level learning. Every grade has a possible 20+ learning and skill levels, how does the district support, enhance and encourage staff to reach, stretch, believe and dream 'big'.
- Ability to stand up to the unions
- I want to see focus on bringing the lower achievers in the district up.
- Professionalism and commitment to our students as TOP priority. A person who will do what needs to get done (restructuring departments, replacement, evaluation, accountability, etc) to find the best person for the job(s) (teachers, TOSAs, admins, and other leaders).
- Overall strong leader that will change MVWSD for the better
- Ability/desire to utilize parent and community volunteers and resources.
- Experience managing human resources. Proven experience implementing teacher education programs.
- Good relations with TEACHERS, EMPLOYEES, and STUDENTS!!! The survey only asks about the school board, which has one to two nuts on it.
- Leadership
- Someone who promotes early literacy and education programs and who will fund programs to equalize the achievement gap for our low socioeconomic students.
- Transparency
- ability to mentor up and coming district leaders
- It would be desirable to have a Superintendent who has had experience effectively dealing with unions.
- Approachable, accountable and visibly engaged toward improving education at each site.
- Naturally, I want a leader who has experience, knows how to get things done on time and within budget, cares about the community, knows how to engage parents and other stakeholders to effect change for the better, and is an advocate for teachers, pays them well and gets the good ones to stay.

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- All of the qualities and experiences outlined above are important.
- Understanding of applying Common Core to diverse backgrounds. Establish a program for gifted children (Due to Silicon Valley there are many families with gifted children whose needs are not met by the public school system. Many are homeschooling)
- Experience as a parent and ideally of children who live in a similar school community to MTn view demographics - wise
- Experience as a parent and ideally of children who live in a similar school community to MTn view demographics - wise
- Knowledge of deeper modes of assessment and evaluation that include a whole-child approach.
- Significant years as a teacher
- Transparency. Desire to help not just students at the bottom of the achievement ladder, but to embrace and treat fairly those schools at the other end.
- It is shocking to me that there is nothing about having a strong respect for teachers in the district. Our last superintendent failed in that area and that is largely considered a factor in terms of why he left. If the superintendent doesn't respect the value of teachers, why would anyone want to work in this district?
- Ability to challenge high achieving students.
- I am concerned that this valley's infatuation with technology leaves us pretty alienated from the natural world upon which we depend for our survival, and to flourish. I would like to see a BALANCED Superintendent!
- Courage and bravery! The willingness to be frank and honest about the issues facing the district, whether dealing with parents, teachers or any interest group.
- In classroom teaching experience at k - 8
- Bilingual (Spanish/English)
- a distinguished track record of accumulated accomplishments and achievement with significant impact.
strong leadership must be balanced with strong technical depth.
ability to make tough decisions with incomplete and/or imperfect information.
always put the interests of the children above all else.
understands that not every situation is black and white, and not every rule is absolute.
- good senses of humor
- Continued improvement on district API. Focus on retaining strong commitment (financial and time) to Science, Tech, Engineering, Arts, and Math. Focus on expanding PE I. Schools
- A mix of private and public sector experience would be good.
- No
- Ability to juggle conflicting priorities in an heterogeneous district.
- It is important for MVWSD to be a top-notch district, serving kids doing well in school, not just those who struggle
- Experience in other public and private-sector fields a plus. Experience with school construction and planning a plus.
- Understanding of the impact and importance of special education on the district. Familiarity with the advantages and challenges of mainstreaming and that techniques to effectively help kids with special needs and benefit all children.
- Transformational leadership! Multi-lingual and someone who has led teams to achieve greatness not just in the education field but other arenas as well.
- Ability to negotiate with suppliers and vendors to keep non-etcher costs down so that funds can be better applied to hiring and retaining the best teachers.

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- Ability to work well with teachers (something Goldman failed at). Ability to help high achievers as well as low achievers. MVWSD is only focusing on low achievers and creating an environment that is leaving high achievers bored, disrupting class, and not ready for the high school.
- N/A
- Demonstrated creative problem solving. Embracing innovation and "what's possible" for students, teachers and parents. Experience with highly involved parents and highly un-involved parents.
- Ability to communicate Common Core to parents and teachers
- More equau demographics. The schools are mostly Latino. Favors them.
- *kids future comes FIRST
*school must address all kids' needs, rather than just focusing on addressing most kids needs
*a realization that what works well for one child may not work well for another
- Bilingual and bicultural, specifically with Latino community
- Respect
- Ability to articulate a feasible leadership vision that can meet or exceed what Palo Alto and Cupertino schools deliver.
- A sense of humor and optimism.
- Speak good Spanish, do to big Spanish community
- N/a
- Ability to earn the respect of both parents and teachers; Willingness to resist latest trends that are not proven to be effective
- Someone who enjoys working with and for elementary and middle school age students; someone who is good with finances;
- Willing to listen to constructive feedback regarding current programs and not simply defend the District's position. Don't create an "us and them" environment.
- Safety first for all pupils, and or students. Hire staff, teachers, administrators. and boards, whom are able to provide positive communication, especially when communicating with pupils, students, and parents, or guardians, at all times. Understanding the importance of whom we work for (the child, pupil, and the student).
- 1. I heard our government budget/per student is like around 11,000/year, lower than national average around 14,000. I'd like the superintendent able to find creative solutions to close the gap.
2. The district also no longer has any gifted student program. I know the district also has a lot of English Learner students to take care of. But I'd like to see some programs/solutions to encourage more advanced kids so we do not keep losing families to Palo Alto district or private schools.
- A woman would be ideal for me as it is in our nature to be collaborative.
- A woman would be ideal for me as it is in our nature to be collaborative.
- Apoyar a los adolescentes y brindar ayuda a todo estudiante que lo necesiten tanto académicamente
- Apoyar a los adolescentes y brindar ayuda a todo estudiante que lo necesiten tanto académicamente
- ELD students, strong program for reclassification,
- Someone who is genuine, has visions of success for all students and challenges those who are at a "plateau", and is excited about education.
- Someone who attends community events and is apart of the Mountain View community.
- Open to and supportive alternative types of education like pact and DI

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- Ability to embrace innovation in general (NOT specifically with respect to technology). This includes technology but also things like project-based learning and other emerging teaching methods. We have some excellent principals who are willing to push in exciting directions, and we need a leader who will support this
- Desire and drive for excellence and high-achievement. Willing to bring in new practices to significantly improve effectiveness and quality.
- Must know how children and parents think and what children and parents expect. Put himself or herself in their shoes when problem occur. Look from all angles before rushing to decisions.
- bilingual in Spanish and English a plus. Likes children. Transparent communication style. Willing to empathize with teachers and community regarding their concerns rather than play the political game.
- respects and values teachers and parents
- Someone who is willing to act to reduce class size.
- The ability to make the most of the financial resources given to the district and the experience and understanding of how to divide the resources between elementary schools, middle schools, and high schools.
- someone who knows how to listen problems from parents
- More equau demographics. The schools are mostly Latino. Favors them.
- Df
- I would like to emphasize the incorporation of technology into student teaching.
- all in there!
- Understanding of students needs...not just test scores
- Desire and ability to put student welbeing and education first
- Willingness to accept new innovative ideas that transform ALL MV Whisman Schools to be desirable over other school choices.
- A good listener.
- More than one language
- I'd like someone who is not afraid to think outside the box and try things that are uncommon but might have some research supporting it. For example, studies might show something, but this leader figures out a way to implement the research in a school setting.
- Na
- Desire to put student wellbeing and education first.
- Desire to put student wellbeing and education first.
- Desire to put student wellbeing and education first.
- Knowing all kids have potential to achieving great academic goals regarless of native English speakers or English learners.
- Support and Experience with sustainable schools: reduce waste, energy, and water, gardens, fresh, local, organic food, etc.
- good at fundraising and experience with creating magnet or other gifted and talented programs for exceptional students
- ?
- Qualities- treat all students and schools the same. Keep away the sense of entitlement that is prevalent in this area.

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Open lines of communication between all (teachers, parents, students, administrators) should be easy. Be able to have tools accessible for parents to help students excel easier.

- Had a hard time narrowing the list above to just 10. Needs high integrity, fiscal responsibility, ability to motivate and work together well, visionary, respectful.
- When we were looking at schools, we felt the MVWSD and public schools in general were really struggling - insufficient funding, challenges with non-prepared economically-disadvantaged students, dependency on volunteers (and low volunteerism outside of PACT), lots of busywork / non-challenging instruction, no GATE program, low test scores, etc. Now that we are at Landels and we see truly great teachers and our kids are learning more than we expected - we wonder how we could have been so misled. We still wish the district could do more for our gifted kids - let them go as far as they want in math, etc - but at the very least, we wish the schools would communicate that they can and do educate gifted kids every day. And that MVEF is providing for the "extracurriculars" that we feel are basic requirements for an elementary education.
- I think that someone who has worked in the classroom (elementary or middle school) for 5 or more years might have empathy for what classroom teachers have to deal with in the real world. I would have more respect for someone who has "walked the walk".
- No prior history of inappropriate relationships with subordinates or peers. Preferably female and/or minority with a demonstrated record of success elsewhere.
- He or she should live in the district.
- Committed to figuring out how to get class sizes back to manageable sizes rather than just making excuses. (Huff's four kindergarten classes are 27 kids each, and even our most experienced and talented teachers say that is too large).
- Fundraising experience would be a plus. There are a lot of wealthy potential donors to tap in the area.
- A love of children and a passion for education
- Experienced with classroom teaching, as well as education theory. Experienced with Common Core curriculum. Experienced working with populations at both ends of the spectrum in terms of family income, education level, and technological expertise. Motivated to show respect and communicate well with all parents and teachers. Committed to district goal of transparency. Team player. Respectful, inspiring, approachable. Motivated to provide quality education to all students in the district.
- I'd like a Superintendent that can manage to have a solid, optimistic relationship with the faculty and staff of the district as well as come to a vision for the future that the Board can share and support.
- every year special middle students can vote for their best teacher for each subject direct to the board.
- Show respect for parents and students and value their input.
- The district has had problems getting rid of very bad teachers with a poor track records; Mrs. McNally at Bubb for example, a chronically late alcoholic with a history of rageful outbursts in the classroom. As well as retaining good teachers, for example Mr. Wood, also at Bubb, one of the best teachers I have ever met, and one that got pushed out because he was vocal about how dysfunctional the administration was in terms of managing policies and curriculum.
- Someone who has led a district and overcome some of the issues that we have (boundary changes, teacher retention, common core implementation, limited financial resources).
- transparency
- Corporate America experience, entrepreneur, or business leader
- Approachable to parents. Work on best interests of students and teachers for the greater good. Futuristic and sees big picture.
- Aware Asian community.

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Care those abandoned families in Whisma station who can only sent their kids to private school without their fair homeschool. We hope we can also walk our kids to school.

- Ability to clearly communicate with the teachers and treat them with respect.
- Ideally the superintendent would be fluent or capable of communicating effectively speaking Spanish. Also, the superintendent should be able and prepared to engage with the Latino community, in particular, in settings and interactions that work well within their culture. Smaller groups tend to work best.
- Some ability to speak and understand Spanish would be nice, but the other management qualities above are more important
- Must have a strong personality in order to deal with the community who most of the time only knows one side of the story. (yes I work in a school District)
- Be approachable and accessible
- special education
- No micro management
- A vision of how to serve both high achieving students and student that need additional support.
- Conviction to follow through on tough decisions in the face of criticism by factions in the community.
- Open minded, collaborative, not a "it's my way or else/intimidation" leader as in the past. Someone who WELCOMES multiple opinions whether through conflict or otherwise. Someone who does NOT publicly try to censor a school board member, parent or teacher for disagreeing with them.
- Proven ability to hold all principals to high standard at their schools of innovative teaching techniques, excellent communication skills, out of the box thinking
- Ability to recruit and retain great teachers
- Someone who actually responds to email, who is actually interested in changing this school district from an us vs them mentality that one embraces change.
- Experience in and/or has close relations in the technology sector as well as media and/or arts.
- Ability and desire to treat teachers with respect and a deep understanding of the teaching profession. Knowledge of and willingness to be open to choice programs like PACT and DI.
- For certain someone who embraces diversity and believes that all children (despite their backgrounds) can be successful
- A commitment to students at the upper end of the ability range. Avoid focusing solely on the lower tail.
- Previous CA school/district leadership

Question 4: In your opinion, what are the challenges of MVWSD?

Almost 71% of all participants provided a response to Question 4. 153 individuals skipped this question. All verbatim responses are shown below.

Response Text for Question #4

- Too many kids in the same class. It should be 20 students per class. Not enough support for teachers.
- 1. Lack of transparency in use of funds, decision making process and rationale for decisions 2. Teaching to a lower

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standard - we need to retain and challenge high performing students. Continue to up level across the board but not just focus on the gap.

- Keeping our teachers motivated and less classroom stress with special ed students.
- Technology and the use of that in the classrooms to aid and supplement learning.
- Gaining the trust of the more affluent part of Mountain View so that their children don't slowly migrate towards other districts or private education. We need a healthy mix of demographics in our schools and currently people in the bay area don't want to live in Mountain View because of the district. There are two good special program schools in Mountain View. Parents don't perceive the district as being proud on these programs and supporting them. People perceive the district as not fulfilling the needs of our community by having a long waiting list at pact and the meddling in the DI program without expanding and utilizing the great experiences gained in our other schools that can be had by allowing people to use their mother tongue and gaining confidence.
- English as a second Language
- We need to have a supported plan for common core role out and more help along with keeping our GATE program for our students we need to close the achievement gap not forgetting about the middle student in the process. We tend to want to help the slow learners and have and challenge the top students but don't leave the middle average student behind the student who is doing a good job and is at grade level. It would be great to have a homework club after school are all students lead by the teachers of all grade levels. Studies have shown that homework in elementary school does not make a difference for students I think limiting the amount of home in each grade level is critical the need downtime and play time to be well rounded students not just busy homework every night.
- Responsabilidad
- inspiring a bolder vision for facilities and instruction, one modeled after the best examples around the world.
- Curriculum and also trying to fit the needs of all language demands (not just spanish speaking)
- NA
- growing student body, too much politics
- Responsabilidad
- A dysfunctional school board. They set the tone for the employees and communities..
- Common core curriculum, large class sizes, keeping quality teaching staff, communication amongst the community and school board
- Versality!
- Families not being able to go to neighborhood school
- hacer una comunidad unida.
- Balancing the community between our Latino students who need services and our community members who are not Latino
- The wide range of student backgrounds. It is challenging to provide support for struggling students and also challenging work for more advanced students.
- Closing the achievement gap. Not seeking outside consultation when needing to find a solution to the achievement gap at Castro, and all schools in MV.
- Too many decisions are made at the very top of mgmt without including any feedback from those who are affected. Too many employees feel they are not valued or respected. Top management is top heavy and earns WAY too much money. Somehow this district went from a 1Asst. Sup. to 3 -NOT necessary and a waste of money.
- Rebuilding absolute trust in the superintendent. Resource management over the diverse needs of the various schools.

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- implementing best practices that lead to achieving the vision of the district
- privileged families/schools/PTA vs low SES schools/families
- Teacher morale issues
- salary negotiations
- Budget and communication
- More economic equity among schools. Those with strong PTAs have too great an advantage.
- Retention of staff. Keeping up with the continuing changes in education world.
- teacher pay, somewhat toxic environment between leadership and teachers for a variety of reasons, not retaining teachers because of teacher pay,
- The board members with personal agendas/Living up to some unrealistic promises made by Mr. Skelly
- balance budget needs with parent hysteria over teacher pay
- A coherent, collaborative, productive school board. Achievement gap. Mending the relationship between District and teacher union. Attracting and retaining good teachers and administrators.
- Dealing with enrollment overflow, retaining talent, driving continual achievement, competing with LASD
- balancing needs of affluent/highly educated families with less affluent/educated/stable demographic
- teacher retention, academic standards
- Rebuild trust with parents and teachers while ensuring continuing high standards.
- A better communication between school and working parents
- It's a very diverse district... in particular, there are two halves of the district which are very distinct and have different needs. It's like two very different districts that operate as one.
- Not enough money for extracurricular and alternative education
- Top students are not challenged! Performing students are moving away, going to private school or just bored in class
- ofrecer un educacion bueno para que todos los hispanos tiene exito en la escuela
- Mantener las escuelas a un nivel adecuado academicamente
- INTERES EN LOS ALUMNOS DE BAJO PROMEDIO
- Ofrece un educacion apropiado para todos los estudiantes, especialmente los hispanos
- mantener la escuela en altos niveles academicos
- Keeping the school a safer place
- bringing up the second language learners
- maybe more one on one time with students. i know that this may be hard at times i appreciate the attention that my sister does receive here but i do feel that one on one is very important for children with special needs.
- Buena estrategia para distribuir los fondos financieros y tener una comunidad segura
- Having a curriculum that fits all sites well. Mandates from management that isn't well thought through. Adding new mandates to our already too FULL plate.
- Uncertain future state funding/High costs of living.
- (1) Excessive focus on fund-raising and state tests. (2) Lack of focus on individual student success gaining

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fundamental skills. (3) Misuse of technology. (4) Discipline (population of students largely unprepared by parents to efficiently receive education).

-

- Implementation of Common Core, Stability for the Special Ed population who do not handle transitions well, competing interests in how to spend the reserve money
- diversity of our student population, and serving their specific needs
- How to teach what the students need to learn; good, effective professional development.
- Diverse student body, clear communications between school entities, teacher retention and training,
- English acquisition education, Facilities.
- Opening of new schools/and or redesigning of schools
- MVHS teachers continue to tell students that kids from Graham are not at the same level as kids from Blach? Administrators should be fire over this. Our district is the only district in the area that does not have and or use a spelling, grammar, and vocabulary curriculum. Graham has the least amount of electives than other school districts in the county. The district focuses only on the low kids and does not nothing to support children at higher levels.
- The Board Members
- Create stability. Since I have been a parent in the SD I have seen too many good employee leaving. I believe their is too much politics and there is a tendency to forget about the negative impact on the students and their family, especially in Special Ed.
- Difficult trustee leadership, serious lack of engagement with subset of students who aren't getting what they need in middle school
- Not sure
- we have a culture clash, not a melting pot given the flood of recent immigration. people move here to get away from home, not to be part of California/America
- I think the challenges would include meeting every one on the same page. Also being able to close achievement gap and get those with special needs adequate help.
- Supporting All socio-economic levels and the diverse learning experiences, and the needs of the full spectrum of students
- Too many students, too little space; too broad a range of abilities among students i n a single classroom
- elevating both the high end and low end
- Unequality of resources between schools.
- Changing population with different ideas about what's important in schools, lack of funds for the district in an area where those funds are abundant.
- Lack of trust in the leadership has left teachers/staff feeling unsupported and unappreciated.

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- all the changes going on at the same time
- diverse needs and interests of stakeholders
- Lots of learning and language development needs in students; huge range of academic needs (i feel the majority of resources go to the kids at one end of the spectrum); need to integrate and involve the non-native English speaking parents
- There seems to be almost nothing about the district that is homogenous. All problems are different and yet interconnected. Plus the area is under economic stress, even more so for families with children.
- Stuck in a "one size fits all" mental model. Diverse schools thrive when there are choices in how to address their student community.
- Reduce Class size and foster outside of the box learning
- Retaining good teachers despite cost of living disparities
- limited budget, no clear direction on new common core
- Steve Nelson; Greg Colodonato (i.e., divisive board members with their own political agendas); changing demographics; significant low SES/ELL community; burnt-out teachers who feel devalued by administration (but are wonderful educators)
- Too many initiative & not making the ELL students first priority
- Enrollment Boundary, Budget for Sports/Music/Arts. STEM curriculum
- Meeting the needs of the students with such a varying degree of social and financial backgrounds
- quality teacher retention. Supporting ESL students while also challenging GATE students
- Racism masquerading as school choice; lack of commitment to neighborhood schools; Stevenson is too close to Theuerkauf
- Help for English Language Learners. Issue of have/have nots. Some schools have strong PTAs that raise alot of money, and others get very very little. So unfair. Our school Board is now attracting people who really are interested in arguing and not doing what is best for the District.
- Supporting all kids in such a diverse community, rather than focus on one group.
- Keeping all students engaged in learning as well as achieving, not just the average kids but also those at the extremes
- Meeting the needs of all students in this very diverse community. Providing challenge to those students who need it and supporting those students who may struggle. Teacher salary is lower than in all surrounding districts.
- Large class sizes with too many differentiated learning needs and few or no aides in the classroom. Extreme income and family opportunity gap among students. Many immigrant children with special education needs are not identified or helped at preschool age. District is not proactive about providing early services which makes it more expensive later. By 4th grade kids self identify as 'bad kids'. By middle school they are lost. Kids w/ similar learning differences in Los Altos get services and stay engaged through high school and many attend college.
- To keep up with the rapid change happening in our district. To take full advantage of the resources available in our district.
- Reputation vs other districts. Challenge of mixed demographics. It should be why we are great! Not why have poorer test scores.
- Obstructionist board member; he should be removed.
- To balance the needs of a diverse community; to make school a rich, engaging and supportive experience for a range of individuals with differing strengths and weaknesses. To bring the district up-to-date so that it reflects the

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innovative, sophisticated and multi-cultural community Mountain View has become. Class sizes are too big, there is too little support for children with learning disorders (this is a statewide problem, but still), choice programs are great but not everyone can get into them.

- Not walking the talk about closing the achievement gap. Talk is cheap.
- Inculcate a set of core values in the student population
- MVWSD has many second-language speakers, so it can be difficult to address their educational needs along with those whose native language is English. Class sizes have also become too large as the population has grown; in addition to the task of realigning boundaries, MVWSD definitely needs to reopen another school.
- Dealing with students from a wide variety of socio-economic backgrounds
- Math and Science education
- Communication, putting the schools and community above all else.
- Unable to maximum achievement potential for diverse group of student (student needs help vs student who learns fast)
- repairing relationships, equity for student learning
- Low teacher pay = lower morale
- Under-utilizing resources in the community such as young people who don't yet have children, empty-nesters. Cliquishness and self-segregation of students into minority groups.
- Keep up or stay ahead of "trends" in education using technology and so-called "21st century" practices with a hugely diverse population.
- Rebuilding trust between the district office and the teachers
- Dysfunctional Board of Trustees, inadequate facilities,
- Creating equity across the different elementary schools so that parents feel that their assigned neighborhood school is an outstanding place for their children to be educated. Narrowing the achievement gap while ensuring that there are plenty of enrichment opportunities for all children.
- re-build moral, teacher retention, common core implementation
- the gap between the well to do's to middle income earner and poor
- Closing the achievement gap.
- A district culture that seems to be more negative than celebratory. This would be for all stakeholders from students to board members. We should be supportive, collaborative, and celebratory. We do some really great work.
- The middle schools are the challenge in MVWSD. Many parents send their children to private school for the middle school years. There appears to be no interest in serving kids other than low-scoring sectors. There are many accomplished to advanced kids in the district and they are being ignored. We need a leader that values ALL the kids.
- Space allocation, low performing schools.
- The greatest challenge is meeting the needs of all stakeholders, the most important being the diverse student body.
- To provide an excellent education to a very diverse group of students.
- Overcrowding
- Balancing the needs of a diverse school district under limited resources. Addressing an achievement gap amplified by growing socioeconomic inequality in the region.

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- Monetary recognition of how hard ALL of the staff works- increasing hours and/or pay of the support staff.
- Ensuring access to high-quality, challenging learning opportunities for all students, not simply those in wealthier neighborhoods
- The schools are too big. Education is as much about crowd control as about learning. There are challenges at both ends of the spectrum. There is no differentiation and there is nothing much for high-achieving, creative kids.
- Diverse community with wide socio-economic gaps, lack of funding, teacher quality and motivation, teacher union
- Closing the achievement gap, specifically with the Latino population.
- experience
- Balanced schools, schools with stigmas attached
- Diverse ethnic and socioeconomic population, resource disparity with surrounding "comparable" districts, a volatile, disparate board, high rate of turn over (in all areas - teaching staff, programs, curriculum)
- Retaining excellent teachers who feel they are a valued partner in education decisions for the district (that they feel the administration values them).
- A hugely diverse population, both culturally and economically and how to balance the needs for all.
- Equality in education regardless of income.
- Building morale, trust, pay raise 2%, and EXCELLENT leaders at the D.O. and at school sites.
- no curriculums; too much reliability on teacher to make resources
- Diverse population (ethnicity, income). Kids/Teachers/Parents with different levels of motivation.
- I feel there currently is a large gap in parent/community understanding and participation in tangilbe and actual activity from fund raising, community support, etc.
- Teachers need to be happy to inspire students.
- I think it is a huge challenge that our schools have such disparate demographics and academic records. The middle schools seem to be divided along a socio-economic line that allows students in one school to thrive and students in another to be held back. Why is there such a divide? How do we fix the geographic lines to make both schools more diverse offering all the middle schools in the district the opportunity to learn and grow. Incidentally, this is an issue in the elementary schools as well.
- all employees have input into major decisions, more collaborative
- I believe the biggest challenge remains recruiting/retaining the best teaching staff in the Nation in an area with an extremely high cost of living.
- Closing the Achievement Gap particularly in math
- Low rank of schools in the community; NOT enough mathematics in the educational program
- Strong community and school district
- Reaching the families of children who have the greatest need for support within our district (low SES, English language learners, etc) and making sure that they feel supported and respected at every level of contact within the school district. These families have many challenges when it comes to participating and being heard (without feeling intimidated or undervalued) and I often hear reports at how they feel they are treated with a lack of respect when dealing with teachers, school administrators or district staff.
- Lack of transparency to the community; lack of feelings of support to teachers/staff of schools from leadership
- achievement gap. poor leadership leading to current board being voted in as a statement that the the board needs to listen to the community better

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- Lack of trust/respect between district and teachers.
- Holding on to good teachers, gathering funding for enrichment.
- I feel there isn't a commitment of some teachers to the greater good of the student. many are too concerned with day to day and not the career of the student.
- Adequately Preparing Students for High School
- The school board, in particular, Steve Nelson
- Making sure lower income students and those from non-English speaking families succeed academically and are integrated fully in our community.
- IMHO, the biggest challenge is the gap between latino and the rest of the students.
- Achievement Gap, staff morale, need to become a more cohesive work force
- Improving the education for a wide range of student abilities
- The superintendent's salary is too high, unless teachers are compensated comparably.
- Mejorar el nivel académico de los alumnos de bajos ingresos. Darles mejores posibilidades de vida a los niños de bajos recursos
- achievement gap, changing demographics
- wide demographic range
- Creating a feeling of equality across all students.
- WE still need work in closing the achievement gap and better instruction for our teachers on Common Core
- achievement gap
- Compensating and attracting talented teachers and substitutes who desire to live in or around Mountain View. More funding from local taxes?
- Unorganized board of trustees make it difficult for staff to get things done
- Listening' to community needs, positive future goals...
- Middle schools are not improving as fast as the elementary
- We have very well off families, and ones that struggle to be here and have time to support their kids. We need to meet the needs of a very economically and culturally diverse population.
- Subjective interpretations of MVEA contract (unclear definition of "professional workday" and others), under-qualified leadership, loyalties, and underuse/undervalue of human resources
- MVWSD and some school sites don't have strong leaders, training of policies and procedures is weak, employee evaluation and accountability does not exist, many employees do the bare minimum perhaps since they don't feel valued? And they do not have to be accountable to anyone. Work environment is generally negative.
- Family engagement at some campuses.
- Developing and *retaining* good teachers. Engaging the local community to get additional resources for the schools. Increasing enrollment.
- Maintaining a community given our differing populations. Need to eliminate the condescending attitude of wealthier schools/programs.
- Achieving great academic scores while promoting human values such as respect, collaboration, team work and friendship. Make kids understand that it is not only about having good grades but about being accomplished, committed and happy good persons.

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- Producing class-size within tight budgets so that students get more personal attention
- Improving the traditional program at Castro school, by decreasing classroom size from 30 students to only 20. This should be a clear goal for all our elementary schools...just hire one more teacher and make another class...this will do more to improve student learning overall than any "special" programs. Drawing up new school boundaries so neighborhood kids go to their neighborhood schools. Whisman school district needs their own elementary instead of shipping out 400 kids to other schools.
- The quality of education and programs vary greatly from school to school due to the wide socioeconomic gap.
- Politicians
- lack of a parent participation middle school, need to update infrastructure
- The MVWSD has a diverse ethnic and socioeconomic population. It is difficult to address the needs of all of the different parties.
- Addressing needs of all students such that adequate intervention and enrichment is available. Student to teacher ratios are poor. Facilities are overcrowded and inadequate.
- Class size and lack of space
- Diverse student body, challenges of funding new initiatives, legacy or assumption that MV schools are not as good as Palo Alto schools
- closing the achievement gap and providing an outstanding education to every child.
- managing growth/class size, attracting quality teachers in our district despite the high cost of living, how to best use limited resources
- close achievement gap
- Past practice of poor management. Our teachers need to be the ones who help drive the vision and mission of the district. In the past, they have not been given this respect by the superintendent
- Presently determining boundaries for schools , achievement gaps esp for those who do not have English as a first language - school stress/ nearby teen suicide - homework hours in high school - maintaining our good teachers with cost of living so high
- Presently determining boundaries for schools , achievement gaps esp for those who do not have English as a first language - school stress/ nearby teen suicide - homework hours in high school - maintaining our good teachers with cost of living so high
- The diversity of needs in the community.
- Achievement/education gap within the student body.
- Since 50% of the students are low income, non-English speakers, the challenge is to also give the other 50% the attention they deserve.
- The schools are VERY different from one another. How do you meet the needs of all schools, yet allow each site to retain their character?
- The dysfunction and distrust among the trustees. Not only addressing those students at the bottom, but in challenging and funding those schools on the high end of achievement... how do you make those schools better.
- lack of parent involvement in terms of being advocates for their children as well as being responsible for their children's actions. I also think the district tends to teach to the lowest academic level rather than challenging kids who need it
- Meeting of the needs of a diverse group of students.
- Take advantage of the cutting-edge culture we live in, and recruit resources (financial and otherwise) from the

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wealth of resources here in this valley.

- Figuring out how to meet the demands of different communities (high- vs. low-achieving) vs. Common Core goals vs. what normal childhood requires (art, music, PE, etc.).
- Class size: 30+ kids in 3-5 grade is just too much. Performance evaluation process for teachers: simply basing on years of service is a ridiculous way to run an organization. Wide disparities in income/achievement across the elementary schools, how to deal with that.
- The composition of the community. Insufficient funding.
- There are clearly more parents that want to be in programs like pact than their neighborhood schools. How can the district raise the levels of the other schools to compete? How can the achievement gap be closed in schools where the majority of students speak spanish at home?
- relationship between superintendent and board
- Finishing CIP with Measure G funds in an equitable way
- By all measures, we should have the best district in the State, if not the country: how do we get there and still embrace our diversity?
- balance the achievement gap without leaving the bright students bored. Avoiding too much dependence on technology
- Mejorar la calidad de educación y estándares académicos
- closing the achievement gap
- Achievement gap, conflicting needs across the district.
- Implementation and Execution of Common Core. Supporting teachers/admin/kids/families during the transition and beyond.
- Overcrowded student body
- Asegurarse que los niños bajos académicamente estén recibiendo suficiente ayuda
- Diverse group of students and families with limited funds
- giving "GATE" kids more academic challenges, fostering trust in management (district office, principals, board), bolstering science education, improving perception problems re: middle schools, making lower-API campuses more appealing to families
- disparities in income, availability of time for parents to dedicate to their children, lack of housing for teachers
- Overcrowding in certain schools and some lower performing schools; lack of neighborhood school for some neighborhoods
- I don't think the challenges are very different from most districts in the same socio-economic sphere. Perhaps the toughest thing about this district is that we have affluent families from the high-tech community as well as low-income families. We have a large population for whom English is a second language. So the superintendent is overseeing students who have had many privileges and have the newest technology, as well as students who are struggling to just get by.
- A mixed demographic, with 2/3 high achieving parents and kids from English speaking households with 1/3 being low achieving, low income, non-English speaking households. Big gap in these 2 student groups drive down academic achievement, when teachers focus on low achieving students
- Classrooms are more crowded than they were at the start of this decade.
- Opening another elementary school
- Meeting diverse needs and managing various stakeholder groups; engagement of all of these groups

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- maintaining and fostering success in our diverse community. Real educational growth rather than just good test scores.
- diversity, changing demographics, budget, Common Core
- Lack of effective leadership at the district level that treats people with respect and unites all groups in the district (parents, teachers/staff, students, etc.)
- Board Leadership, community divisiveness, and per pupil funding is too low
- Not having a GATE program, classroom size too large, not having neighborhood schools
- Apoyar a la comunidad Latina, para el avance academics.
- Changing community demographics and socioeconomic disparities. Challenging community relations and dramatic variations in children's needs
- Maintaining equity in resources across high and low performing schools
- quality education not teaching at level kids should be.
- district is losing the high achievers due to focus on the low income. High achievers moving to private schools
- To actively acknowledge that the past years have perpetuated an achievement gap between a minority white population and that of its communities of color.
- 1) We really have no cohesive technology strategy, and; 2) we are never sure what the district is responsible to fund for the schools.
- Dealing with difficult constituencies that may not like some of the decisions the district has to make.
- We need to develop talent in our existing staff to shift from a system of scripted curriculum to one that expects and honors professional expertise to develop lessons and curriculum based on standards.
- Closing the achievement gap with students from socioeconomically disadvantaged homes. Implementing intervention programs to help students who struggle in subjects like reading and math, whose parents work long hours or are otherwise unable to help them.
- Strong ethical leader
- None
- Balancing range of needs and challenges with students and their families that may impact academic and social and emotional functioning and achievement.
- Huge wealth/income gap leading to an unacknowledged/unchallenged achievement gap
- Diversity
- Dysfunctional and micromanaging school board, morale throughout the district
- Creating a neighborhood school for N Whisman area; Hiring and keeping effective and caring teachers; need to make teachers salaries competitive; integration of the different socio-economic groups; finding ways to motivate and promote students to attend college; increase math and science knowledge and interest;
- Less than impressive administrative team
- Honesty, maintaining a safe educational classroom in all classrooms, quality meals, and employing safe oriented teachers, with the main quality being safety to all students, pupils, as well as a general education, rather than statistical, pressure testing, all year round, every year, to acquire the nations overall categorical findings, and depicting of the child's ability.
- Weak Board of trustees has lost the public's trust
- Ensuring staff is compensated competitively. Effectively Responding to increases in enrollment .

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- The wide variety of needs our students have, from intellectually challenged to gifted
- Attend to both extreme student groups--- lower income family with English learner kids, as well as very educated parents with very smart/Math & English advanced kids
- Limited space for students
- Limited space for students
- One of the main challenges is that some schools are perceived as desirable (e.g., Huff or Bubb at the elementary level; Graham at the middle school level), while others are not (e.g., Theuerkauf, Crittenden). This, in part, has led to overcrowding at some school sites, and many students across the District attending schools other than their assigned neighborhood school.
- Brindar más apoyo a los adolescentes
- Brindar más apoyo a los adolescentes
- maintain low income and english lerners engaged and excited about learning. reclassification. Large classrooms
- Challenging School Board
- Teacher compensation,
- Addressing the needs of vastly different socioeconomic populations
- Teacher retention!
- Not providing challenging and high-level curriculum for students of high capability. Too many distractions in the classroom (bad behavior, disproportionate amount of time taken for lower performing students - at the cost of equally nurturing high-potential students). And to be very specific, writing and grammar need specific focus and improvement also.
- Effectively implementing common core or other most effective curriculum
- Unwanted Influence among children
- Trying to accommodate needs of high-achieving students and underprivileged students, reducing class size, redistricting
- engaging the Hispanic community and helping them feel a part of their school. increasing parent participation in general.
- retaining high quality and experienced teachers, supply adequate support services for students
- Large class sizes
- Operating a growing school district with limited resources
- Low teacher salary!
- There seem to be big changes coming in the near future because of the need for more classrooms and possibly a new elementary school, as well as Castro School being divided in two.
- Walk able schools for a relatively small city. Inefficiencies in the administrative front. Annual forms for allergies and such are not automated and clear instructions are not readily available.
- I believe that the biggest challenge in the district is to get the middle schools up to par with the elementary and high schools.
- adjusting to common core
- Retention
- Dysfunctional Board of Trustees, income stratification, large percentage of English language learners

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- A diverse multilingual community with vastly different needs.
- hiring a capable knowledgeable staff
- quality education not teaching at level kids should be.
- Gg
- Fostering creative, independent, critical thinking students that are in charge of their education and feel inspired and empowered to make choices regarding their education.
- The demographics of the local families skew toward being very highly educated. We must find ways to fully challenge and stimulate these children.
- Kids need motivation but the school needs to look ahead to its time
- Too much emphasis on technology
- Diverse student/family population, Achievement gap
- socio-economic diversity
- Quickly changing demographic
- Creating safe, walk able neighborhood schools for all the cities children, planning facilities for at least 10 or 20 years down the road, effective communications that contribute to positive outcomes between Board and Administration
- The biggest challenge is the income disparity in MV. We're a dumbbell town with rich and poor. That's the root of many of the District's challenges.
- Schools like Mariano Castro with below avg rankings
- Achievement, classroom size, need of additional support staff
- Bring the district to a competitive level
- Managing learning challenges EARLY, before they are BIG problems for students. We wait too long to service kids who are falling behind, and they are too far behind when we finally start giving them services.
- na
- quickly changing demographics
- quickly changing demographics
- quickly changing demographics
- Serving diverse learning levels in every classroom. With only one adult in the classroom.
- lacking of learning opportunity outside of classrooms
- There are no programs or support for gifted children, who often have special needs just as real as kids on the other end of the spectrum.
- Building new schools, raising achievement of all kid, teacher pay
- not enough differentiation in education for the students - mediocrity
- Tech in the classroom
- Addressing the needs of all students- from struggling EL students to native speakers that enter well-prepared. Increasing the rigor & critical thinking for all groups of students, regardless of language supports needed.
- We live in a very interesting place, the center of the new tech industry. We also have many different income brackets that make of wonderful city of Mountain View. We should not let that affect the kind of schooling our

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

children and all of our testing scores should reflect the equality throughout our district.

- Need better differentiation and challenges for students who have mastered the topics.
- People think the schools are failing, other than Bubb & Huff. All the kids in Old Mountain View that we knew went to DI or PACT or Private schools, including us for 2 years.
- Common core implementation; only 2 really good non choice elementary schools, rapidly changing demographics
- The morale of classroom teachers - we feel overwhelmed with demands from parents, administrators, new curriculum materials and methods, larger class sizes (especially in K-3), and underappreciated by DO administrative staff. Technology demands for testing requirements and supporting ELD learners are not aligned. Software or equipment is not updated routinely enough and teachers don't have the time or expertise to deal with it.
- achievement gap, preparing students for new technology and job market, new standards and testing
- Delivering to ESL students the same quality of STEM and humanities education as is delivered to white, upper-class students.
- Budget, class sizes, serving at-risk populations, inexperienced teachers
- Overcrowding in some schools
- Growth
- Diverse demographic & achievement gap
- Access to technology is not consistent for all students
- Increase extra curriculum activities required for future careers
- Striking disparity between students falling behind and very high-achieving students (difficult to provide quality education to all). We lack a fair, transparent plan for how to allocate funding to district schools, which contributes to an atmosphere of distrust and resentment, instead of one of collaboration.
- The challenges are fixing the achievement gap, empowering teachers to continue the great work they're doing, crafting a positive way forward with the support of the board.
- we need quality teacher, who has sense of responsibility and know how to teach the kids
- Quality of teachers and others hired in the district
- Diverse learning population and lack of time for diverse instruction
- see above
- Re-drawing school district lines and renovation/building new school
- Implementing new projects and bringing in teacher leaders utilizing their passions
- Retaining best teachers and getting rid of the slackers. Limited resources, heavy reliance on volunteers. Achievement gap. Animosity btwn school staff, teachers, district employees.
- We have money to spend
- Retaining good teachers, implementing common core consistently throughout the district, having limited resources to do things with, various demographic issues and learning abilities
- achievement gap, recruit and retain strong teachers, divisive school board
- Tax payers are not getting what they want out of California schools.
- social equity and raising the bar for all students
- The inequity between schools, the low teacher salaries, the large class sizes

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- School ratings
- a school board that is mainly for own personal achievement rather than for the students.
- Closing the achievement gap, making sure the money is funneled appropriately, fostering positive community despite diverse demographic, hiring/retaining the very best teaching talent
- state test score. still too low
- Appropriate allocation of funds
- Raising the quality of education for those at the top level
- Closing the achievement gap for low income and/or ESL students; improving quality and pay for teachers; implementing project-based learning (a la Common Core)
- rapid growth, diversity of languages and backgrounds of students
- The gap among social classes that affects education
- We have very successful programs (e.g. pact, DI, huff, Bubb), how can we scale them?
- Diverse community, in particular wide socio-economic range and large number of ESL students.
- Huge diversity, esp. in the parental level of education
- need to balance the schools and students so that there isn't a "best" and "worst" school that parents will avoid/flock to.
- While Mountain View is changing dramatically, there is still a gap with some of the underperforming schools. I also think that more resources need to be provided to assist in implementation of common core curriculum. The biggest challenge, however, may be teacher/educator retention given the affordability issues of living in Mountain View. This applies across the board from school secretaries, special education specialists, learning assistants, principals, etc.
- Finding a leader not a follower
- Communication and bullying
- Class Room Size, Teacher Training Common Core
- financial
- Keeping equipment up and running
- Class size is too big, bullying issues, principle too busy that issues are not resolved in a timely, effective manner
- Diverse student population and overcrowding.
- Providing adequate support for student that have extra needs in the higher performing schools in the district
- Engaging parents of diverse backgrounds to raise their educational expectations for their children.
- continued student achievement in spite of limited resources
- Open communication between administrative staff and teachers. Let parents (tax payers!) have say and participate in more than just fund raising.
- Dealing with an expensive community
- two-sided student demographic (privileged and under-privileged)
- Diversity
- (1) bored kids, (2) class size increasing, (3) teacher work load increasing

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- enlist the many talented and passionate parents, teachers and students to make our schools better. Get rid of the "we know best" mentality at the district offices, starting with the dismal help you get from the front receptionist. Meet the needs of ALL students. Special Education has been awful and totality pits district against parents.
- Bilingual education success
- Serving a very diverse population where EVERY child has equal opportunity to achieve THEIR best.
- leadership that is not afraid of the teachers and unions.
- Prepare every student for a life of continuous education and work.
- There is a real disparity between the performance of high and low income schools. The former supe. was not collaborative and was dismissive of parent concerns and even rude at times. Didn't foster a spirit of cooperation and didn't focus on the achievement gap in our district.
- Making public education relevant -- too many children are bored. We teach to the lowest common denominator, which leaves large swaths of students twiddling their thumbs.
- Achievement gap between schools and demographic groups
- Need to better implement common core. We are behind
- A diverse student body, and an underpaid teaching staff.
- Dealing with the differences between the wealthy, lower-middle class, and poor.
- Recruiting a strong group of teachers
- Diversity
- Diverse demographics, underachieving populations

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

Question 5: In your opinion, what are the strengths of MVWSD?

Over 65% of all participants provided a response to Question 5. 183 individuals skipped this question. All verbatim responses are shown below.

Response Text for Question #5

- Great families and teachers. Great community.
- Good Staff
- Strong teachers, active community
- outstanding teachers, and community involvement.
- It's a middle of the road school strict.
- The diversity of the community in terms of educational background of families and where they moved from. The district itself doesn't have real strengths except for the DI and PACT program.
- Diversity
- We have a strong parent community that supports our schools and cares what is happening in the district and we have hard working committed and dedicated teachers.
- conocimiento
- the dedication of the staff and the commitment Mountain View has to public education
- Great teachers, committees willing to take on roles, strong principals
- NA
- good schools
- Experiencia
- excellent staff
- Great neighborhoods and community, impassioned parents at each school site, Silicon Valley professionals that can provide resources and feedback from international perspectives, good teachers and staff
- Working and learning together.
- Spreading GREAT teachers to all schools
- Trabajan en equipo
- It's inclusivity - everyone has a voice and is welcome within our District
- Diversity, parent involvement, access to Silicon Valley resources.
- Many strong teachers, that need to be compensated for their hard work.
- Parents and teachers and all of the contributions they make daily.
- committed leaders and staff
- Open-minded community

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- qualified teachers
- We are hard working and we pull together when needed. We try to live up to the Mission statement for the District.
- For the most part, excellent and dedicated teachers.
- supportive community. Dedicated teachers.
- great students, great families, great teachers, great principals, district is working to incorporate more teacher voice
- Strong school administrators
- Bubb, Huff, Graham, Blach...parents groups who raise money for schools (see same four schools listed) fantastic demographic mix still
- Diversity and strong support of the community. Our choice programs. The dedication of our teaching staff and administrators.
- Diversity with strong achievement, strong parental/community involvement (at some schools at least)
- committed, highly educated families
- Students/parents who are focused on academic achievements @ HUFF
- Parent involvement, improving standards, mostly strong teachers although apparent unwillingness to weed out low performers.
- Teachers and child relationship
- Commitment of parents to their schools.
- Diversity of school population and dedicated staff and involved parents
- Parents volunteer
- El personal ,las instalaciones y el superarse siempre.
- SUS PROGRAMAS EDUCATIVOS PARA AYUDAR A SUS ALUMNOS DESPUES DE LA SECUELA
- comunicasion
- Good teachers and very nice office staff
- respect and great teachers
- beyond the bell is an awesome program and it helps the children with their school work and they have fun.
- El apoyo de la comnidad
- Being a diverse community where educators want to work.
- Large size and diversity, enabling ideas to be drawn from a wide pool of experienced people.
- Teachers trying to forge ahead with common core to the best of their ability WITHOUT ANY LEADERSHIP OR SUPPORT from the top. We are doing it all on our own and are frustrated and annoyed that more and more is put on our plates and NOTHING is taken off. Teachers and some of the principals are doing all of the design and implementation. Any positive gains are due to teachers' hard work in spite of the lousy personnel who wear the MVWSD "leadership" hats.
- Dedicated teachers and staff, money in reserve
- Teachers who work very hard to insure the highest quality educational experience.
- The community, which has become more involved in the school operations.

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- great personnel, significant autonomy for school sites
- Diversity, Wealth and Great Teachers
- Great community
- The Huff Principal who inspires the students, teachers, and parents to perform at a higher level.
- Its diverse community, strong NGO community, focus on culture and climate at middle schools
- Family involvement and motivation
- A world blend of "can do" attitudes that is often quashed in their home countries
- They are cooperation, leadership, and a willingness to learn and grow.
- The teachers and families and their support
- A very committed and engaged community
- value each child
- Great teachers and principals.
- Lots of good teachers and involved families.
- Caring staff who know their subjects and are willing to help.
- faculty
- Parents as resources, dedicated teachers
- strong, caring teachers!
- In theory there should be plenty of money and resources to go around.
- Strong site leadership that welcomes parent involvement. For the most part a teaching staff that are focussed on student needs and willing to learn and apply new teaching techniques.
- Diversity, sense of community
- Strong community and involvement of parents
- Wonderful teaching staff; great business partners in tech community; embraces technology; diverse population
- choice programs
- The site administrators' experiences, knowledge and work ethics.
- Community, Well established city, Ability to take best practices and apply across group of schools
- Great kids and great teachers!
- influx of well educated parents into my view means scores will rise over time
- Good academic performance despite large pockets of children in or near poverty
- MVEF because they give to all students. Teachers.
- Strong feeling of community, including teachers and families, at the schools
- Teachers.
- A demonstrated institutional and community effort to create safe environments for learning and building connection. Programs with smaller class sizes are the best. Several schools have involved groups of parents who help in the classroom.

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Strong community engagement at certain schools. Rapidly improving economic situation within the district. Strong financial position.
- Still have music and arts.
- Careful planning.
- Like Palo Alto and Cupertino (Nationally top-performing districts), MV has two wonderful choice programs that compliment solid-performing traditional schools. It would be great to see them expanded so that everyone who wants to go, can. Those choice programs should be viewed as the strength that they are, rather than the distraction they are sometimes mistakenly viewed as. Even though my child did not get into the one we chose, I am glad we live in a district with those programs.
- Incredibly rich context with tech and community support. Much untapped potential.
- Unlimited potential
- The schools are strong academically. The diversity of students is great.
- Opportunities for support from leading Silicon Valley companies. On the whole, motivated and caring staff.
- Teachers
- The dedicated teachers and staff that mold the minds of our youth
- Diversity
- strong commitment from all staff to student learning
- Great teachers! Great kids! Great families!
- Recognition that we have an opportunity to hire a leader who can help us make necessary changes.
- We teachers get our jobs done effectively.
- committed educators, involved parents at some schools, diversity,
- Excellent teachers who are committed to student success. A district that is financially sound within a community that is willing to fund education. We are in the middle of the tech industry with potential for many more partnerships between schools and the tech community.
- financially sound, many excellent and committed teachers
- don't know
- Dedicated staff, strong community, and its location.
- There are some tremendous teachers in the district. There is also a very strong parent base that could be better leveraged for enrichment activities.
- The community.
- Our great diversity is also our strength. We also have fabulous and dedicated staff members.
- Diverse population, dedicated and involved parents
- Diverse community with the potential to draw from external resources
- 1- Dedicated teachers, secretaries and paraeducator 2 - Diversity
- The teachers and school community at Stevenson PACT are above and beyond anything I've seen - can't praise enough the work being done there.
- Diversity, parent commitment, great kids!
- strong, involved, and dedicated community

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Parent involvement is welcome.
- International diversity
- strong, dedicated teaching staff, diversity, invested community (businesses and families), willingness to try new things
- Good parent and community support.
- Teaching to the individual child and providing resources for all levels.
- Dedicated teachers
- The families and teachers are relentless, supportive, and work as a team.
- solid teaching practices for students of all abilities
- Learning to make do with limited resources and still offer high quality teachers/education and art/music/enrichment. Collaboration with local businesses.
- We have an incredible wealth of skills, money, and motivation to make our school district the best!
- Parents are incredibly involved and talented and giving.
- The schools that are doing well are doing really well. Why can't we have parity?
- dedication to our customers, truly caring about the academic and personal excellence of each student
- Our teachers; our families; our community - in that order.
- Availability of Coaches for Teachers, strong community and staff, Embrace and implementation of technology
- Very smart and polite teachers and diversity of the MVWSD area
- Multi culture and ethic community
- A wonderful, warm, enriching home school option
- Teachers and administrators that really care about student success.
- good schools and teachers; cultural diversity
- diversity that is an asset and that we all love and are proud of. we want to make it work in all schools so that no one would have a preferred school over their neighborhood unless they go to a choice program
- Teachers who want to do the best they can.
- The residents.
- Being located in a high tech there are many who are interested in bringing this technology into the system. MVWSD is on the right track.
- Real world skill development
- teachers, principals, administrators, families
- Its diversity.
- Parents that care for their children's education and are wiling to participate in the process
- talented employees, investment in instructional practices (training and coaching)
- Strong community feeling, excellent parental involvement
- diverse community - lots of resources - supportive families
- La comunidad plural que somos

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- diversity and choice programs
- technology, HR, achievement, collaboration, well-funded by community
- The dedication of the parents and teachers.
- Caring, parent involved community and teachers
- strong community
- Great administration at Middle Schools! High interest in arts education but not enough leadership and direction in this area.
- Staff who are committed to helping students succeed. Diverse and talented community.
- Strong staff, parent, community involvement.
- Highly motivated parents
- Smaller district, tremendous amount of intellectual capacity within teachers, excellent new administrators, a lot of promising programs and systems beginning to take flight (pending a solidified vision/mission and roadmap) that are "ripe for the picking"
- Appreciation of this diverse community and dedication to help those struggling the most succeed
- Stellar teaching staff.
- The integration with MVEF to provide music and art. Caring and experienced teachers.
- The variety of economic, ethnic, linguistic of our families.
- Great teachers, safe environments, good after school programs.
- Incredible, devoted teaching staff. Strong PTA.
- Overall smart caring leadership. Strong parent support.
- Parent community
- good test scores, involved parents, affluent community
- MVWSD has a committed teaching staff and a strong and supportive community. We all want to see our children succeed.
- Committed teachers, in particular those with significant experience in and loyalty to the district. Engaged parents.
- Multi cultural & adaptive
- Diversity of student body, increasing funding from increasing tax base
- dedicated teachers, involved parents, and innovative schools
- Our quality teachers, our diversity, our involved parent community
- diversity
- I don't know
- Great teachers, involved parents (tho some schools more than others esp with PTA fundraising) diversity!
- Great teachers, involved parents (tho some schools more than others esp with PTA fundraising) diversity!
- The diversity of the community and the teachers and administrators.
- The teachers and the community.
- Committed teaching staff

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Strong parent community. High volunteerism. parents who care about all students.
- good teachers
- Building a strong foundation at the elementary school level.
- A diverse student population, a fantastic location
- My son is at Bubb so I do not know about other schools, but at least with Bubb the parents are highly involved, fostering a great sense of partnership with the teachers and staff.
- Lots of great teachers and staff, a vibrant community that is willing to try new things.
- Composition of the community.
- I like that my kids are exposed to a diverse student population. This is a strength of Mountain View.
- nice staff, true motivation to help students succeed
- Community's and parent involvement
- We have a diverse community: active parents with professional careers, ESL students from around the world, great teachers
- community resources
- Educacion
- appreciation for diversity, willingness to present choices to answer to diverse needs of the students
- Its diversity.
- Great teachers, administrators, and a strong community
- Diversity
- Avance académico y apollo
- Surrounded by local, wealthy community and organizations
- generally good educational experience, positive environment for kids, good teachers and staff, diverse school populations providing learning opportunities for kids
- diversity, participation of parents in the school's life
- My favorite thing about the district is how multi-cultural it is. We're also fortunate in that we have many parents who volunteer and many local corporations that are led by people who believe in giving to the community.
- Good tax base. strong financials
- Every teacher and administrator I have met is passionate about their mission, and I am happy with my daughter's experience, though she is not being challenged intellectually.
- Diversity, forward-thinking and positive people, tremendous sem-tapped potential
- the diverse community and the willingness to collaborate and work together to solve problems. Strong PTAs.
- caring teachers
- Caring and committed teachers and staff
- Diverse community, parents willingness to participate and volunteer, and strong API scores overall
- teachers, parent participation
- Trabajan unidos y actuan Rapido.

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- The faculty, staff and parents in our school (Castro) really care about the kids and put them first. Does feel like a safe environment and strong community.
- Parent involvement
- helping kids who are behind or have learning disabilities test teachers every year
- dedicated teachers
- Community resources and an untapped community of color.
- caring teachers, involved parents
- Strong community backing for capital improvements, good diversity in the schools
- Instructional coaching is a priority. We have a mostly strong team of principals. Diverse student and parent body and school options like Dual Immersion and PACT
- Excellent communication with parents. A "whole child" approach to teaching, and assessing. Excellent, informative talks and clinics offered to MVWSD parents.
- Diversity
- Creating bilingual future (dual immersion program)
- Diversity
- Diversity, committed community, and excellent teachers
- Diversity
- Hard working and caring staff, supportive community, financially stable
- Diverse community; good leaders; high parent involvement; financially viable; increased student population;
- Decent teachers
- The potential to regain the importance of childhood, while educating them at any level, at their service, and need.
- Offering diverse programs that matches district population.
- Strong parent involvement.
- Diversity; community/parent involvement
- Diversity
- Diversity
- Since it is a small school district, I feel that it is easier and quicker to implement change, and also to have our voices as parents heard by the District's leaders.
- Que los estudiantes llegue a los estandartes de California para que los estudiantes sean reclasificado
- Que los estudiantes llegue a los estandartes de California para que los estudiantes sean reclasificado
- A board that worries about academic gap and english learners
- Great, high achieving schools, diverse community, Silicon Valley - technology
- the principals and teachers; presence of choice programs (DI and stevenson)
- Many parents and teachers who want our kids - at all levels - to achieve their full potential.
- Location in Silicon Valley and involved parents
- Most of the teachers

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- diverse community, high achievement scores
- the diversity offers a lot of potential. the financial support of local companies like Google.
- strong parent community, excellent teachers, financial stability
- Good community, diversity
- growing, vibrant, community with high expectations of students
- Awesome teachers, excellent principal.
- It seems that community involvement in these processes of change have been a priority, which is good.
- High technology in abundance to help support the education system. Free services offered to children with special needs is great.
- Diversity, Google in our backyard, and parent participation
- valuable admin, teachers and staff
- A pretty good community
- Teachers, motivated parents (to an extent), location in Silicon Valley, strong financial management
- A diverse multilingual community with vastly different needs.
- helping kids who are behind or have learning disabilities test teachers every year
- Gg
- Offering alternatives to families that are not being served by local public elementary and middle schools, such as the Independent Study Program. Tyler Graff is a strength of the MVWSD.
- The strengths are a very bright student body and a very engaged parent community. Also, the proximity of Google and other tech companies to support our technology projects.
- I am a new community member and think I am absolutely satisfied with everything up to the moment.
- Diverse student/family population, dedicated faculty and families
- amazing teaching staff
- Teachers and principals that are excited and excited to bring positive change
- Money, Dedicated teachers/families, technology, being located in the hot spot of the Silicon Valley
- The dynamism of local industry. We make the technology used by the rest of the world.
- Community support
- No sure
- Money, concerned teachers and administrators, and a desire to have good outcomes.
- na
- many teachers and principals are innovative and excited to lead change.
- many teachers and principals are innovative and excited to lead change.
- several principals are innovative and excited to lead the change.
- Attract good teachers.
- good diversity

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- I've encountered many fantastic teachers, principals, and district staff.
- Parents, teachers, finances
- a great community of children
- Teachers
- Community/neighborhood schools that strive to build a sense of connection and belonging in the school community.
- Diversity, community
- Very experienced teachers at Landels, Common Core, MVEF, commitment to inclusion and EQ instruction
- Good foundation; committed parents
- Strong community support from most parents, teachers want what is best for the students and are willing to work hard for them, instructional coaches.
- diversity, families, teachers, location, lower stress for students than surrounding communities (Palo Alto, Cupertino, Fremont)
- Strong partnership with local corporations like Google that are looking to the deep future. A high tax base.
- parent involvement
- Family diversity and cooperation
- Diverse demographic
- The students are inspirational
- Dedicated, skilled, inspired teachers. Great community of students and their families, with interesting diversity and involved, caring parents.
- Technology all around us, wealth of parent resources in the district, still maintain a great level of diversity in the district both culturally and socioeconomically.
- strong communication
- Diversity
- Strong community committed to student well being
- generally good school, a lot of great teachers... administration needs work as noted above.
- Diversity, both economic and ethnic
- Strong diverse community, engaged teacher body
- There are many good teachers still here. Let's do what we can to keep them and keep them from burning out.
- We have money to spend
- There are good teachers here, there are parents who want to help in the schools that are not being fully utilized,
- teachers, choice programs
- engaged parents and community
- The diverse student body, the teaching staff, the parent involvement at many of the schools
- Strong bonding and wonderful teachers
- This could be considered both a strength and weakness. Past school board has been pretty agreeable with superintendent. So this got passed relatively easily, but then there's no accountability.

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Asian community boot up the state test score in school
- The staff and information they provide
- diversity
- Location in Silicon Valley, diverse and committed community of parents/guardians, many of whom have resources and skill sets that with some creativity the district could put to good use
- Diversity is both a problem and strength.
- Proximity to tech, potential donors, and a lot of "smart fun" stuff around
- lots of smart people here, proximity to high tech companies like google could be an asset
- Ethnic diversity.
- Teachers, Principals, Parents! The school district does appear to me to put kids first -- it's not perfect by any means and I may be biased because of the school that my child attends, but it really does seem like kids come first
- None at the moment after two sups leave in such a short time. The district is questionable. This is why you need a good leader
- Dedicated Teachers, Parents
- safety
- Diversity
- diversity in the class, great parent participation
- Strong parent involvement with the schools.
- Schools are safe and clean, majority of teachers are caring and effective
- Effectively implementing technology in the classroom and encouraging children to become computer literate.
- strong school site leaders
- Teachers, parents, kids, overall community
- Education/PTA
- cultural diversity of families
- Diversity
- 2 excellent choice schools - dual immersion and PACT. Principals like Tyler Graff (a total rock start innovation, intelligent, hardworking leader. Wish all the principals could be like him.
- We have an opportunity to create something great!
- Excellent teachers, parents who are educated and care about their child's education.
- the diversity of its students.
- Huge diversity. Unbelievable location in Silicon Valley.
- Strong, innovative choice programs like Castro DI and PACT. Wish we had more programs like this and wish we had more choices for parents along these lines.
- Great community.
- Multiculturalism and diversity
- Fantastic teachers, administration, and community

COMMUNITY ENGAGEMENT REPORT

SUPERINTENDENT SEARCH FOR MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

- Committed teachers and parents.
- Arts, music
- The teachers
- Diversity
- Some very strong schools. Involved parents.

Question 6: Do you have any additional comments?

Almost 32% of all participants provided a response to Question 6. 353 individuals skipped this question. All verbatim responses are shown below.

Response Text for Question #6

- I would love to see a superintendent that is patient with kids and adults, and that have time for both. Specially humble and it would be great if he/she was a teacher before becoming an administrator. Thanks for asking our opinion.
- Set our teachers up for success and create an environment (academically, professionally) where they feel valued and we are leveraging their strengths and able to better support each other. Give them time and tools to hone their craft. It is such an incredibly important job that they do. Let's inspire them, keep them motivated and leverage creative solutions to bring out that discretionary effort. I would also caution how we define innovation. We should find a superintendent that has the endurance and challenge of tackling meaty problems and chip away at the processes, requirements that are institutions into themselves and streamline process/administrative burden to achieve the primary objective in sustaining greatness in our district and being thoughtful in building the right processes, tools, partnerships, etc to do it. I want to caution innovation does not necessarily equate to technology, the latest and greatest theory or fad. Challenge the status quo, associate across disciplines, network, be curious and question. Figure out how to take smart risks, experiment - what are the little bets that we can take to achieve greatness?
- TRANSPARENCY AT ALL LEVELS
- we need a huge tech focus
- We need a vision for the district. Not making decisions per school, but we need to know how the board and superintendent want to the district to look like in 5-10 years. Not everything will be possible, but at least one can make progress towards that goal. Currently, too much expensive resuffling happens without a clear understanding where we want to have schools and what educational programs they will be running. The situation with a Whisman neighborhood school and the Castro split are nice examples of local issues that have large consequences for the entire district. And in the end, it is not the schools itself and the real estate, but the real questions are how the district is going to satisfy the demand for a PACT style program and what education program will be used in the whisman school and the traditional program in Castro. It's clear that people in Mountain View want local schools. It is also clear that people don't want the traditional curriculum currently offered by the neighborhood schools
- To build stronger relationships between parents and school
- Seriously look at homework for 3-5th grade levels is this really necessary to the development of our students studies show otherwise. We really need to have a class on typing in school for the kids to master typing.

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- no
- No
- No
- Will the search firm provide specific feedback to the school board? Let's hope all of the comments are documented so that they know the parents need advocacy just as much as the teachers. The district school board does not have enough transparency with their decision making which fosters distrust and bad feelings among the different school groups.
- I'm satisfied in mountain view schools.
- I am a product of this district, as well as raised four kids in it. I love all areas involved
- no
- No
- Please consider our Interim Superintendent Mr. Skelly a candidate as he has made a positive impact on our community to date.
- I feel sorry for Craig. Due to misunderstanding he was a victim of mass hysteria. No matter who takes the position, he/she will have to make unpopular decisions which will result in destroying his/her career.
- Clarity and communication with parents early and frequently is better than finding out information via a 3rd party, i.e MV Voice.
- The entire "dog and pony show" at the start of the school year for teachers and classified is a huge waste of time and disrespectful of employee's time. It's time to change that tradition. Give the time to the employees to prepare for the start of school.
- I would favor a woman, as I feel she would be most trustworthy.
- I really like what I've seen so far in Kevin Skelly. If he is interested in the job, I hope he is seriously being considered for it. He seems to be an optimistic, upbeat manager, which I believe our district sorely needs at this time. And he has an interest in fostering strong relationships, which I value greatly.
- I hope this new superintendent have a positive attitude and spend the money wisely. Web deserve a dignity salary and the students needs to keep the qualified teachers
- n/a
- Craig was a good fiscal guy, but just no clue how to deliver the message...we must have someone who can manage to stay in budget.
- We'd like our district to have a better reputation for academic achievements.
- I think Craig Goldman did a very good operational job but damaged relationships at the end of his tenure.
- great as my kid is studying here
- I don't really feel that I know enough to provide sound input on what qualities our superintendent should possess, but the school board should know. My only request is that you're transparent in your decisions.
- ALL Mountain View elementary school MUST become top scoring school! Huff and Bubb must not be top scoring schools only available to rich kids
- solo que la persona sea la indicada para las necesidades de las escuelas.
- APOYO A LA ESCUELA Y A SUS NINOS UN 100%
- no
- nope

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- Mantener al personal en constante entrenamieto para el futuro de cada estudiante
- Superintendent of Curriculum: She is very unapproachable, not sure what she has accomplished in the years since she took her job. She is very defensive when asked questions about the curriculum, she has given no guidance during her time at the position. Perhaps it would be time to look at the total management team at this time. Superintendent of English Development ditto.... So far removed from what common core and the classroom are like. She needs to be in the trenches rather than the sergeant barking orders.
- No. Just fire these two and get some real leaders who can support, collaborate, and communicate with the front line. The board runs fast and loose with the finances of the district. They need to be held accountable for the ridiculous severance package given to Goldman who indulged in some shady financial practices himself. We need a fresh crop of real leaders. Get rid of the waste on top.
- Please find someone before the end of this school year.
- We need someone who can inspire the community with a vision that is inclusive and attainable
- please don't hire someone whose job is to maintain status quo and deflect issues; hire someone who does what is right given overcrowding, unique psychographics of a tech/aspie strong population, etc.
- needs a deft touch as well as the ability Why as well as Wha
- A superintendent who will work with teachers/staff to plan a focus for the district that is reasonable to attain and is fully supported with staff and resources.
- In addition to the needs of our second language learners, please also give attention to the high-performing kids who need additional challenge, enrichment, etc.
- I think there is data showing that parent participation improves student performance. Stevenson and Castro and probably some others have high parent participation. If the data really does show this is true, then we should extend incentives to parent participation district wide. A big challenge is doing this for low-income families who do not have the flexibility to participate during school hours or to spare much time at all. Forget about leveraging tech and all the money here. That isn't the name of the game. Make MVWSD an example that other districts without those resources can look to for guidance.
- None.
- No
- Stay closely connected and personable - not political
- My son will be entering Kindergarten in the fall and I look forward to a new superintendent to lead MVWSD to high level of achievement and success.
- Looks to me like the School Board wrote the above items. This process was not inclusive. When we chose Craig, each group got to write their ideas, then many groups voted on those. Who got the chance to write the ideas on the Board? Also, why did it insist that I check 10 boxes? I don't like the choices. Frustrating survey.
- Find someone whose bottom line is supporting the kids, no matter what external pressures from the community exist. And then allow that person to do their job.
- there seem to be less programs and opportunity available to our students when compared with surrounding districts.
- Screen preschoolers early. Get all low income kids into preschool/daycare with good teachers. Bridge the gap
- teachers need to be paid same as wealthier districts to keep talent HERE! We need to keep good teachers in the district.
- "Hospital" article on p. 9 of 2/13 issue of Voice mentions higher-than-expected birthrate among young techies. This contradicts MVWSD's forecast.

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- The district needs more staff that can effectively communicate with non English speaking families
- I would like to see better communication and transparency at all the schools in the district. At Landels, for instance, parents are not allowed to have rosters of classmates, teachers do not update parents by email, and the principal communicates in her own written words not at all. Other schools in the district seem to be able to expect informative and inspiring deliverables from their principal via the weekly newsletter, and strong communities could only strengthen more through the ability to get in touch easily.
- Our district deserves a true champion of education who is strong enough to make decisions that are in the best interest of students.
- No
- As the school district looks at boundaries and the possibility of opening another school, they need to revamp their policy on students attending schools outside of the boundaries in which they live. I understand there are reasons why some students are best served in a school that is different from their neighborhood school; however, there are too many cases of people being told there is no room in the school to which they should be assigned based on where they live. Renters and home owners have a right to send their children to their neighborhood school, regardless of what month they move into their home. I have known numerous families who have been forced to send their children to schools other than their neighborhood school --sometimes even having to send siblings to different elementary schools--because their school was "full." A school should only be "full" if it is operating at maximum capacity with students who live within the boundaries. Anyone who is allowed to attend a school that is not their assigned school should be told by the district that they may only do so as long as the spot is not needed for someone who lives within the boundaries. New students living within the school boundaries should be given preference over students who do not live within the boundaries of the school.
- n/a
- Thank you for the opportunity to give input; I plan on attending the public meeting.
- due to Google presence housing affordability is very rare
- Moving kids around from one school to another does not solve the academic performance problem.
- I'm comfortable with Karen Robinson or Kevin Skelly taking the leadership position.
- MVWSD should not turn down Title 9 funding. This would require that struggling populations are getting the help they need.
- This is going to be a hard job - the candidate needs to be honestly and clearly briefed and well chosen to handle the responsibilities of the job.
- I'd like to see a strong leader who develops good relationships with the teachers and encourages the success of all students.
- Approach tech companies for more donations
- Weaknesses: Curriculum & Instruction; Class Sizes; ELD pull out programs
- I am very appreciative of what the current board does. I will try to play a more active role as a parent and resident.
- (in executive search myself) Search from needs to dig deep on the controversies. Needs to really dig for negatives as well as positives.
- Good Luck.
- don't want a sup with ego problems
- Not enough is being done to address the challenges of middle school. As we know it is bad for everyone. Our students aren't given the tools to deal with hormones, mean friends, more responsibility and pending adulthood. We give them one voluntary class in 5 grade and then leave them on their own.

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- The new superintendent needs to be able to take a long view at this district in an attempt to ride out the next two years with Steve Nelson on the board. The community will assist with finding a challenger come election time, but the next two years will be difficult ones.
- None
- Por favor, que el nuevo superintendente sea directo y diga las cosas claras desde un inicio. Que no promueva los secretos y la información segmentada hacia ciertos grupos.
- none
- Don't rush the process. Don't select your friends.
- More focus on lower performing schools.
- Thank you for this opportunity
- There is so much room to grow in a positive direction, and we need the right leader to help us do just that.
- I don't see how we can have great schools unless we have a strong teaching staff. The focus on expense the past several years has made us lose sight of this and the quality and experience of our staff has degraded.
- We do not want to hire someone who will keep peace with the school board to the detriment of the students and community. I'm talking about Mr. Nelson and Mr. Colodonado. Please don't hire someone who will cave to them just to not have disturbance. We need someone who knows where MVWSD should go, and will get us there. He/she needs to win over the teachers, staff and parents, not the school board.
- I believe that there should be longer breaks at Middle School between periods, so as to have a more efficient management of the children's energy. They end up exhausted after 2 blocks of math with only 5 minutes of break
- I am repeating myself, but I CAN'T STATE strongly enough that classroom size must be reduced to no more than 20 students per class. I realize it takes money to hire an extra teacher to make one more class per grade level, but is it not the MVWSD job to do what is BEST FOR THE STUDENTS???
- Right now our district needs to catch up to modern times, not just with technology, but also with the way the whole system runs. Also, team teaching should be the focus, not the exception.
- No
- You can't have good schools without good teachers.
- none
- I hope that we can attract some top level candidates from which to make an informed decision
- Very much appreciate Skelley at present - heard good things from PA parents and love how he reached out with a letter to all parents with the wonderful Feb letter he sent - little things like that make parents feel connected and interested in supporting a leader with such moral integrity
- Very much appreciate Skelley at present - heard good things from PA parents and love how he reached out with a letter to all parents with the wonderful Feb letter he sent - little things like that make parents feel connected and interested in supporting a leader with such moral integrity
- The last superintendent doesn't seem to think that MVWSD is in competition with our neighboring LASD, but we definitely are when our kids will be going to the same high schools as the LA kids.
- We need someone who is willing to shake up the district office. There are too many people working without results. They're the weak link.
- try and pick someone who will stay around for awhile
- In my opinion, the MVWSD is behind in many ways, it is time to get onto the cutting edge in all ways.
- If at all possible, please promote from within so it's someone who is familiar with the challenges we already face.

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- Let's be honest about the issues, have vigorous and unflinching dialog, and find a way forward.
- Picking 10 of 25 choices isn't really a choice. You're weighing the survey to get the answers you want. I hope all the answers to question 3 are examined carefully and completely.
- You should have multiple community panels in the interview
- No
- Como hacer para que los padres con niños de clases especiales no se sientan no tomados en cuenta
- Remove parcel tax
- Good luck!
- Gracias por tomarnos en Cuenta.
- I believe the next superintendent needs strong leadership capabilities - compassion, strength and competency.
- MVEF should raise the fundraising target- LASD dwarfs us and doesn't have Google in its backyard
- Test Teachers Yearly to make sure they are Still Qualified
- transportation is an issue. Buses are better for the environment than volume of cars on the roads each day dropping kids to school.
- A woman as superintendent would be helpful to a predominantly female work force. It would be very helpful for the community to have a Latina. The children need role models, the community of color can find greater trust across culture. Not everyone is the same but we are in our current state of achievement and morale under the leadership of white men. It is time for a change.
- The antics of the current board, especially one very dysfunctional board member are demoralizing. We need a leader who can develop the skills of other board members to temper the effect of one rotten apple.
- I would like to see homework help centers available to children after school.
- No
- I hope than the district can attract an excellent candidate despite the negative reputation of the board
- I think we need to work with the city to establish safe ways for students to get to school such as safer crosswalks, crossing guards, etc. the number of vehicles on the road continues to increase it has become more hazardous for students to walk or bus to school.
- We need a superintendent committed to the students and not his title. We need someone who is willing to listen to his/her consumers instead of just telling them they're wrong.
- Hope for the future and accountability for the children, whom have suffered within any school district, in the form of misconduct, toward the child, student, or pupil. Failure to account for the damage to education as a whole.
- The big difference between MVWSD and MVLA can be summed up in how bond funds are used. MVLA hired a strong project manager with a great resume in similar projects. MVWSD hired an architect that designs but doesn't implement.
- I would like to see either smaller class sizes or paid aides. Also, there are too many minimum days and days off. The Feb. week long break is unnecessary and outdated.. Many districts no longer have this length of break.
- Peace, Love & Happiness
- Peace, Love & Happiness
- I would love to see smaller class sizes, especially at the lower-rated schools in the District. This might be a way to attract neighborhood families to attend those schools, rather than transferring to other schools in the District.
- Les agradezco portoda la le educación que le han brindado a mis hijos para que sean unos estudiantes dedicados a

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sus estudios

- Les agradezco portoda la le educación que le han brindado a mis hijos para que sean unos estudiantes dedicados a sus estudios
- Lower classrom sizes, have a better ELD program.
- Builds relationships with staff and individual school sites
- Our students should be competitive and as high-performing as students in the Los Altos schools. We need higher standards and higher expectations for the children of MVWSD.
- Unbiased superintendent is highly desired
- we are lacking a magnet school for science and technology. look at roy cloud elementary in redwood city
- Our current superintendent seems like a good choice to hire on longer.
- I'm happy to give my two cents, but are there not standards already for what qualities and experience tend to make a good superintendent? Are we making this up as we go along?
- Teachers should consistently collaborate to share ideas on different ways to teach our diverse children. Successes should be rewarded especially for teamwork among the staff.
- Mountain view school district needs to recognize that the majority of households consist of working parents and last minute notice and early afternoon events before 6:30pm make it difficult for parent participation.
- We've been very pleased with the district!
- Board Training, code of behavior should be adopted.
- Test Teachers Yearly to make sure they are Still Qualified
- Gg
- I'd love to see a district committed to doing away with high stakes testing and overhauling the entire system to create a community of free thinkers and innovators who are lifelong learners.
- No
- We need to hire a Superintendent that will work well with the members of the board, engage and motivate the staff for the hard work ahead and communicate honestly and fairly with the members of the community in as quickly amount of time as possible.
- I think the root of good leadership is good listening.
- Please focus on Mariano Castro School
- No
- na
- Good luck with this!
- i'm frustrated by mtwsd's inability to address the needs of smart students
- Success of the district (and therefore its staff & leadership) should be measured by the learning/growth of all individual students. Prioritization of resources should be driven by impact on student outcomes. The district needs to focus on a few important goals and allow teachers to do the same. Teachers are getting burned out with too many initiatives happening at once.
- Find someone who will appreciate and support the teachers' efforts in a more genuine way.
- The MVWSD contains the face of the future in the heavily economically and demographically diverse population. With a motivated leader, it can lead the nation in delivering high-quality education to all students regardless of

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economic or demographic class.

- No
- no
- This survey needs to be made available to families without computer access. All of our schools have families without internet access at home.
- I love this district and its leadership. Keep up the good work! I would love to see more attention paid to students with ADHD learning difficulties. This district is the best I've seen but more could be done, especially since there are so many children who face challenges.
- I hope the new Super can take control of the what is happening in this district. Someone who can fix the overcrowding in classrooms which then leads overwhelming the teachers who are paid the least amount in our surrounding area which then causes wonderful teacher to leave our District.. I hope the new Super can align our board of trustee because what i witness at the meeting I have attend is disturbing. I am disgusted that someone of these people make decisions for our district.. I hope you find a strong, no nonsense leader for our district who can fix this district.
- knowledgeable of psychology
- No
- The superintendent should be able to listen and lead by example. Implementing ground breaking new practices is lacking in our district. Using our money for more classroom support and materials is crucial to children s success. giving teachers the flexibility to teach what they know best/add math and science rotation would be fun for the kids and let the teachers dig deeper and teach more things. Districts all around mvwsd are into some great 'best practices' we can learn from.
- Please choose a good superintendent that will respect the people as well as be respected and can lead this district going forward. Thanks!
- use the potential for technology partnerships
- Degree should not be a priority in this hiring. Favor potential rather than experience. People with more experience are not necessarily better candidates.
- Dr. Skelley has really impressed me so I hope he will consider staying on as the permanent Superintendent
- I want someone who is data driven and isn't prone to latching on to whatever is the current political trend in education. I want someone who is going to listen to educators who actually know and have a background in education and children instead of some politician who has a degree in an unrelated field and is more worried about getting elected than actually fixing the problem. I want someone worried about long term solutions instead of short term fixes that maybe look good and sound good but that don't actually don't provide much benefit.
- Survey should have repeated the "most important" characteristics, but this time for the least important. As one example a Ph.D. should not be required.
- Stop inter district transfers to schools in which you have an overflow of residents still waiting to get in. And if you have inter-district transfers that have been there for a while then move them back to their home school.
- N/A
- Be wary of the vocal minority who sometimes seem to hijack the system with loud voices and spiteful correspondence claiming to speak for the majority.
- plenty, but the district had made it clear that it is not interested in hearing them. as a professional working with youth in private practice, I'm horrified by the lack of services, creativity, and frankly, care.
- MVWSD deserves the best. Someone like Chis Chang or Geoffrey Chang would be good.
- I want to see a new superintendent who is open to thinking a little differently and who is supportive of MORE

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schools like PACT and DI. Those programs are a treasure and make the district stand out and have something to be proud of. The parent demand for such programs is clearly there and the new leader should be open to expanding our wonderful choice programs. I'd love to see a choice program centered around science, and I'd love to see shorter wait lists at PACT and DI.

- 5 full days of school please! Put an end to minimum days every Thursday!
- Would like more of an emphasis on physical education/sports