

**Community Input Report for the
Superintendent Search**

**Palo Alto Unified
School District**

Palo Alto, California

submitted by



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Palo Alto Unified School District Superintendent Search

Executive Summary

Between April 24 and May 8, 2026, McPherson & Jacobson Executive Search Firm Consultants, Mrs. Nicole Anderson, Dr. Daniel Moirao, and Mrs. Sonjhia Lowery facilitated an extensive community engagement process to inform the selection of the next Superintendent. This process included 30 in-person and virtual sessions with diverse community groups, including PTA/PIE, CSEA, PAEA, PAMA, Affinity groups, Community/parent groups, and Student representatives from 6 elementary, 2 middle, and 4 high schools. In addition, an online survey—available in English, Spanish, and Mandarin—was distributed to the broader community. In total, input was gathered from 470 participants in facilitated sessions in addition to 964 survey respondents for a total of 1434 input responses (approximately 14% of the student population).

In-person/virtual sessions:

Administrators (60)

Affinity Group #1 (1)

Affinity Group #2 (4)

Affinity Group #3 (3)

Community (26)

CSEA (7)

PAEA (6)

PTA/PIE (12)

Staff (62)

Affinity Group #4 (Latinos in PAUSD) (4)

Affinity Group #5 (9)

Students: 276

Elementary

Duveneck (18)

Escondido (20)

Hoover (23)

Ohlone (24)

Palo Verde (25)

Fair Meadows (24)

Middle

Greene (28)

Fletcher (25)

High

Bridges Alt Ed (10)

Middle College (14)

Paly

ASB (17), Journalism (27)

Gunn (21)

In this report, the terms “community members” are used broadly to describe the overall engagement process and the collective body of individuals connected to the district. When referencing specific participant groups, the report distinguishes among students, community/parents, staff, and other identified groups to ensure clarity regarding the perspectives represented.

Community members were asked to respond to four guiding questions focused on community strengths, district strengths, key challenges, and desired leadership qualities. The themes below represent a synthesis of that input.

1. Tell us what is good about your community.
(This information is used to help us recruit quality candidates.)
2. Tell us what is good about the district and the schools.
(This information is used to help us recruit quality candidates.)
3. What are the issues a new superintendent should know about when coming to this position?
(This information is shared with the final candidates.)
4. What are the characteristics, attributes, and skills one should have to be successful in this position?
(This information is used as we screen potential candidates.)

Key Themes from Community Input

1. Strengths of the Community

Community members consistently described Palo Alto as a highly engaged, educated, and invested community with a strong commitment to student success.

Key strengths include:

- *Deep community engagement and strong parent involvement*
- *Diversity and global perspective, enriching the student experience*
- *A supportive, safe, caring, and connected culture that values belonging*
- *Abundant resources and opportunities, including partnerships and enrichment programs*
- *A shared commitment to academic excellence and achievement*

2. Strengths of the District and Schools

The district is widely recognized as a high-performing system with strong programs and dedicated professionals.

Key strengths include:

- *Student advocacy and empowerment across the district*
- *High-quality teachers and staff who are committed to student growth*
- *A strong academic reputation with rigorous and innovative programs*
- *Extensive opportunities across academics, arts, athletics, and extracurriculars*
- *Robust community support and funding, enhancing student experiences*
- *A focus on the whole child, including mental health, belonging, and diverse pathways to success*

3. Key Issues for the Next Superintendent

While the district has many strengths, community members identified several critical challenges that require focused leadership:

- *Desire for student voice and perspective to be considered in decision making*
- *Rebuilding trust and unity across a community experiencing division*
- *Addressing student stress, pressure, and mental health concerns including suicides*
- *Advancing equity, inclusion, and belonging, particularly for underrepresented groups*
- *Strengthening Special Education systems and services*
- *Ensuring consistency and a balance of support and accountability in teaching and leadership*
- *Improving communication, transparency, and responsiveness*
- *Navigating socioeconomic disparities that impact student experiences*

4. Desired Leadership Characteristics

Stakeholders emphasized the need for a Superintendent who can both sustain excellence and lead meaningful improvement. The next Superintendent should be:

- *A trust-builder and unifier who can bring the community together*
- *A transparent, responsive communicator and active listener*
- *A collaborative and inclusive leader who values diverse perspectives*
- *Student-centered, prioritizing both academic success, mental health, and overall well-being*
- *A strong instructional and systems leader, particularly in addressing complex areas such as Special Education*
- *Courageous and accountable, willing to address difficult challenges*
- *Skilled in leading within a highly engaged, high-expectation community*

Conclusion

Palo Alto Unified School District is a high-achieving, well-resourced district with a deeply committed community. At the same time, it faces important challenges that require thoughtful, responsive, and courageous leadership. Community input clearly aligns with the Board's vision for a Superintendent who is a visionary, student-centered educational leader capable of sustaining a high-performing system while advancing continuous improvement. The next leader must demonstrate the ability to authentically engage with a diverse and highly involved community, rebuild trust, and communicate with transparency and integrity. In addition, the district seeks a leader who can navigate the complexities of a high-achieving environment, including addressing student mental health, advancing access and inclusion, and strengthening systems such as Special Education. This includes a commitment to culturally responsive leadership, student wellness, and ensuring all students feel seen, supported, and able to thrive. Ultimately, the next Superintendent must be able to honor the district's strengths while leading with clarity, empathy, and accountability—bringing people together to ensure that every student experiences both excellence and well-being.

Community Member Input-Raw Data Responses (In person/Virtual)

What is good about the community?

ADMINISTRATORS (60)

- Heavily engaged community
- The community supports education
- It is a diverse community
- There is support for the visual and performing arts
- The community brings a lot of knowledge, experience, and insight
- Connector to study opportunities
- The community comes to the schools
- A beautiful place to raise a family
- Want what is best for their kids
- Very expensive place to live
- Community places high priority on education
- Community helps fund the district
- Very involved parent community
- High advocacy for their students
- They watch out for the whole well-being
- Hard-working, high achieving individuals
- Dedicated to supporting children to see them through their accomplishments to develop skills and talents
- Breadth of interest and passion, art, community sports
- Many resources hiking, bicycling shopping
- Very expensive
- Generous community
- Breadth of interests and passion, art community, sports
- Parents represent a lot of expertise and are happy to volunteer and share it
- A generous community, PIE, PTA, \$\$
- Food scene is amazing and diverse
- Beautiful area
- Close proximity to the beach, hiking, SF, Stanford, excellent community colleges
- Diversity
- Can dine in a different country every night for a month – easily accessible
- Strong opinionated parent community

Affinity Group #1 (1)

- Chunks of the community are very engaged
- Well-resourced (not well-appreciated)
- Lot of people who want to do better

Affinity Group #2 (4)

- There is diversity
- A lot of types of people, experiences, thoughts
- high education level
- Desire for all of our kids to do well
- Lots of thought and effort to help their kids
- How welcoming families have been
- Feel safe, clean, organized
- Our kids can be out and not have to worry about them
- A lot of Green spaces
- Welcoming people
- The layout of the city
- Children's theatre, lots of sports
- Don't have big roads
- Over 50% of kids bicycle to school
- Focused private camps

Affinity Group #3 (3)

- We choose to live where, and we chose to live in Palo Alto
- People care about the success and well-being of the students and community. Even those without students
- Very international and diverse community
- Has a reputation of excellence throughout the community
- Being in proximity to Stanford gives us access to many resources. Provide a lot of resources
- A blissful place to raise a child
- People who went to PA schools come to the community to broaden community input
- Proud and robust Israeli population

Affinity Group #4 (4)

- Diverse, good to have different voices and opinions
- Diverse perspectives offer more options for young people to explore the world
- Kids can bike around the community
- Safe place to live
- Highly educated parents who are involved in kids' education although we could use more representation is needed
- College town helps people all over the world; exposure to diversity
- Welcoming, tolerance from elementary and beyond
- Strong, organized Latino community (150+ families across all 18 schools)
- Active parent leadership and engagement (PTA, Site Council, SEPTA, boards)
- Highly educated, professionally accomplished community members contributing expertise
- Students actively involved in leadership (Latinos Unidos, Equity Committee, Ethnic Studies)
- Community that is vocal, engaged, and invested in education
- Deep commitment to advocacy, equity, and student success

Affinity Group #5 (9)

- Attempts to do well in providing resources
- Attempts to being open to learning and hearing
- Resources for students with special needs
- Access to exposure
- Tinsley program provides access to students

Community #1 (19)

- People from all different countries and different walks of life
- Very engaged community
- Very diverse community
- Never a shortage of volunteers
- People are very helpful
- Very welcoming
- Best weather
- Access to outdoor activities
- Easy access to airports
- Proximity to Stanford
- Spectrum of experts in the community and bring their knowledge to the community
- 5 libraries
- 10+ parks

Community #2 (3)

- Lots of resources in the community
- People help each other
- We are helpful to each other
- Strong network in the community
- Close-knit community
- There are community hubs (farmers' market)
- Lots of good food
- Good coffee shops
- Very strong network of non-profits who are always up for collaboration
- Lots of academic resources, Stanford, and 5 other campuses within driving distance
- Prime location for continuing education
- Lots to get involved in, on how the culture will change with increased proposed housing (6000 new units)

Community #3 (4)

- Very international
- A lot of people move here from work (less transient since Covid)
- Families are focused on grades and achievement but also accessing other experiences (i.e. piano)

CSEA (7)

- Great community events
- Recognition for a diverse population
- A very inclusive community
- Communication is strong (among members)
- Well educated
- Highly engaged
- Beautiful place
- Lots of nature
- Bike lanes
- Safe
- Clean
- Affluent community
- Parks
- Even those with less income are proud to donate
- Community cheers our students on

PAEA (6)

- Based on an art culture, a 'hippie' type culture
- Resources here that students are exposed to are phenomenal
- The community comes together for students' education
- The community is very supportive of schools
- Environmentally conscious, everyone knows their place in the environment
- Culturally diverse

PTA/PIE (12)

- A lot of people know each other in other organizations, interconnected and supported
- The amount of freedom and autonomy our children have
- Lots of pride, especially in the elementary community
- All the services available to children, children's theatre, camps, all bring kids together, beyond the school
- Because of pride, people are deeply committed. People are invested in the community
- Despite the fact that everyone is very busy, we are still committed to our children
- The community as a whole is committed to education
- People come out to meet you
- A welcoming and kind community
- Lots of people move here for the schools, and some move away after their student graduates
- Even those whose children have graduated, they remain supportive of the schools
- So much respect for the diversity of the community and seeking it out

Staff (classified staff, teachers, psych, specialist) (62)

- The community puts a high priority on education
- Community willing to support schools
- Churches willing to support
- Super 'geeky' community
- People really care about their community
- The community wants the community to be lead
- Entitlement has crept up in the community
- Even though we do not live in the community, our kids feel a part of the community
- It feels like the UN
- Demographics are changing
- How much community care about kids
- Award winning
- Lots of food
- Good weather
- Outside agencies willing to partner with our schools
- Project Cornerstone
- Parents with students who have graduated still support the school
- Crazy expensive here
- Cares about the education of students and their safety
- Educated & involved community
- Great community resources for students and teens
- Public library programs
- Wonderful parks
- Lots of resources to socialize
- True involvement of the community across the district
- Educated and involved
- Junior museum and art center
- Resourceful and lots of money to draw from
- Involved
- Tech hub
- Highly educated people
- On cutting edge of a lot
- Stanford nearby
- Very supportive parents
- High level community colleges, resourced and highly regarded
- Safe

2. What is good about the district/schools?

Administrators

- The people, the staff
- Highly qualified staff
- Very strong work effort
- Incredible kids
- High expectations of our students
- The resources available
- Overall very collaborative
- People are passionate about what they do
- Courageous
- Build our own staff's capacity, PD
- Partnerships with community organizations
- Pretty innovative
- Efforts are being made to look at mental health and ethnicity
- Strong positive reputation making us want to do better
- Choice programs at elementary, Spanish Mandarin, farm, and HS have their own program
- Well resourced
- Students have access to a variety of resources (pathways)
- Students have access to friends all over the globe
- Development and leadership growth from within
- More course offerings at the HS
- Great principals
- Very well resourced, but it can be a disadvantage if people have only worked here and nowhere else
- Very committed and experienced teachers and staff
- Consistent leadership in some key positions
- 'The Promise' has taken us to our core values
- A lot of collaboration
- The Promise' is a great tool
- Big commitment to reach all students
- Make sure underserved students are served
- Lots of autonomy for teachers and professional trust
- Our students are successful
- Lots of opportunities for students
- Students have access to full-ride scholarships
- The performing arts travel the world as a norm (every student is funded to participate)
- Many educators who come to Palo Alto stay for their careers
- It is ridiculous how many of our students and groups get awards
- K-12 art program
- Students who have worked in certain disciplines return to share their knowledge
- Lots of hidden talent in our performing arts program
- Affordability is an issue
- Former students return as educators which speaks to the lasting impact of their experience here

- Parents are collaborative
- Parents are supportive of the teaching community and are responsive to student needs
- Active and health-minded
- Very committed to supporting a well-rounded educational experience
- High performing academically, but also committed to providing access for all students to arts and career education
- There's a lot of autonomy for teachers and professional trust
- Lots of former students return to us as educators. Which I think speaks to the lasting impact of their experience
- Mental Health & Medically fragile students
- Tension between alignment and autonomy. We've had growth around alignments.
- We do want all students, regardless of demographics, to have similar experiences and future opportunities, regardless of the school they attend or the teacher they have
- Our parent community holds very high expectations for the district and schools
- While the vast majority of families are generous, supportive, and deeply invested in public education, there is also a small (and seemingly growing) but vocal subset of parents whose expectations can, at times, be difficult to meet, regardless of the level of support, services, or communication provided by the district
- School and district teams are committed to supporting the student within the educational environment and sometimes there are limitations to what educators alone can reasonably provide
- A lot of mental health expertise in our schools with trained professionals, so the superintendent doesn't need to feel like they have to be an expert in that realm/can lean on our teams for guidance or support

Affinity Group #1

- Overall well resourced
- A lot of good teachers
- A lot of people who want to do good things
- We have the buildings

Affinity Group #2

- Lots for kids to experience, especially in high schools
- Teachers put their heart and soul into their teaching
- Overall, we have great schools
- Our kids graduate well-rounded and prepared
- Opportunities available that are not available elsewhere
- Most families care about schools
- Most kids are doing well in multiple ways
- There is an effort by schools to have varied experiences (i.e., diversity)
- Opportunities that kids get is really nice, music, art, languages, like a private camp
- Very wholesome
- Great teachers
- Had a good experience getting resources for my kids
- People were very responsive
- Especially elementary nice, a joyous community
- My overall experience, even with district office staff, has been positive
- Most of the time, people are responsive and kind
- Not 100% positive leadership, but a majority is

Affinity Group #3

- Parents who care so deeply about students
- Shared pride
- Every kid here finds something that fits their passion and their abilities. If they love the arts, performing arts, robotics

Affinity Group #4

- Good teachers who care about our kids
- There are teachers who make our kids belong
- Lots of money to pay for things for our kids to participate in
- Lots of mental health resources, locally and nationally
- Lots of offerings for kids to explore
- Parents contribute to schools which make the district and schools strong
- Teachers are very involved in learning different approaches to education; they are highly motivated
- High-performing district (top in California and the U.S.)
- Extensive academic programs and offerings (large, complex system serving 10K+ students)
- Strong college-going culture and outcomes (implied through metrics and expectations)
- Existing structures for enrichment, advanced coursework, and student leadership
- Access to data systems (California Dashboard) to monitor progress

Affinity Group #5

- Some schools that are smaller (i.e Escondido, Duvenek) making more of a prevalent impact in their community providing a way for feedback
- People rave about Ohlone; instructional style and student centeredness is prevalent- using nature, multicultural; you can see diversity on its face,
- Accessibility to engage learning programs and activities (STEM, scholars); parents get to learn more about their children
- Opportunity for parent voice to be impactful; open doors for feedback from the Ohlone
- Communication beyond announcements and events -what kids are doing
- A large majority of educators are passionate about what they do. They are able to do what they love to do and do really good work wherever they are.

Community #1

- Honorary service award, parents came to honor volunteers, large passionate groups of families about our schools and work together
- We have opportunities to offer more because of the volunteerism of parents
- Schools welcome my child, who has special needs
- Middle school was a very good transition from elementary school to middle school
- Academic excellence
- Teachers inspire students, students inspire each other
- So many, many opportunities to connect in the community, our students can really explore their interests
- The lottery program, Mandarin, Spanish immersion, etc.

- More money
- More teacher
- Pledge of \$35,000 dollars per student
- 15:1 ratio in classrooms
- Music at the elementary schools
- Glass blowing, new theatre, excellent athletic facilities
- The board is always asking what else we can do vs. 'no but' attitude
- Offer an advanced placement course
- Trying to improve mental health for incoming students
- Anything that is not math in high school is incredible, so good
- Teachers are good, highly qualified, the best teachers
- We have a well-performing math program in HS across the district
- Elementary school teachers care about the whole child. Get deep care from the teachers
- Finding their strength, not as a group, but as individuals
- The level of parental financial support is incredible
- PIE raises funds for schools
- The best thing is getting to leave
- Too much money here except for families who aren't rich
- Being in college is so much better.

Community #2

- The district has more money
- If you are interested in STEM, lots of room to advance
- The district gives you the option to take outside classes
- There are some nice buildings on the campus
- Grassy areas to lie on
- Schools look nice
- Community is invested in our children excelling
- The community helped 'wipe' down stuff during COVID
- Education is valued over everything else
- Does a good job for special education students
- Because of donations, we are able to beef up staffing
- Teachers are dedicated. Low turnover rate
- Our teachers are very committed to students
- Strong base of teachers here. Lots of teachers are fantastic here
- Brought a feeling of belonging to latino community
- Having a diverse teaching pool helps promote diversity
- A good master plan for facilities
- Facilities and master planning, this is a place to learn
- Incredible to have the capacity to put money into facilities

Community # 3

- District pays attention to mental health
- Kids have leadership opportunities from elementary to high school
- Workforce housing available but with conditions that make it tough for staff to move in
- There are amazing sp ed teachers

CSEA

- Highly engaged in getting the district's wants and needs
- May fet parade and staff would participate.
- A large number of people who walk or bike their students to school
- Lots of friendly interaction between staff and community
- Intention to include all communities (ethnic, LGBTQ+, etc.).
- Lots of sites are CA distinguished schools
- The affluence is reflected in the schools
- Theatre program at PALY is extremely well-resourced by the community
- Students all have their support
- Toon of resources
- Our HS looks like a small college
- An actual professional who taught
- Work with students who need assistance
- Journalism is award-winning
- A robotic club, teachers help with these clubs
- Stanford helps, some professors coming kn as tutors
- Involvement of students
- Students are very forward-thinking
- The political activity from High Schoolers is impressive
- Have middle school HS
- Wonderful staff here in Palo Alto
- People in the district take their jobs seriously and really care
- The 25 Churchill meetings led by the Superintendent
- The newsletter

PAEA

- Level of expertise in classrooms, teachers, have professors come into classrooms
- The children in this community are wonderful, show up every day
- Dedicated teachers
- Dedicated parents
- We all want students to succeed
- Students ride their bicycles to school
- Title 1 schools do exist in PA
- What the title 1 students bring to the wealthier students
- The teachers in PA are phenomenal.
- The beauty in PA is that the teachers in the classroom promote the community

- Leadership among the teachers
- Professional development is in-house with strong teachers
- Some professional development is presented by powerful people
- We are still part of teams to be innovative, want support

PTA/PIE

- Care about equity. Students are very generous in accepting others
- There are a lot of donations for underprivileged and underserved populations
- A lot of pride between students and their school
- The schools are really widely well funded and spend the money towards the kids at the school site
- The level of teaching is high
- The teaching staff is superior
- Many teachers have a long tenure in the district
- Teachers love what they do
- The teachers run the schools; they know what to teach and how to teach. They know what they are doing
- The thought and care that teachers put into our students
- A PreK-12 district allows for a lot of continuity in the educational system
- Teachers are a team at grade levels
- When we do bring in new teachers, they are high-quality. Highly qualified and do a good job
- Our teachers are well-resourced
- Connection with universities and industries that are here within the district boundaries
- The number of pathways offered to students includes immersion programs, farm programs, and middle college etc.
- This is a very complex system
- There are an incredible number of electives for students
- Arts, journalism, and video production are world-class
- The glass-blowing class is unique across the nation
- Students are used to performing at a higher level
- When you walk around PALY, it feels like a college campus
- Connections to Stanford and the industries, media arts center, etc, are a strength
- The breadth of different activities
- Students encouraged to be themselves, we don't shape kids into a mold
- Performing arts have a tight connection between Gunn and the middle school
- Incredible theatre program
- Lots of safety in the school
- Kids can bicycle to school
- Mental health is addressed
- The VTP Voluntary Transfer Program (Tinsely), lots of values
- Lots of parent involvement

Staff (classified staff, teachers, psych, specialist)

- Teachers well crafted
- Outside agencies willing to partner with our schools (Stanford, etc)
- Lots of resources have been dedicated to mental health
- Kids find different pathways in schools that follow them later in life
- Gifted people in schools supporting students
- District invests in small class sizes
- Dedicated PE, art, and teacher librarians
- People power, working with our students
- Lots of partners are supporting our students
- Parents are contributing to the school
- Foundation
- Parcel tax
- Funding power to attract teachers
- High level of PD for teachers
- Both t4t and outside consultants
- I got hired into Disneyland
- District hires experts
- The tradition of going to get the best
- The number of master's degrees, national board-certified teachers
- We are incredibly well paid in terms of salary, benefits,
- Trying to get teacher housing
- High parent involvement, parents want to be involved
- Lots of dual parents working here
- It is so Renaissance, can be artsy-fartsy, or geeky
- Incredible things are happening on the school level, and students are motivated
- Different pathway programs (Spanish immersion, Mandarin immersion) for students
- Reading specialist
- Dual immersion
- Talented district office staff, smart, driven district staff
- Clerical staff who are very dedicated
- People take on more when assigned
- Strong Special Education
- A very dedicated team that cares about our students and their mental health
- Great teachers
- Wonderful support staff
- Support for students who need extra health
- Fantastic technology district and schools
- Fantastic tech support
- At least a monthly meeting with the superintendent to keep us informed
- How much professional development is offered
- English learner, reading, mental health support
- Support for teachers

- Superintendent has had various holiday celebrations for team building and bonding
- Focus on mental health both for both students and staff
- Motivated and involved staff and students
- Students are always encouraged to learn more
- Many behind-the-scenes staff that care, from maintenance to facilities, and of course, our computer specialist
- 25 Churchill meetings
- Superintendent's weekly update
- Students have skillset at “doing school”; at very early age
- Highly dedicated and talented educators
- Glad district has a Spanish immersion program
- Lots of resources
- Access to technology and good (renovated) facilities; state of art sports facilities, theater
- Have great support staff (librarians, counselors, psychologist, aids, etc.)
- Rich elective programs at middle and high school level
- Wide variety of AP colleges; high ranking in how many we offer
- Incredibly safe
- Students are empathetic, curious, creative, passionate, well informed (state of the world, politics, quirky, silly, exceptional art and music skills-pursue their dreams, willingness to try new things
- We used to have time and pay to be a subject matter expert to support teachers in classes (peer to peer support model)

3. What are the issues that the new Superintendent should know about when coming into the position?

Administrators

- Lots of litigation
- IEP meetings, we can expect to be sued
- A variety of ways to deliver the IEP message have been created because of the fear of litigation
- The largest number of private schools in our community
- Many parents have tried to use the legal system to get the system to pay for private school attendance
- The community has faced several student suicide clusters.
- We have attempted to address the suicide issue on many levels, but student stress and mental health remain a high area of need
- Conflict with the community on how we handle wellness issues. Some think we are not handling wellness properly. The challenge is to bridge this gap
- No transparency around decisions being made
- The community has a need for lots of communication
- It seems like everyone is super rich, but that is not true.
- SPED goes to mediation a lot. Need to know how to push back
- Very committed and experienced teachers and staff

- Very committed to supporting well-rounded educational experience - high performing academically, but also committed to providing access for all students to arts and career education
- There's a lot of autonomy for teachers and professional trust
- Mental Health & Medically fragile students
- There will be two new board members will be elected; so uncertainty for the incoming sup on who their bosses will be and what their philosophy/expectations are
- Connection and belonging gap for trans and gender diverse students
- Creating more written protocols and procedures that are not person dependent/rely on one person's knowledge to implement
- The community overall is very demanding. These demands extend beyond SPED
- When a parent contacts you about a subject their understanding ranges from having heard about it on NPR so they think they are an expert or they literally are a PD or have a patent in the subject they are asking about. You are always being tested when dealing with the community. (Usually, in the end, the PHDs are easier to deal with than the NPR experts.)
- We serve many highly capable, high-achieving students who thrive within PAUSD's rigorous academic environment.
- We also support a sizable number of students who possess the intellectual aptitude to succeed academically, but who struggle with the social-emotional resilience, stress tolerance, and coping skills needed to consistently manage the significant demands and pressures placed upon them in this learning environment.
- There are an extensive private assessments, legal, and advocacy community of providers in the area,
- Collaboration with family, community-based supports, and outside providers are important to promote
- We are under a microscope, so as administrators, we have to constantly make sure that what we communicate and enforce is clearly supported by data and rationale.
- Being aligned is instrumental.

Affinity Group #1 (1)

●

Affinity Group #2

●

Affinity Group #3

- EPA people from reporting Listen to the unheard voices
- Learn where the unheard voices are
- Trust broken with the community, classified staff, teachers, and with the principals
- Ongoing challenges with SPED
- Lots of suicides, the district has done a lot for it, but it continues to be a big problem
- Look at the CalTrans data on who is on track to commit suicide
- A relentless clan of people, even those who don't have students in the district, that continues to influence school decisions
- The cost of living in Palo Alto impacts staff living in the community
- Microaggressions among students and among staff
- Most kids here have so many outside experiences that they excel. For those who are in the middle income, the gap is bigger
- Struggle with definitions of success and what that means
- Things get litigious easily and quickly

- Be aware of where we are as a country and how that affects everyone's lives.
- A public-facing, there is a deep division within the school community and the school district
- We are not healthy in terms of human relationships
- Give time to see what the team can do
- Real problems with special education
- The board is not particularly strong
- Not a lot of decisions were made by the former superintendent and the board to bring the community together
- Need a complete audit of the Special Education department
- Ruling that the special education is not doing things in good faith
- The judge threw the book at the district on Special Education
- The system is shrugging off issues in special education
- Need strong leadership in special education
- Problems in middle school SPED
- The more in need the students are, the less resourced they are
- Special education students get warehoused
- If you cannot find someone to fill this position who is exceptional, slow down
- Varied quality of teachers. In middle school, there was a teacher whose parents and students did not like
- Issue on what to do when needing to address a difficult teacher (people
- A better system in place when issues arise, especially when many parents provide feedback. When someone is close to retirement and lost passion, it needs to be addressed
- A feeling that our kids are not well represented (curriculum, clubs) in diversity
- Have to advocate for our community to be represented (acknowledge holidays),
- Make certain there is a safe space for students to address issues
- Lots of issues that have divided our community (top down)
- Toxicity has prevailed over the last few years
- When there is a 'bad' teacher not accepting of a certain group of students, it needs to be dealt with
- Seems like issues don't get addressed that much
- Frustration among parents about addressing some issues
- The principal and teachers need to be united
- I had an experience where it felt very dismissive by the principal and teacher
- Minority groups are being marginalized
- The district is not being inclusive
- Bullying against other cultural groups, students do not feel safe
- We are not represented in the curriculum
- Some parents do not know how to advocate for what their student needs
- The last few years have been traumatic for our community
- In fall 2023, a dramatic shift in how people perceive us in this community
- There was an initial concern from the district about the issues we were facing due to a national incident. No longer are their concerns in our community, yet the issues remain unresolved. Conversations at the board level haven't risen to the level of care
- Feeling under attack (underrepresented group). We need to be held to the same standard as others
- What was a national incident rose to a level of concern. Now it has been normalized
- With all these smears, biases, and discrimination, over 30 incidents have occurred, yet only a fraction are being reported.

- Fear
- Have complaints investigated thoroughly, as others have been
- Responses to incidents are being ignored. Then, the principal reports to the administrator, who often dismisses the incident
- Loss of trust because parents are being ignored (Underrepresented group)
- If the 'N' word is used on campus, it would be investigated and dealt with by students and teachers; this is not true for all groups
- We give grace to the part of something that you may not be aware of, but once you are aware, manage it as you would other discriminatory behaviors
- Need to educate the educators about bias
- We had to learn more about our culture and the bias and microaggressions
- An atmosphere where it is believed teachers don't need to know when racist situations have occurred
- Following the incidents, there has been no education of students and staff of what is appropriate and what is not
- No accountability for addressing issues of hate, bias, and microaggressions
- Patterns of the same thing occurring over and over in our schools
- Parents realized that the district doesn't get it (bias, micro, and macroaggressions)
- No process to address the issue of cultural aggressions. Many of our complaints/incidents are not seen in district reports
- Administrators don't know how to manage the poor treatment of the underrepresented groups
- A culture of dismissal and retaliation
- Students are very scared
- See here, many have chosen not to display their names on Zoom, which is an indicator of the fear that exists even within the adult community
- There is the normalization of significant issues.
- Students are coming to normalize racial attacks because they happen so frequently
- Afraid to report incidents of cultural aggression for retaliation against their student
- Violation of the policy of international fair
- The issues facing a diverse culture are being used for personal agendas
- In international fairs at schools, we are ignored, and our culture is not represented
- Students feel unwelcome in the international fairs because they are not represented
- Teachers are using the classroom to advocate their political views
- Not an ideal culture in the schools
- A dire need for education on the part of the administration and the staff (cultural competency)
- Everyone in the system needs to be educated about antisemitism
- No acknowledgment, no response, to incidents and major issues around us, let alone within the district, to our culture
- Students experience Emotional distress, humiliation of their culture (not sharing where they went on vacation)
- Profoundly important that the _____ community is cared for as all other underserved groups are.
- PAUSD prides itself on its promise, but it hasn't manifested with our group
- Accommodations for our religious calendar, not just missing class, also include when testing, field trips, etc., are being scheduled. Some teachers work to accommodate, while others do not
- The district has not acknowledged any of our particular high holy holidays
- Why are tests continued to be scheduled on high holy holidays

- We want to give grace to that teacher; if the teacher doesn't acknowledge their own ignorance about our cultural that is a problem
- The district should be getting feedback from students about cultural incidents. Did so in 2024, but hasn't happened yet again
- _____ most targeted group for hate crimes
- Rise in incidents is happening and not acknowledged, in contrast to the PAUSD Promise
- In one meeting at the district, we were told the importance of reporting discriminatory incidents. But it is not consistently followed. Need a better reporting process
- Some voices heard over others
- Equity is not addressed
- Lots of 'othering' in the district
- When an incident involving a particular ethnicity occurs, teachers and the administration try to address it. When othering happens, it is not the time to talk about policy; it is time to address the issue and then develop a new policy
- Students of certain cultural groups are being minimized
- Many teachers are afraid to bring these issues to the administration
- Ethnic studies: The board voted to mandate ethnic studies. We reached out to the administration to address our culture's needs. Staff (admin and teachers) were told not to engage with parents on this topic. Teachers and staff were told not to engage on the topic
- Ethnic studies were pushed out without any communication about the program curriculum, and what it is
- There is no sense of the importance of ethnic studies. It is not to put down other people
- Three days after the board voted on ethnic studies, at a meeting, they disavowed what it was about. They claimed not to know about it
- Teachers say they do not know about this (ethnic studies)
- The board was forced to vote on course content that nobody had seen (ethnic studies)
- No transparency
- No community input
- Teachers were told not to engage parents in the conversation about ethnic studies
- Previously, the administration terminated their legal council and used the funds for their own pet project
- We have the highest per-student expenditures in the country. A large part is spent on a massive legal council. Not an appropriate expenditure of students' dollars
- There is a dismissal of groups
- Drag out processes until parents give up
- PAR is disappointing, as it is being
- There is a decrease on academic scores and increasing absences
- Instruction should be the most important, not other agendas
- Not having a side gig
- _____ Heritage Month is in May. Some of our schools are acknowledging that some are not

Affinity Group #4

- Latino kids and families need to feel like they belong
- Need translations in spanish (only 1 device for all schools)
- Need more bilingual resources for kids and families (schoology and report cards)
- Suicides have impacted our entire community (specifically LGBTQ+ community, advance math) kids are under a lot of stress, parents are putting a lot of pressure on them but kids don't feel worthy if they don't pass a class

- District offers mental health services during the school year but not during summer (academic pressure, depression, etc)
- Take consideration into the budget all of the resources for latino students
- Significant achievement gaps (Latino students vs. White/Asian peers in ELA and Math)
- Declining graduation rates for Hispanic students
- Need for stronger support for English Learners and bilingual services
- Overlap between Latino students and socioeconomic disadvantage
- Divided, opinionated community with strong personalities
- Tension at Board of Education meetings
- Use of harmful or exclusionary language across identity groups
- Resistance to Ethnic Studies and culturally relevant curriculum
- Misinformation and “complaints without knowledge”
- Competing priorities (e.g., advanced math vs. whole-child education)
- Perception that Board of Education is disconnected from the community
- Need for greater inclusion of Latino voices in decision-making
- Special Education service gaps (timeliness and clarity)
- Budget uncertainty (state/federal cuts, parcel tax)

Affinity Group #5

- Challenges around access for afterschool programs-how to sign up
- Concerns around transitional ages from middle to high school with regards to student well being. Evidence is unclear to parents around belonging and inclusion language. This is stronger in younger years. This is causing parents to move their kids out during that transitional time.
- Representation is not the with regards for kids of color
- Lack of opportunity for kids to be successful. Testing seems to be the emphasis and there is a discrepancy on report cards. Are they actually learning or enjoying school?
- Sp Ed concern around longevity for good Sp Ed programs. The teachers seem to move often.
- One situation, a kid had behavior issues and there are varying ways to support this child through Sp Ed lens (Ohlone did work well but not in middle/high school)
- No real district or school support in sustaining affinity groups. There has to be school support outside of the affinity groups to keep this continuous thread for parents to hold space for representation and advocacy. They shouldn't be doing things on their own. Not just be listened to but follow up with what was heard.
- Doors were open around Tinsley program and the concept of belonging and inclusion but messaging is still around “othering”
- No clear expectations around the function of Affinity groups. People were doing their own things at schools but no clarity of what was the purpose.
- Access provided but are they committed to inclusivity?
- What is happening with testing that is not being investigated?
- Experience with the Tinsley program is unclear. Some don't know where their child is going to school. Communication is unclear.
- Lack of access for resources outside of academic -transportation, etc.

Community #1

- The district's student population is at various levels. Over the last eight years, the district has been skewed toward equity while sacrificing academics
- Lack of transparency
- A lot of money is spent on math assessment, sacrificing other needs of students
- The focus on equity has jeopardized other programs (honors, etc)
- Parents who face an issue face retribution
- There was an effort to address of mental health
- Concerning that we have had two students who recently sacrificed their lives
- A culture of bullying, re: ethnicity
- This is not an atmosphere of open-mindedness
- When ethnic studies rolled out, parents felt their voices were not heard or invited into the process. Told to comment on the website, which seemed to go nowhere
- There has been a lack of transparency from the district. Not only with budget allocation, but also with broader decision-making, the thought process behind some things has been very unclear to the community
- No structured process for hearing from parents
- Some advisory councils do exist, but they are under-advertised and most do not know about them, or they are closed to the public.
- Transparency in very unusual ways, i.e., citing information from many years prior for a new issue
- How many lawsuits we have
- Waste of money,
- IDEA Act violated
- People in the district espoused parent participation, but then ignored emails, calls, etc., no response
- Lack of respect for the community
- A wide spectrum of incomes, many students come to school hungry, while others talk about the private jet they took to Vegas over the weekend
- Parents are quick to engage, and issues quickly escalate to the superintendent
- It's always the same people who get invited to committees
- Some of the issues have led to political hardball with the district and individuals in the district
- Frequent leadership (principal, vice principal) turnover/rotation without a clear rationale as to why
- Eliminate retribution – many parents will share experiences of retribution by teachers and administration.
- Parents and students should not be afraid to bring forth their concerns.
- Pet projects (from passionate community members) overshadow the emphasis on day-to-day excellence
- Equity is just a buzzword, but it doesn't really exist as far as all students being appreciated for what they need to thrive and love to learn
- As a parent of a child with learning challenges from a low-income household, I have witnessed that when the district feels like the parents have the resources to bring in lawyers, the kids get what they need. I have seen our family and other lower-income families be met with nothing but excuses for not providing what our students need.
- The same holds true for discipline issues. When my child was being bullied, it was not taken seriously until a family member offered money for an attorney. I believe it wasn't taken seriously because of the bully's parents' wealth and status.
- At least one high-level administrator has encouraged a bullying environment and also bullied students. Students need someone who will listen to them about these issues

- There have been conflicts of interest with the district when someone has a side business. Causes a lack of integrity
- I'm tired of so much emphasis on what benefits the very well-off and academically advanced (often because their parents have been able to hire expensive tutors) overpowering conversations about the needs of kids who aren't as privileged and have academic needs. I want the new superintendent to balance that more.
- Students who are not from wealthy families don't do well
- If you're different, you are likely to get bullied at some point
- Excessive use of computer-based learning and assessments at the elementary level

Community #2

- A place to help create the new footprint of the community. More housing and all the ramifications of expanding housing (subsidy, market, and below-market).
- Change in economics
- Incredible to have the capacity to put money in facilities
- Bond measure on June ballot
- Mental health is a big thing
- How mental health relates to the LGBT+ community
- Zero tolerance policy
- Recent suicides have been trans students
- CDC report on suicides in the community
- Lots of anxiety from taking harder classes. Some teachers who compound this issue
- The school district and the city are not working together. Cannot get anything done because they cannot get collective action done
- The Palo Alto school district does not show up to big city events
- Get more people involved in social justice
- Break barriers between the school district and the city
- City and district come together when there is a suicide
- There are opportunities for more collaboration
- More pressure to get into STEM honors, and it's the only way to get into other honors classes.
- Not a strong humanities department
- A limited belief system is going on
- There is a fear of more honors courses because of the impact on mental health
- One principal who makes you feel very welcome
- Not enough representation of LGBTQ+, Asian, and sub-Asian communities
- PALY has old money
- New immigrant families move to the GUNN area
- PALY is old money
- Gunn has been labeled as a 'ghetto' school by kids at PALY
- Well-kept secret about how many people are living in subsidized housing
- PALY is more sports-focused, and GUNN is more academically focused
- Different culture and climate between PALY and GUNN
- Hard to network in this community

Community #3

- Perceived lack of resources and access in humanities, AP honors for history or English in early high school grades, forces kids to take classes they don't desire (i.e. STEM may not be an interest for all kids). Artificial barriers that could be removed. If you want a weighted GPA for colleges in sophomore and junior year, but at Gunn don't have access to take courses.
- Multi-variable calculus is going to be available in the fall 2026; will only be available for kids who take the skip math test in middle school. Students and parents pushed for this and threatened lawsuit
- Teachers are not paid well, don't feel empowered nor appreciated at times. Resources seem to be focused on technology, mental health, etc)
- Classified support staff don't access health plan-even give an option to pay extra
- Staff who work here part time can't keep students in the district if they move out of the area.
- Students have a lot of pressure to go to a UC. Wonder about partnerships and pipeline with admissions with colleges.
- Difficult for kids and staff to navigate parent culture which overshadows kids' point of view
- Parent involvement is great but parents need to back off of putting pressure on kids and shame kids going to college (artist, photographers, contractors , etc.)
- Supt should bring alumni back to hear their story beyond academics (i.e. orchestra, etc)
- Counselors at high schools vary by how kids access support and exposure to college
- Kids struggle with mental health and academic issues and need to be made aware of resources available
- Some kids feel like they aren't good enough to fit the Palo Alto culture of achievement
- Why were small group learning classes in sp ed taken away?
- In past 3 years, sp ed focus has changed in a bad way
 - Troubling behavior at administrative level
 - There are 11 lawsuits in district where district is suing parents to the point of exhausting thousands of dollars
 - Clear expectations and more consistency around how practices
 - Need to use data to place students and implement practices
 - Amount of money that is paid on sp ed lawsuits
 - Complaints against schools-listed on website
- Evidence based grading has been problematic and sounds great for history, English, etc. but in practice it does not work well in math (based on small school in Chicago observed by teachers)
 - grading system changed to avoid kids getting better grades to get parents off their back
 - all or nothing (approaching =C); set up for kids to fail
 - no retakes allowed
 - kids have no say in grades, teachers assume kids just don't like their grades and that they just didn't study enough
- Schools lack practical courses that
- Not many language choices (i.e. sign language at community college only)
- The approach to kids taking honors classes is centered around making it so hard that kids won't want to take them. teaching concepts to make it hard even when we don't need to learn it (varies by teacher); very rigorous honors process at Gunn, grade inflation at Paly.
- Paly is more classic high school experience (football, partying); Gunn is more academic focused
- Teacher negotiations include asking for raise but are not happy that past supt got paid millions of dollars in severance

CSEA

- Five SPED directors during my 6-year tenure
- Don't rely on district administrators because it is a revolving door
- Big disconnect between the people who make decisions and those who implement the day-to-day instruction
- We are losing lots of SPED teachers
- There are classified staff who have been here for thirty to forty years
- Spend more time onboarding SPED teachers to keep them
- to keep some of those SPED
- We want to be asked before you make the decisions
- Our professional development is presented by other classified staff, while teachers get high-powered presenters
- No true investment in us, like
- Quality PD
- Relevant PD
- We are an afterthought when it comes to professional development
- Our PD is almost a repeat of Keegan's online
- Imagine a day without classified staff?
- Classified staff who are as big as the certificated staff
- Lack of speaking out at our meetings
- We are the real educators of the students because of our relations with students (classroom instructional assistants)
- What about a partnership with the aide and the teacher in the learning process
- Classified staff is far more ethnically diverse, less compensation and education
- A cultural internal problem with how classified staff are treated
- Classified staff are disciplined differently
- There are cultural issues left over from the prior Superintendent
- A lot of job descriptions need to be looked at
- Some job descriptions that have never been filled
- Utter lack of understanding of what classified staff is/does, and not much interest in finding out what we do
- There are classified staff who have very high college degrees (post-doctorate)

PAEA

- Great drop in Professional Development quality
- Trust has been lost
- Training is very top-down, decided by district people
- Two different models of PLC's
- PLCs that are forced on teachers. Weakens their effectiveness
- Back in the day, when our pay was at the top, we recruited highly educated teachers. When you hire at that level, you impact the quality
- Our hiring has changed over time
- The mandated number of meetings we have has added to the loss of trust
- PLCs vary from site to site
- Ongoing shift from the organic learning from the professionals to buying off-the-shelf PD,

- PD, PLC's are coming top-down
- We put up with the bad training, the bad leadership, and then we go and do what we know is better.
- Have to deal with decisions of people who really do not have a vision
- We are not beholden to be on page 89 on Sept 12; We make it work for students
- More and more autonomy is taken from us as they align the curriculum
- It is not just my teaching knowledge; it is our tenure in the community
- Most teachers have been in the district longer than the upper-level administrators
- We understand the community because we have been here for a long time
- So many people come here and stay because of the schools. Not true about district administrators
- Observe, learn, and listen
- Changing programs out of spite
- Reading and EL specialists were listed to be cut, which made no sense
- Struggles between the staff and the district administrators
- Some administrators were protected by the prior administration
- A lot of political operators and not a lot of educational intellectuals
- Some people are trying to be more collaborative
- A lot of middle managers have been hammered from above and below
- Negotiations still in process
- Special Education issues
- Some SPED times do not get any free time
- They attempted an inclusion model, but it failed. No preparation for staff on this model
- At the secondary level, there is a co-teaching model, but it has fallen apart
- Nobody at the management level is listening to the issues of co-teaching
- The co-teaching model is not working, and nobody wants to look at it

PTA/PIE

- Maybe too much pressure on students
- Health and teen suicide continue at a high rate. This has been true even under several superintendents
- Not all administrators warm up to parents
- Quite a bit of disconnection with parents; parents are kept out of the loop
- Large variability from school to school
- Some administrators foster PTA events, but not all
- Incredible variability in how administrators handled and communicated the recent surge in student suicides
- Communications between the district office and school sites are awful
- School sites used to have check-ins from the district office; this has ended
- The district office is more top-down focused, and parents are not included
- Parent input into the hiring of administrators went away
- Lots of resistance to sharing data
- Communication, communication, communication
- Teachers think there is a lot of money, and the district says there is no money. Why can't they come to a common understanding? Why aren't they communicating with each other? We as parents don't know who to believe, except that we are very skeptical of the district office because of the erosion of trust

- There were Interviews for special education teachers, and a reorganization plan was being implemented. The parents weren't informed. Nobody except the district administration knew it was happening, not even the principal
- Lots of gaslighting
- Understand the relationships among the various groups in the district
- Actions from the district administration have caused distrust
- The teachers don't feel trusted
- When teachers do speak up, the principal is told to control their staff
- The attitude of the Superintendent has been that they aren't going to like it anyway, so we won't tell them until they need to know
- District can be high-maintenance
- This community can be more difficult to manage
- Keep parents at arm's distance
- Trust with parents has been lost
- Stop proliferation, it is my way or the highway
- The way we are going right now is really ugly
- For a while, the district did not want students to excel in math
- The distance among the success of students has widened in math because of the issues in math
- A lot of the math issues happened because of a lack of communication
- Now, an attitude that, in light of equity, you (the district) are dumbing things down
- Battles at board meetings because parents don't understand the issue enough
- Parents should have input
- The current administration just makes the decisions
- Administration seeks simplicity
- It has been an uphill swim to keep the elective programs
- Special education is an issue. Not supported at all the school sites, parents have no visibility, no choice, no involvement in where their SPED students attend
- It is challenging for SPED parents to advocate for their children
- The parents are the last to hear things
- No communication with parents, and suddenly, programs are moved

Staff (classified, teachers, psych, specialist)

- Crazy expensive here
- Hard for teachers to live here
- Communication between district office staff and school sites
- More top-down now
- Collaboration/innovation
- Collaboration and trust are completely eroded
- Top-down is the bigger problem
- Superintendent created their own pathway after observing a thriving pathway
- A sense of begging for forgiveness rather than asking permission
- Site is collaborative, not at the district level
- Community demographics are unique. Palo Alto can feel like a bubble. Know the community you serve
- How to balance serving the community you serve and what is best for students
- Pockets that need to be addressed in mental health. 90% of staff feel burnt out

- Overall, the culture is feeling burnt out
- see April 21, 2026, Mental Health presentation at the school board
- Bridge the gap between the students of color
- Support kids of color, like others (African American, Latino, Polynesian). A bridge that needs to happen
- Kids of color need to feel a sense of belonging
- Lots of good work on equity, but it has been siloed. More relationship building and more inviting. Let's be partners in bridging the equity gap
- Tremendous pockets of socio-economic (SES) differences
- Need to know each other's stories, especially as it relates to ethnic differences
- Know we have value already, work with us
- Strong investment in building coherence
- Learn about the district by watching board meetings
- Students are very academically driven
- Athletics
- Parent involvement is very high; hold space for that
- Huge elephant in the room, may not feel safe
- If we tell the new superintendent our issues, that could cause a problem; they may prejudge
- Have been issues with the admin staff
- Issues with not being transparent
- There have been issues with admin, bullying, intimidation, and verbal abuse
- Prior leadership was dealing with some mental issues, which we didn't know about, but it was apparent in his daily interactions
- Issues with bullying of staff members, even to the principals
- Lot of entitlement by staff, parents across the district
- Affluent area; have busing program from EPA (Tinsley Program)-increases the diversity in our student population but has created
- Hear a lot about racism and prejudice towards students by staff or students at Paly and Gunn based on gaps in income (perception of EPA or mobile homes)-often left out of the equation of decisions by district (afterschool programs); when budget cuts come up, Tinsley; took bussing away at Gunn which is the further high school -very questionable about
- Misalignment around goals of district-need to balance academic and social emotional goals
- Our schools get ranked so high due to lots of AP classes; but it creates stress for students to feel they have to meet those expectations and clear that hurdle to stand out or feel successful -adds to their anxiety
- A very loud minority of parents to want these things-college math class; leadership doesn't have backbone to stand up for the community -when this is not in the best interest to broader community
- Misalignment of academic goals-if kids are ahead, they are behind
- We tout best school district in California-but its based on academics only (see banner in district office)
- Middle school math departments were not in support of shift to high level math (all 8th graders take Alg. 1)-previous leadership didn't take into account this concern-this causes more of a gap in math education if kids are coming in from other districts

- From classified perspective, it feels like past leadership hasn't been accessible to people and has not been very supportive towards classified-don't feel listened to nor valued; past attempts with leadership have not felt like situations have been mismanaged; things get ignored or pushed to the side
- There was a gripe about the wellness centers-they have evolved into a 15 min respite but then have to come right back
- Also a need a shift to advisory time on campuses connecting to the curriculum and practice in classrooms-this is inconsistent with teachers-haven't been pushed by leadership; its optional and piece meal (kids feel like they aren't integrated in weekly routines of classrooms); most kids at Gunn or Paly don't like these and kids don't go and aren't held accountable to go -no grade, etc. (we aren't approaching SEL correctly)
- Incredible erosion of trust between D.O. and educators
- Mistreatment of classified staff, past leadership tried to cut a bunch of support staff; but board reversed this; felt like past leadership wasn't listening (February board meeting)
- All of the hard work of people who help district, but feel like we weren't heard
- People have spent time on committees but their input was never actually considered-feels like leadership already made up their mind on what they wanted to do
- More and more mandates and nothing is taken off our plates
- We are great but at the expense to students and staff
- Varying integration about support regarding about suicide (support for about a week and then gone)
- Retaining highly qualified special ed educators is critical
- For any supt, they need to be observant and not make decision based on who screams the loudest
- Need to bring back peer to peer collaboration model where dept heads got two release periods to be IL

4. What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position?

Administrators

- Experience as a superintendent
- Experience working with elementary schools
- Experience at a school site
- Experience working with high income demographics
- Willing to come out and visit classrooms a lot and be seen by all staff members
- Listen to diverse opinions without retaliation
- Skilled listener and communicator
- Strong understanding of district governance
- Courageous and brave
- Build trust, establish trust, we are all in this together
- Strong equity lens
- Strong integrity
- Making room to include all stakeholders
- Humble

- Humility
- Can admit they are not perfect
- Acknowledge what is happening in the world around us and how it impacts us and our students
- Know how students are getting jobs, and what skills do they need, as they change
- Have higher-level of exposures and recognize the work
- Have the 30,000 view of what's happening
- We talk about the services we have, we need to get better, get clear about what we are doing
- Be aware of the need to be transparent
- Collaboration with community
- Collaboration around what is needed
- Create partnerships with community
- Be seen, see them (out students) all the time
- Respectful
- Coherence
- Sharp but real
- Relationship builder with all roles
- Supportive
- Diplomatic
- Clear vision
- Visionary person that has the ability to connect all the pieces
- Collaborative
- Good listener
- Accessible
- Receptive
- Inquisitive
- Steady and consistent
- Transparent
- Discerning
- Methodical
- Courageous
- Kind
- Data driven
- Has our back
- Inclusion
- Consistent
- Care for us and be kind
- Balance access to opportunities for all students
- Collaborative decisiveness
- Student focused
- Steady
- Cultivates a high-trust environment
- Deliberative
- Consistent

Affinity Group #1

- Build a strong team,
- Does more to unlock the capabilities of the team
- Need more of a coach rather than top-down
- Strong on building processes and management tools
- Everything is dependent on the right people doing the right thing
- Hopping from school to school and teacher to teacher is very different
- Have strong management oversight
- What are the trouble areas in hiring (people)
- Actively support special education
- Be able to improve relationships among the different elements in the community
- Don't dictate. Do not have the attitude of get off or get on
- Work to solve real problems.

Affinity Group #2

- Guide the teachers to be more inclusive (professional development)
- A lot of interpersonal and leadership skills. This is a tough district to lead
- Listen and collaborate
- Make hard decisions and explain it well so people understand the why
- Talk to the various groups, trying to understand the day-to-day experience
- Make sure a number of groups are included. Get enough people behind the decision
- Need to have more buy-in from the various stakeholders
- Have an equity lens
- All students are represented
- Make certain systems that are in place and why
- Reduce toxicity in the district
- Work with others and stand firm if needed
- Strong values
- Eloquent in speaking to the board, yet there was push-back from some parents. Seems like there are some who get
- Have regular meetings with those who are marginalized
- There is a set of parents who are loud and heard, and are causing some of us not to be heard
- Students come in, they are open and honest, then you have these adults who come into the room and get their way. Often disrespectful to those students. Especially marginalized groups
- More student and superintendent interaction: i.e., Why don't we go to the wellness center
- Is what we are doing working? Take feedback to heart
- Some adults seem to be dismissive of student voice
- Meet with students so they know you listen and take action
- Listen to the students. Take the time to meet with students
- Visit schools and have casual conversations with students
- Willing to learn

Affinity Group #3

- Has a track record of working with the community
- Be respectful
- Transparent
- Communication (real substantive communication)
- Enforcing governance
- Focus on what is best for students
- Uplift students, academically
- Be open to other perspectives. Don't force to align with your perspective alone
- Be an example of how to defeat hate
- Not having a side gig
- Our kids deserve better
- Have complaints investigated thoroughly, as others have been (equal treatment on how complaints are handled, the process)

Affinity Group #4

- Well rounded person
- Have outcomes for special ed and latino communities
- Doesn't have to be bilingual in Spanish but have proven track record and background with working with diverse groups of minorities
- Kind leader
- Student centered
- Present in schools
- Equity-driven and student-centered
- Trust-builder (transparent, listens, follows through)
- Accessible and visible in the community
- Action-oriented (moves from planning to implementation)
- Culturally responsive
- Unifying leader who can bridge diverse perspective
- Ability to lead systemic change
- Data-driven decision-making focused on equity
- Strong communicator across languages and cultures
- Can simplify complex systems for families
- Deep understanding of Latino and multilingual communities
- Experience with underserved and first-generation families
- Align resources to priorities
- Strong oversight (especially Special Education compliance)
- Builds partnerships with families, students, educators, and community organizations

Affinity Group #5

- Understands what people are going through (student and parent experience)
- Be transparent and follow through (not give lip service)
- Good communication skills
- Authentic

- Hold schools accountability (test scores, etc)
- Personable
- Present
- Someone from outside of Palo Alto or Silicon Valley
- Understand the teacher, student, parent experience
- Understand diversity and why affinity groups exist
- Be an educator, understand teaching and learning
- Humility
- In the midst of the political climate, be able to step in manage the messiness of Palo Alto
- Be good at change management and know how to deal with fear

Community #1

- Listen and interact with special education parents
- Have transparency with key stakeholders, parents
- Be able to manage a community with a wide range of incomes
- Able to deal with people who are very passionate about an issue and/or topic
- Very skilled deescalation
- Understand the dynamics of people who have time to focus on their passion
- Have integrity and a track record of success
- Stellar communicator
- Someone who is willing to listen and receive feedback gracefully
- Open-minded, empathetic, track record of integrity, high EQ
- Willingness to compromise,
- Transparency
- Passionate, balanced, voice of reason, but also able to calm people when needed
- Someone who has integrity
- Strong leader
- Strong manager
- Don't inflame people's passion
- Get people to work together when they get passionate about a topic
- Be able to explain the why and how of decisions
- Evidence of willingness to build coalitions, identify real priorities, and advocate for students and teachers
- We need to have fiscal responsibility in the district - this community is not a piggy bank
- Respect for teachers and staff
- Students need someone who will listen to them
- High expectations for the staff at the district office are not just easy, so they cover for each other's bad behavior

Community #2

- Reimagine student success
- Experience with PAUSD
- Performance vs visibility, PAUSD needs visibility
- Look for win-win

- Heavily visible
- Willing to have tough conversations
- Conversations with district people with students and with parents
- Empower and hold space for student voice
- Attentive, approachable
- Not somebody to be feared
- Not separated from students
- Genuine
- Humble
- Down-to-earth
- Walks the talk, if you say you are going to do it, do it, and if you can't, why can't you do it
- Don't be shy
- Open your own doors
- Confident
- Build strong allies
- Actualization of the promise

Community #3

- Be able to navigate entitled, wealthy, and pushy parents and students
- Be able to listen
- Be solution oriented
- Be able to meet in middle
- Don't focus on politics and not try to please others
- Focus on working with teachers and putting students first
- Be able to understand background of diverse people who live in Palo Alto (Columbia, Latin America, Asian, etc) and be able to manage these diverse perspectives
- Educator
- Communicate authentically
- Have a long term plan (vision, transitions, listening)

CSEA

- Come into the district with a proven track record of really thinking about classified staff
- Investment in understanding what classified staff is, and why we are called classified.
- Empathetic, a human who is understanding of how far their employees travel from (Tracy, Hayward, etc.)
- Understands we don't make what everyone else makes, but we still need raises.
- Understands we have families
- Patient, there is a lot of work to be done, and paying attention
- Compassionate, knows the people who are involved, students, classified, certificated, etc.
- Compassion, empathy, respect
- Strong communication skills
- Inclusive, we are a unified district, we need to achieve that unification
- Humanity, true humanity
- Humble
- Kindness

- Leading with the heart
- Knowledgeable
- Smart
- Humble says 'I'm still learning about that.'
- This is not a learning experience for someone, but it is a growth mindset experience
- Thick skin
- Bag of tools
- Focus on the whole district
- Stay for a longer tenure
- What's in the people you hire to work with you?

PAEA

- Observe, learn, listen, get to know students, and get to know teachers
- We need someone to support the good things that are happening
- Immerse yourself in the culture
- Want to be here
- Be a part of the community
- Know the community
- Know the names of the children
- Knows and supports early childhood education
- Understand the power of early childhood education
- Know what you don't know
- Cultural sensitivity
- Speak more than just English
- Expresses strong leadership
- A leader to navigate the relationship between the district office leadership and staff
- Look at us as a school system instead of as a business; invest in our teachers, system, special education
- Looking for humanity, empathy
- Curiosity; be willing to say I don't know and be curious to find out how this thing works
- Respects and values teachers
- Intelligent
- Clean up skills; need to work with or manage leadership skills as we go into a new era
- Strong but with no ego
- Kind but can set boundaries
- Comes without scandal
- Not intimidated by other intelligent people
- Have our backs
- Support us on professional judgement
- Don't need to have a big social media presence

PTA/PIE

- Understand how to leverage the community resources
- Transparency
- Communicate to a highly educated community. Start with the administration and teachers
- Come in to build trust with teachers and administrators
- Listen
- Willing to talk to people/parents
- Build trust with parents
- Clear communication so everyone knows the process and is at least informed
- Consensus leadership
- Make decisions in a trusted way
- Reach down and get the information, and allow the debate
- Celebrate the various career paths in our schools
- Schedule some time for us to connect
- Courage
- History of proven track record of closing the achievement gap
- Talk to students
- Build relationships with students
- Calm, collective, and non-reactive
- Can filter through the noise (small group of people who are very loud, they are not speaking for the majority)
- Understand what it means to educate the whole student
- Knowledge of education
- Proven track record of managing a complex organization
- Be humble and go through the processes
- Understand the relationships among the various groups in the district

Staff (classified, teachers, psych, specialist)

- Hold space for conversation for inclusion, equity, and inclusion
- Communicator
- Build through relationships
- Be humble
- Look at problems together
- Really doing a genuine listening tour
- Identify pockets of success
- Make eye contact
- Who can see the strengths of the people in the district and bring them together to strengthen
- Transparency
- Adept at conflict management
- Communicator
- Hear people out, but can make hard decisions
- Base everything on the outcomes of our students
- Clear direction of where to go, i.e., the Palo Alto Promise

- Has a vision for the district
- Empower teachers
- Respect teachers, go to teachers to collaborate
- Tap into the resources of the staff, and we can go far
- We probably have the answer to anything that needs to be solved
- Listen to us
- Exhibit warmth
- Proven track record of collaborating with all stakeholders.
- 'Leading from behind.'
- Be everywhere
- Teachers are sensitive types
- Listen to the parents
- Humanity, bring from the top all the way down
- Self-confident
- Is there a place where they changed their mind (interview question)
- Has backbone, not reactionary.
- Understands a town like ours
- Understands our board
- Understands special education
- Be inspirational, need to build the fire, keep me challenged
- ALI (Aspiring Leadership Institute) continues (talk to Herb)
- The buck stops with them
- Takes responsibility for the entire system. Understands the bucks stops with them
- Valuing the work of all teachers and classified staff of the work they do
- There has been a small movement in what people do
- Able to link the work so staff feel supported
- Bring coherence
- Generally, moving around the district, visiting school sites
- Being a part and visually seen by staff, students, community
- Experience teaching
- Be highly committed to surrounding oneself with people who have experience teaching
- Weekly emails are sent to update us. Has allowed me to learn about things going on
- At ease, be social, in certificate and classified categories
- There are a lot of voices, work them, don't let them control you
- Speak, or at least understand another language
- Understand what our district needs that is being impacted by the world events
- Bring a casual approach to the job from time to time. I felt safe, I could wear my baseball cap
- The supt would wear school shirts
- Has been in the classroom for some amount of time
- Understand the many people in the organization
- A very conscious effort to bridge the gap between district and school sites
- Have the capacity to have someone disagree with you, and have the capacity to manage those different thoughts
- Diversity alignment, instructional, etc., needs to continue
- Beautiful schools, fields, buildings,

- Our district office is 'rank'. We need to improve the DO
- Awareness of and how to use the support that comes from the community
- Listen to people
- Address the partners' request, but also look more deeply into our disproportionality data to provide for our families who are not vocalizing their needs.
- Patient and kind
- Navigate our differences (diversity) and highlight our commonalities
- People impacted by communications/changes should be more broadly involved earlier in the process for decision makers to better understand the impact of decisions being made.
- Understanding and willingness to learn how each department in the district works together.
- Multilingual
- Understanding how each department in the district works together
- Ease w/social interactions w/certificated and classified personnel is important. It builds bridges.
- Patience, especially when listening to others' feedback or concerns. without becoming defensive, because open communication builds trust and leads to better decision-making across the district.
- respect. I believe a strong leader should treat staff at every level with professionalism and respect, regardless of their position.
- Listen to classified staff
- Be emotionally regulated
- Consider all perspectives before making decisions
- Strong vision on how they want to manage all of the challenges
- Have a vision on following through on addressing issues
- Someone doesn't want to be here as a resume builder, not a stepping stone
- Don't be a political animal to brand themselves
- Spend time here and get to know our district and slowly implement change that works for us and not for their resume
- Humble
- Be present at school sites and in the community often
- Be all about us/district/schools/students and not themselves
- Would be nice to have a woman leader
- Hiring people who are best for the job
- Be accessible and personable, down to earth
- Get to know us from being present and not in the office
- Willing to stand up to the board and back up educators

SCHOOLS

1. *What is good about the community?*

Elementary

Duveneck (18)

- Safe
- Good weather
- Public activities
- Nice neighbors
- Lots of plants
- Good for trick or treat
- Access to books, library, art center
- Palo Alto pool
- Kind people
- Nice schools for teaching us, brings people to community
- No burglars
- Good drivers
- Lots of places to do activities, sports
- Popular because of Stanford
- We grow lots of fruit for the United States
- Lots of computers
- Very accessible for people in wheelchairs
- Lots of good schools in the area
- The children's theatre
- Hiking and nature around here
- Easy to get food
- Can go to school in our area, Duveneck, Greene
- Clean water
- Close to the beaches
- Lots of dogs, cats, and squirrels
- Nice to children. Friendly place for children and everyone is welcome
- Playgrounds
- When needed, always someone around to help

Escondido (20)

- Very safe
- Very connected
- Very welcoming and friendly
- A lot of parks and places to go
- We are educated
- Lots of clubs etc
- People are working in union(together0
- Lots of races cultures

- An orchestra and band, choir
- Nice neighbors
- Good sense of inclusivity
- Teachers live in the community
- We grow trees
- No trash on the ground
- Clean air
- A lot of community services
- Not a lot of light pollution
- Good weather, wacky, sometimes

Hoover (23)

- We keep clean
- Everyone respects everyone else
- Very safe community
- A lot of people bike to school, which is good for the environment
- Everyone is nice, and that makes you feel safe
- We don't pollute the water much. We have a water plant close by
- Easy accessible parks
- 5 libraries
- Schools and parks everywhere
- Everyone cares about each other and helps
- Everyone tries their best to keep
- Very welcoming to different people
- If you get hurt, the community helps you get better
- Lots of sports activities
- The weather is nice
- Two baseball fields nearby
- Everyone feels welcome, and no one is judged
- Everyone is supported, and we bring each other up
- Clean ecosystem
- Not very crowded like San Francisco
- Nobody smokes here
- People don't litter
- Lots of elementary schools
- Open fields for sports and activities
- We have festivals, like Earth Day
- The parks are built around nature, so don't destroy them
- Kid-friendly, during Christmas time, a truck comes around with gifts
- Bay land is an example of preserving
- The city council puts on a lot of festivals
- Everything is really close, so you can even bike
- Air isn't that polluted
- The libraries provide free food (the EPA library)

Ohlone (24)

- It's clean
- Nice and big houses
- Cleaner
- Kid friendly
- Very welcoming
- Very social
- Has its own libraries
- The community is friendly
- There are club sports
- Socially, parents run a lot of things
- Art center, theatre
- Downtown is close
- Never far away from anything
- Lots of libraries and activities
- Accessible for people with disabilities
- Neighborhoods are nice
- Inclusive
- Lots of artwork
- Lots of sidewalks and bike paths
- Variety of food
- Block parties/ celebrations
- Can bike anywhere in PA
- A lot of cultures from around the world
- A lot of public transportation
- A variety of schools, elementary, middle, and high
- Small business
- Inclusive to lgbt+ people
- The weather is pretty good

Palo Verde (25)

- People are supportive, mistakes are not remembered (they let it go)
- We pick up trash., People don't litter
- Lots of green and not a lot of tall buildings
- Feel safe
- Safe enough, I can walk home, and small enough to see your friends
- Small knit community
- Things that bring the community together, like donations, etc.
- If the community needs something, a lot of citizens help. If something needs to be organized, lots of people help

- Safe place to ride your bike to school and back
- People work together to fix a problem
- People are very friendly. People say 'hi'.
- Lots of activities and clubs outside of school
- People are helpful and respect each other
- Facilities
- Safe drivers
- Very competitive and really good schools
- People pick up trash that is on the ground
- A lot of parks, people share them, lots of open space
- Very green
- Less pollution, more homes and parks than business
- A lot of job opportunities
- Safer than other communities

Fair Meadows (24)

- Very clean
- Kind to each other
- Free libraries to access free knowledge
- Not a lot of words that are mean to other kids
- Safe
- Lot of things that children can do (parks, playgrounds)
- Safe for everyone, inclusive
- If someone hurts someone else's feelings, safe people to talk to
- Inclusive
- Not many bullies
- Kids can go places by themselves
- Can go places by themselves
- Everyone knows each other
- Not cramped
- Transportation is easy
- Green space, not just city with huge buildings, trees animals and flowers
- Mostly people riding bikes so less pollution
- Live close to friends so you can hang out with friends
- Markets nearby , easy to get groceries
- Tons of lights after sunset
- Lots of neighborhoods
- Lots of places you can walk to , close
- Chill
- Open space to relax
- Resources
- Fun for kids
- Firefighters and medical areas are really good, tons of good hospitals and medical spaces

Middle Schools

Greene (28)

- Everyone is supportive and inclusive
- Events to bring the community together, especially at school
- Feel safe
- Diverse community
- People with a lot of different interests try out different things
- A lot of different foods
- Lots of opportunities, sports (community), clubs
- Clean area
- A lot of kids our age
- A lot of volunteer opportunities (EHP)
- Extracurricular activities
- A lot of people know each other (tight-knit community)
- Safe
- A lot of popular places to hang out
- People get involved in the community
- A lot of places to hang out after school
- Bicycleable, lots of trees
- Lots of ways to make new friends
- Available public transit
- Very desirable (clean air)
- Everybody respectable
- Education is good
- A lot of stuff around the community, schools, college, malls
- Nice weather

Fletcher Middle (25)

- Welcoming for other people, for the less fortunate people
- A safe community can walk around and not worry about bad things happening
- Very sustainable, bike lanes, playgrounds, lots of resources
- The city is safe
- Don't have to worry about making new friends
- Very diverse, each person has a different background, where they come from, race, and different thoughts. Global diversity
- No matter how you think, there will be somebody who has a similarity
- Lots of ways to get involved
- Inclusive
- Local stores can find what you need in the city
- Very clean, not a lot of trash
- Lots of places to eat
- Good Indian food

High School

Bridges (10)

- A safe neighborhood
- Expensive place to live
- Parent involvement
- Very athletic
- Bicycling community

Middle College (14)

- Students are willing to speak honestly about their experiences and needs
- Awareness among students about mental health and the importance of support
- Some school models (e.g., small schools, Middle College) can work well for self-motivated students
- Examples of strong support environments exist (e.g., Ester B. Clark model with embedded services, group therapy, in-class support)

Paly (44)

- Community
- People are collaborative in community, willing to help each other out
- Between age groups at each school, high school students are inclined to volunteer to help elementary-stronger community
- Strong culture of volunteerism
- Diverse culture from different parts of world
- Safety-socio economic image contributes to that but all agree to keep each other safe
- Lots of biking and walking to school
- Neighborhoods are cohesive (community within own block)
- People are supportive of high schools and all that it offers
- Opportunities for younger people to get jobs in community , volunteers
- Academic opportunities since we are next to Stanford (i.e. chem teacher sends stuff about opportunities)
- Libraries and parks allows kids and community com come together
- Lots of opportunities to give input
- Lots of people stay in public schools-lots of students stay in elem through high school (vs. private schools)
- Politically active, protesting
- Famous for having a rigorous ed, might not like it , proud of that fact
- Because of the high level of rigor - student driven
- Good to see how students have a voice in what is normally adult matters
- A lot of drive and the adults and teach students to believe they can pursue hard things
- So much diversity so many opportunities, people aren't forced into one lane, strong aca tribe but so many different clusters, match interest
- Gone through a lot this past year, be there for each other, suo leaving suicides, stick up for each other
- Vocal, very, product of journalism program, care for each other, also cases of people of not care , insensitivity, students who are vocal, teachers and staff support, CORE principle of community,

- Traditions and a lot of people care about his palace, 2nd + 3rd generation from here, come back here to have kids, seek same opportunities here
- School spirit, stormed the bleachers during the football
- New families immigrating, a lot of support, no matter which age, everyone finds their fitting in academics or clubs
- Students proactively seek out students who are new to the school, approached by people who are alone

Gunn (21)

- Diverse community, politically, racially, surrounded by a lot of
- The bike culture, feel safe
- A lot of people found something their interested in and that they can engage with be excited about
- Programs are good, VAPA, robotics team
- Community full of over achievers, care want to have an impact n the world
- Resources for those who ask for it - 5 free libraries, ride share for city (via van)
- Really good science program, lots of people are passionate about stem

2. *What is good about the district/schools?*

Elementary

Duveneck

- Good teachers
- Money to buy materials
- Let us pick instruments and teach music
- Free lunch
- No bullying
- Resources, paper, things you need for learning
- Kind and helpful teachers
- Amazing teachers and principal
- Lots of amazing subjects
- Teachers know how to help in the right way
- Teachers know what students need
- Music teacher is real good
- Mental health therapist for support
- Support for reading and writing
- Extra services, community partnerships, provides extra classes, activities
- Diverse people: students and staff. Different people from different areas, different countries
- People are nice and helpful for kids with disabilities
- Helpful, friendly people

Escondido

- Spanish immersion
- School lunch
- Three playgrounds

- School lunch is free
- School is inclusive
- Everyone is friends
- People help each other
- New buildings and equipments
- Spirit week
- Buildings are colorful, trees
- We have a school song
- Everyone is respectful
- Solar panels
- Good at welcoming people from other countries who may not speak english as well
- Massive campus
- Green team, pick up trash
- Lot of on campus extracurricular activities
- Have students from all over the world
- School is inclusive and they listen to our opinion
- Large library
- Pick students to run school (student council)
- Lots of roles for students to play in student council
- Lot of after school activities
- We have a talent show
- After school celebrations
- PE and music regularly
- Lots of holidays
- Multi-cultural fairs
- Student store
- Author visits
- Get your own instrument
- Awesome teachers
- Fun parades
- Fun field trips
- Science fair

Hoover

- Great PTA's
- Very good teachers
- School is within biking distance
- Great teachers
- Very good PTA
- Very safe
- Always having an adult present makes you feel safe
- Welcoming and inviting
- Lots of different activities to celebrate different ethnicities
- Make food in school, reusable trays

- Very detailed structures for the play area, play structure
- Student council plans spirit day
- Art, music, library
- The student council plans a lot of interesting activities that we like
- School is earthquake safe
- Different ways to support students with special needs
- Sustainable schools taking care of the ecosystem
- International festival to celebrate everyone's culture
- School looks and feels very welcoming
- Music and PR twice a week, and art once a week
- Lots of ways to access what we need
- Students get to share their ideas
- School is big with a 2-story building
- Always something to do
- If someone is hurt, they are going to take care of you
- The campus is closed, so random people can come in
- PAUSD has a lot of different programs
- Students who don't understand have separate ways to support
- Lots of bike racks
- Children's theatre comes every other year
- Teachers who care about what students are learning
- Teachers are very supportive, like when you are absent
- Gymnastic clubs run by students
- Great PTA's at the schools
- Not that many cars
- Safe to go to school
- Pull-outs so teachers can help students in need
- Instruments in 5th grade
- Being responsible, the upper floor is not too loud to disturb those on the first floor
- District allows us to interact with other schools (science camp)
- Lots of field trips
- A lot of access to buses for field trips
- Indoor cafeteria
- The junior museum and zoo gave science lessons
- Innovation lab

Ohlone

- We have a farm
- Lot of field trips
- Friendly
- Welcoming and funny
- Nice teachers
- Good public school don't need to go to private school for a good education
- No homework

- No grades, no report cards, get feedback but no grades
- Lots of projects/ project based learning
- Really good curriculum
- Because of no homework we can take up other sports, family time,
- Every other year, overnight trips
- Teachers are very helpful
- Teachers support students with disabilities
- Value emotional learning
- Most people can bike to middle school
- Lots of fields at middle school
- Built in the schedule is time for homework
- 4th grade gets a recorder, 5th grade get an instrument
- No bells
- At Oholone we call teachers by their first name
- We have shows/plays
- Grade levels are mixed
- Mandarin immersion program
- Our School have libraries
- Can borrow books from other schools
- Value time management and individual thinking
- Pizza day every Thursday
- 4th and 5th grade have own building with a terrace
- Our farm is hands on: plants and animals
- Every Wednesday get to have a new club
- There are art and PE classes
- Everybody gets a part in the play
- All types of cultures and races in our school
- There is a library on the farm
- We read to the dogs
- Morning announcements everyday and reminded to be
- All students get to do morning announcements (all means all, kindergartners too)
- Value the core values of school and reminded of those values every wednesday
- Able to cook on the farm
- Ohlone guides give a present each year
- Farm opening and closing ceremonies
- Student council picks spirit day
- There is a farmers market
- We have a large fields
- Don't have to pay for school lunches

Palo Verde

- Facilities are very good, and when something is broken, it is fixed quickly
- A lot of after-school activities
- PAUSD better Higher education

- Good education system
- A lot of aides to help in the classroom
- Lots of activities during lunch time, basketball courts
- Time to present, share opinions, and talk
- All the teachers teach the curriculum so you understand it
- Lots of big and spacious classrooms as compared to other countries
- Have art, music, and P.E.
- Great multi-purpose room
- School district hires really good teachers
- Lunches are free, so all people can eat
- Teachers know how to teach and accommodate students' needs
- Food is free regardless of background
- They teach mental health
- Fourth graders get a recorder
- Fifth graders get an instrument of their own
- Teachers help you outside of school
- Teachers supply supplies, and you don't have to buy them on your own
- Learn lots of different subjects
- Facilities are good
- Fun things to do
- The campus is big
- Lots of fields, basketball courts, and play structures
- Lots of supplies, balls, PE shed
- Lots of rooms on campus
- School is secure and gated
- Don't have to wear uniforms
- Make sure they are in a comfortable environment
- 5th graders are responsible for the equipment. The green team makes sure you pay attention to the environment
- 5th graders help manage how students behave
- PTA sponsors parties
- Culture fair, each family has its own booth
- PAUSD provides each student with a computer. The teacher can see what you are doing
- Everybody is supported by other students
- Moved from plastic wrap

Fair Meadows

- Lots of supplies
- Free lunch
- Hire good people to teach, teach well and are kind
- Great teachers
- Lost of classroom supplies, and each gets computers, smart board screen in each class (fortunate to have all of those things)
- Schools have technicians to fix our computers, nurse to help us if something happens
- Safe playgrounds

- Safe community to be ourselves, teachers are really nice even when kids don't always behave
- Have teachers who actually care instead working for money
- People are really nice and inclusive, easy to make friends
- Good music, art, pe are good
- Lunch tables get cleaned
- Kids are responsible based on how teachers treat them
- Not super curricular, not "teacher torture"-benchmark , flexibility with other activities
- Lots of fieldtrips
- Science camp is the best
- We have \$3 million on resources in our district; we can have a budget to make sure we have enough money for buying what we need
- Lots of activities so we aren't bored (garden club, walking club)
- No left, inclusive
- Teachers help when you are sad or mad (group therapy)
- Tons of each staff to help us
- New Stage, mpr-fixed the floors, painted whole school
- Differently-abled people, activities outside for them
- Accepting for diversity, no racism
- In mornings and end of day, safety patrol (keep crosswalk safe-vests)
- Student council create school spirit days and come up with things
- Kids who learn different things have people to help them
- Parents donate money for us to help us go on field trips and have fun activities
- "Expect respect" -upper grades go out at recess and help with younger kids
- Yard duty are really nice and help a lot
- Have pizza day

Middle School

Fletcher

- Different programs in math for different pacing
- Teachers are very helpful, and can meet at lunch time with teachers
- Teachers are really good, which makes you want to come to school
- Everybody works together, supports each other, especially special needs students
- Electives are fun, i.e., cooking, band. Drama. Choir, IT,
- Lots of sports
- The campus is pretty
- Science olympiad
- Get to go to competitions
- Sustainability, lots of reusable 'stuff', i.e. reusable trays in the lunch room
- Sustainability class
- eBikes
- Half the school bikes to school
- Safe to bike to school

- Lots of trash cans and are able to sort trash
- Lots of donations from rich parents, help with electives, construction, animal donations, and field trips

Greene

- Supportive school
- The library has lots of events, lots of genres
- A lot of events, field trips, etc.
- A lot of extracurricular activities
- Everybody is encouraged to support. Teachers, you can go to for support
- Teachers are willing to help you after school
- Beginning of the school year to meet new people
- Lots of construction, but not getting in the way of the school. Can still enjoy the school
- Academically accelerated school, Lots of classes are ahead, moving to the next level, more advanced opportunities
- We are ahead of other schools, academically
- Different levels of assignments can get ahead in subjects
- Teachers aren't just teachers; they can be nice and funny
- Dances are later and more accessible, teachers stay later, so they can be later, and free
- Lot more school dances than other schools
- Spanish and Mandarin immersion classes.
- Some come to Greene just because of the immersion classes
- Has AVID
- Intramural sports, during lunch
- Can try out different sports, intramurals
- Our school ranks higher because a lot is invested into it.
- Science Olympiad
- Special Olympics hosted here
- After-school homework programs
- Pathwise

High School

Bridges

- Paly and Gunn have lots of clubs etc.
- Paly is easy to start school
- Great teachers here
- I have been supported
- Students are amazingly good
- Paly and Gunn go all out for spirit week

Middle College

- Rigorous academics and strong academic programs
- Dedicated and caring teachers
- Presence of psychologists (e.g., strong support at Middle College)
- Some alternative programs (Middle College, small schools) that meet specific student needs

Paly

- Ohlone elem, very different, different ed models, learn a second language, hands on ed, work at a farm, field trips, multi grades class, older's pass down knowledge to youngsters, peer education
- Barron park, 2nd language, lots of support, 1st parent immigrated mexico, JLS, Safe department, reach out to families and native language parent understand what is going on in school, helpful - like sequoia, they have to translate a lot for their parents, take duty off student
- All district - teachers reach out proactively help me, do you need extra support, don't know if other districts have same
- Teachers first - panorama survey each year, yes supportive and yes reach out, seeing the more this year, teacher crying after suicide, teacher actually do care, even with the pay thing, no change in teacher attitude or teacher participation
- Schools are together and not isolated, teachers in schools know each other, same goals and want the same things
- Since middle school elective options have been band electives, broad
- Teachers don't treat you like a child still supported have boundaries
- Duvneck and green middle, campuses are so beautiful, hs on east coast one brick building, consistent
- There are many paths and options for students, 3 lanes for math, End and social science electives, arts many factors, music theory art history, 9 journalism publications , opportunities to find niche, producing music - here pursue it as a class, pod cast, ceramics, funding to outside specific and other things at the same time, 7 class schedule, 8 classes, lots of flexibility, a lot of freedom, open campus most are not, most don't have a shopping center cross the street freedom, take for granted , prep period
- Students have the chance to excel and challenge themselves if you don't want to sit in a boring test. Be able to test out
- Often able to excel in stem areas
- Beautiful campus
- Amount of resources and funding for our programs (i.e. journalism, strong technology, etc)
- Electives-2 pathways , unique programs
- Teachers are kind and supportive
- Student body is supportive
- Even in competitive environment stigma, I feel very welcome
- Peer tutoring program
- So many opportunities and pathways, you can do anything
- Lot of opportunities to play sports
- Lot of culture, open to learn about different cultures
- Lots of teachers have good credentials and give us connections to colleges (Stanford, ucla)
- Paly manages AI well, google gemini incorporated into school page (not keeping it taboo)
- Lot of school spirit events, many people enjoy spirit
- Kids are outspoken to sharing their perspectives and are heard relative to other districts
- Journalism class supports that; editorials are well received and addressed

- Supt advisory, group of students gathered to discuss issues
- Journalism fosters cross grade collaboration and other programs
- AP capstone program (peers-disrupt socioeconomic clicks)
- Journalism teaches about how to work with other people
- Writing, design, leadership skills learned in journalism
- Amount publications we have allows kids to pick based on their interests; empowers students to explore leadership in many ways, learn real world issues, have to tackle controversial issues, gives a lot of freedom to tackle issues see fit; fosters empathy and ethics-interview lot of professors from Stanford-discuss key issues in classes-gave more awareness of real world issues
- Student leaders actually go in and teach a class
- Allowed a lot of autonomy to make decisions as student leaders
- CA is one of a few states led by students
- High school voices aren't written off here; good at expressed voice that would not be personalized

Gunn

- PUSD HS's, counseling - answering questing questions about life and future
- Teachers who are open to be friendly with you - (a lot of teachers commute in)
- Good math program, Multivariable calculus, foothill, Deanza
- Different electives, vast variety, visual story telling, cooking, interior design, multiple kids of art, multiple stages of theater
- Teachers are passionate and qualifies, PhD's
- Strong school spirit/culture, Student led media coverage, newspaper, video program,
- Make a difference in the world; activism
- Community, robotics team, other great groups, great adults, great coaches, admins to support you
- So many good spaces on campus to feel safe, theater, wellness center
- VAPA, good programs, teachers support us, sister blossomed
- Choral program advanced, extremely qualified teachers
- Interesting and diverse classes
- AER - Advanced authentic research - work on one project all year support the community
- Lots of clubs in addition to courses
- Social justice pathway- social studies pathway, social justice and community improvement, just get teachers and students who are interested in making the world a better place
- Media arts cohort - middle college, good job in allowing students to pursue their passions
- Lots of opps for students to speak up - Town Hall meetings, former sup attended, site council meetings, student rep, look at school data, quite transparent
- Principal open to changes, emailed back same day to talk about it

3. What are the issues that the new Superintendent should know about when coming into the position?

Elementary

Duveneck

- Bullying and swear words
- Cyber bullying
- Keep bathrooms clean
- Bring back science camp and other field trips
- Water fountain pipes need to be fixed, which made the water yellow
- Longer play time
- Better hot lunches
- Need more challenge for math
- Bring back the levels of math to achieve
- Some are stealing from backpacks
- After school, kids create holes in the grass
- The grass is muddy after rain
- Muddy areas
- Make the grass even, cut down, pot holes
- Rain blows under the overhang
- Gets very muddy when playing soccer

Escondido

- Cleaner water fountains
- Better lunch, healthy, more options
- Clubs that compete against other schools, you can represent your school
- Bullying, even though adults talk to kids, the behavior doesn't change
- A swing set
- Parent square is difficult for some parents
- Saving money to make new changes in the district
- Yard duty stays in the same area so we can go somewhere else to misbehave
- Lots of stuff to trip on, concrete, etc.
- Parts of the playground where it is roped off because of safety issues
- New equipment, not enough balls, etc., some equipment that doesn't work
- More play space for older students
- Bathrooms are disgusting, and some students try to climb the stalls
- When it rains, there is a lot of water on the field
- More comfortable chairs
- It is cold sometimes in the classroom
- Hire more lunch ladies; it is too much for two lunch ladies
- Work on the presentation of the food, tastes good, but doesn't look good
- Cleaner lunch trays
- Sometimes water freezes on the playground
- There has been expired milk

- A way to stop lower grades from taking the balls.
- More staffing for yard duties
- Need food with more calories
- Upgrade playground
- The new bathrooms have stalls that are higher and lower
- Way too much testing
- Test on paper, not just on a computer
- More topics and more interesting on benchmark tests
- More space for the cafeteria, too long lines in the cafeteria
- Third grade goes to our fields
- Use kinder words
- School should provide things so teachers don't have to buy things
- Learn things that are new
- No combo classes
- Don't like iReady, it feels like we are learning the same things. Same questions from year-to-year
- Run out of food in the lunchroom
- Sometimes the younger kids eat more food
- More books in the library
- More interesting books
- Some kids run when they are supposed to walk to the food line
- The iReady its hard once they finish, they finish hard it gets easy
- More student council meetings
- Get equipment relevant to us

Hoover

- School starts too early start closer to 8:15
- The lunch isn't that good
- Math has been a challenge, where some students are bored others are not ready to learn
- High school is too far away
- Have more high schools
- Making sure schools are cleaner
- Not enough equipment for recess, no guarantee that you will get a ball at recess
- Make certain the well-being of students is addressed (i.e., at Fletcher, being concerned about student safety)
- More trash cans outside
- If we built another HS, put it where everyone has easy access
- More supervision
- Having better options for food
- Everyone gets the same amount of food (the little kids vs the us, the big kids)
- Sometimes the food is gone before the upper grades get lunch
- Switch the day we have pizza
- Can't go back for seconds if I'm still hungry at lunch. More food
- More options for kids who can't eat certain foods (i.e., vegetarian)
- Larger portions for older kids
- More supervision earlier

- The lunchroom is small and gets crowded
- Have some activity for kids who come in early, rather than just standing outside
- Drop-off and pick-up need to be better
- Have a process for students who are late due to drop-off
- Chocolate milk, other flavors of milk

Ohlone

- School lunches, snacks, we want healthy snacks,
- More options for food choices, especially for kids who only have school lunch, less sugar
- Fresh food (last year, lots of students got food poisoning)
- Not enough food served, still hungry
- Quality of food
- Some schools may not have free lunches
- Primary grades come to lunch first, so there are fewer options for upper grades
- There is not enough of some foods
- The playground should be safer (swings may not be available during school hours)
- PE should be an hour long
- Primary bathrooms are small, upper grades bathrooms are ok
- Kids have got to learn to flush
- Many bathrooms don't have paper towels
- More water fountains on the terrace
- Some kids may not like music because of taking private lessons
- Missing mirrors in bathrooms
- Put a foot lever on the doors so don't have to touch the knobs in the bathrooms
- iReady math 'sucks'. Too long, may not be challenging, already learned the content
- Some students do the test but do not do iReady
- School balls get lost, so not enough for the upper grades
- Some students purposefully put the balls on the roof so they don't have enough
- iReady too long, some hard parts, most of it is things we already learned
- Arts, PE, and music need more funding
- iReady tests are more helpful than the content
- Sometimes students with disabilities aren't helped or allowed at the school
- iReady math and English are not challenging enough, and there is no testing of what they have learned
- More adaptive iReady to match our curriculum
- The balls are not funded, too many rules about the balls
- Teachers need more funding so we can do more projects
- Bridges math curriculum may not be appropriate for all levels; upper-level students get bored
- The social studies curriculum is not accurate and doesn't include some
- Cannot take computers home
- In history only covers European experience, missing the Native American perspective

Palo Verde

- iReady is too long. If you get one problem wrong, it drops your score a lot
- iReady is not liked
- Need more advanced math to be better prepared for high school
- Lunches are not healthy, Red 40, yellow 5, and other artificial ingredients in the food. Told to eat healthy, but the food is not healthy
- Ultra-processed food and too small portions. Some students want more
- Less screen time, after awhile eyes get tired
- Have healthier food, add vegetables and salads for healthier food
- Less calories in food (some want more)
- Some students are littering at lunch
- Some kids are using the bathroom and fountains (?)
- More options in math, more advance not all need
- Giving examples, like algebra
- Use more resources for students with language issues
- Should have cricket (it is the 2nd most popular sport in the world)
- Because students are from all over the world, the food does not represent the different cultures
- Variety of foods across all schools
- 4th and 5th-graders need bathrooms that are closer. It takes them too long to get to the bathroom
- Gender neutral restrooms
- Some kids are not responsible in the bathrooms
- More funding for PE, art, and music
- Washing hands, some kids don't wash their hands appropriately

Fair Meadows

- At the JLS kids bike really fast, they go really fast and it's hard to get out of their way
- At high school, saw some kids drinking and smoking
- Cockroaches that get into the bathrooms
- We noticed that the parking line when dropping off/picking up gets too long (not enough space)
- Wi-fi doesn't work properly all of time
- We should have a bigger cafeteria so that we can eat inside (kind of dangerous when we have to walk out of MPR; need barriers to block area); if we aren't eating for 15min, we have to sit
- If someone doesn't want to play with someone, they say that they already have enough players and that is hurtful. Kidner duty is needed. Hard to tell who is in which class, some kinders have gone into the parking lot area which is dangerous
- The PE teacher splits courts into 2 basketball courts based on experience; this could make some feel bad about being picked last ; sometimes they can be a bit rude. This turns into boys and girls. Need to mix up groups. Some teachers pick randomly.
- Sometimes kids can feel that they are being treated mean
- Some teachers are really nice to some and rude to others (favoritism); some teachers that try to help but may not know how to help students in the right way (strict vs calm voice)
- Some teachers can be strict to make kids change their behavior
- Some games that kids play are dangerous

- Kids can't use cell phones at school...understand that they don't want kids to play games on phones but we may need to walk to office to call parents
- Some food isn't good, some are expired (soy sauce, milk); mac n cheese would stick to container (gravity defying mac-n-cheese)
- School starts too early (kids have sports, homework, etc)

Middle School

Fletcher

- Rules are inconsistent. (around lunch time, going to the library, rules not clear)
- Sometimes substitutes don't know how to teach
- The parking lot needs more exits
- Food is good sometimes
- Servings of food are not enough
- Mac and cheese is not the best; it is a rock
- Pizza used to be good
- I got sick from lunch. Me too!
- Hard to pay attention when we are hungry
- Portions are too small, and some kids are still hungry
- After lunch, still hungry
- Have more snack time
- More recess time
- Kids should have the ability to have more than one elective, especially for special needs
- Have to wear PE uniforms, shouldn't have to wear those
- Graded on dressing down a PE uniform
- Jogging a lap is just too tiring, give a free choice on the warm-up and for class
- Higher quality materials, lockers, binders, pencils, etc.
- More repair equipment, like instruments, needs repair
- Better use of money, i.e., the pool can't be used
- Some classes are pretty boring. Some things we have learned already. Need more relevant and current

Greene

- Lunch lines are super long, not enough time once you get your lunch. (once had a lunch cart that was helpful)
- Mental health, lots of students are struggling, and students engage in self-harm. Bullying and teasing, overwhelming, especially if involved in sports, and parents putting a lot of pressure on you.
- Lots of trash on campus (regularly)
- Lots of competition, especially for academics. Parents play a role.
- Lots of peer pressure around academics (competition).
- Smart kids are an issue
- Make better lunches, more options. Some kids don't eat
- Money management in the district. With the money in reserves to get more resources.
- Options for lunch are unhealthy. Not teaching kids how to eat healthy
- Need longer passing periods (from five minutes to ten minutes). Gives more options to catch breather

- Shorter class times or breaks during class (85 minutes in each class)
- Cell phone ban, what will that look like for us? Don't ban cell phones
- If you don't have time to digest, then PE is a challenge
- Allow students to go to the bathroom during class
- Some teachers may not be as enjoyable and affect your day
- Basketball courts are pretty dirty
- The track is odd; it is a mile and $\frac{2}{3}$.
- Have a cell phone in your pocket. Have it available in case of emergency.
- The passing period is 5 minutes, which has no time for bathroom breaks
- Have a break in all the longer classes
- Allow notifications on phones
- Orientation for new students after winter break
- Activities after winter break to welcome new students

High School

Bridges

- The Palo Alto school district is trash, schools are fine
- Colleges held in high regard are overdone
- People with disabilities, people who need help
- Mental health issues keep happening
- If I had a chance, I would never go here
- Mental health issues, I did not get what I wanted
- No changes happening
- Security guards at train tracks aren't making a difference. It is helpful, but not effective
- Lack of transparency. What action is being taken to solve problems?
- Toxic community people here to make money
- Money is motivating
- Some cultures are more competitive than others.
- A good school district would stand on the side of students
- Bullying is an issue in PASD
- Issue with racism in EPA (East Palo Alto)
- Bullying issues are really bad at Gunn. The school is not doing anything about it
- People are not treated fairly
- The district doesn't do well with special ed. Not following my IEP
- I reported bullying, and the staff did not do anything
- Communication between different departments is extremely disorganized, e.g., transportation. Common for bus drivers to be extremely late
- The school has a disorganized schedule
- Improve organization and communication
- Bullying, a majority of students are white people, a few Asians, and micro-aggression
- Middle school bullying was horrible
- Was never treated with respect (when I got in trouble for bullying)
- I was treated differently because of the color of my skin

- People make fun of my culture
- People here have a lot of privileges they don't recognize. Especially depending on the color of their skin.
- If a white person says something to a person of color, it isn't recognized
- Need healing to happen

Middle College

- Comparison and competitiveness, To the point of not being healthy. Not a lot of perspectives. Not a lot of empathy.
- Suicide
- Suicides - 5 or 6 in the past two years
- We've all lost people close to us
- Student last year that going to becoming to middle college
- Brother 10 years ago had a cluster of suicides
- My issue is how much its covered up - I get that they don't want to memorialize it
- But it's hard when you lose someone, you don't just grieve for a week
- Kind of like a culture of not wanting to talk about
- Students feel pressure from the parents and teachers
- Not sure what a SUP can do
- Need a balance how to support students that are impacted
- Need more wellness things/people/therapist - that know hows to actually bring someone down;be reactionary vs proactive
- Make everyone feel safer - not normalize mental health
- Root causes - lost my partner - stays in this room; Parents sweetest people ever - still in touch; knew their friend group - not a lot of social pressure
- Having the pressure of going to Stanford and he was interested in arts, the institution has a lower priority on arts
- Deconstructing the bragging culture
- Mental health suicidal ideation starts before HS
- Middle and elem, pressure at a young age
- Pressure on myself because of the environment
- A lot is the institution
- Bullying culture - when you say nothing happens
- Budgets swept under the rug
- If I dont do well i wont get into college - 9 years old; the way the teacher responded - took an opportunity to be racist and didn't lean into the comment to interrupt
- Administration would make untimely broad statements about the nature of things
- Students not being listened to. past administration only shared a vague communication -but not naming the issue of suicide. Maybe staff fear of being blamed
- Hard to get help in school . Being depressed, it is taboo to talk about it. Some feel it's triggering and tell students to go talk to someone .. i.e. mental health center and then sent back to class 15 in later
- Had a friend who has mental health issues. I felt I couldn't help them. therapy needs to be proactive...something bad happened to trigger mental health support
- At times I didn't want to go to class but still wanted to do the work but left with nothing to do since the teachers weren't very accommodating. just sent me to therapeutic school but not enough from what the school is doing
- Hard to go to a mental health center when students don't want the parents to know...some things therapists will share with parents (private vs. school). parents are scared that kids are depressed so they are afraid of suicide.

- Having a space for belonging and unity-spaces needed where you can have more time to bond (theater was helpful with like minded, escape from pressure)
- Disconnect between staff and students at Gunn where students don't feel comfortable talking to staff. Feels like a safe space at Middle high
- At Paly and Gunn high, you feel pressure from not just your parents but parents of others, which rubs off on students as peer pressure. creates the perception that you have to make your parents proud even when they are already proud. not normalized to talk about parent expectations. naturally creates a culture
- Need for bridging the gap from mental hospital back to school...i.e. slow transition back to school. building up with extra space without pressure. reintegrate back to school
- Mental health challenges are significant and often begin early (elementary level)
- Schools may unintentionally worsen mental health issues due to pressure and lack of support
- Students need more than once-a-day psychologist access—support must be integrated throughout the day
- Long delays in accessing services and support systems
- Lack of structured reintegration plans for students returning from mental health treatment
- Students can fall through the cracks (e.g., placed in library without academic support)
- Grief counseling is insufficient or missing (e.g., after student suicide)
- SEL alone is not enough to address deeper mental health needs
- Teachers are caring but may lack:
 - Training in mental health awareness
 - Time to properly support struggling students
- Staff may not know how to:
 - Identify early warning signs (e.g., somatic symptoms like stomach aches)
 - Accommodate and reintegrate students
- Administrators may be disengaged or unaware of student situations
- Bullying and exclusion (cliques, teasing, social isolation, physical bullying) are not handled effectively
- Students experiencing mental health challenges may feel unsupported or isolated
- Lack of clear, consistent communication:
 - With students (about support systems)
 - With families (about mental health and academic pressure)
- Need for more authentic, transparent communication

Paly

- Supt should listen to broader community-varying opinions across parents, students to be more informed
- Food system in district can be improved-more options, better quality, most students don't eat at school
- Academic pressure to perform causes more motivation to use AI and cheat, gunning for grades and not learning. Need to implement things to change this hostile environment that is counter productive
- Need transparency by district and site admin with student body , allow us to understand why decisions are made
- Expectations from community and students are competitive -hard to meet extrications and impacts mental health. Pressure to stay in friend groups who went to school with you since
- Student advisory committee gave good ideas but not taken into consideration; makes students feel like they aren't being heard
- Stanford adds to mental health challenges with academic go-getters creating an unrealistic goal: built into the culture that I am not successful if I don't make it into Stanford
- Having Cal trans is problematic with recent suicides

- Wellness centers exist but culture here makes kids not want to get help; wellness centers don't address academic pressure ; after tragedy happens it is not addressed; kids want it to be acknowledged -creates a gap with students and admin. Wellness centers are taboo to kids.
- Anytime there is a suicide, there guards up at the tracks and tone down the tests but a couple weeks later, it still feels ignored; still not attacking the root of the problem
- There are so mental health resources but they aren't used; on principal advisory committee talks about this and admin needs to figure out
- Humanities are difficult to excel in, incorporate more AP's in the humanities, 9 over 2 years when i could be stacking over 4
- No AP World history
- Humanities and Political sci - no AP, Gunn work and European, they don't offer AP language or comp. Students might transfer because they have specific classes they want to be in, gaps in course offerings, other gaps between the High Schools
- AI - so many classes unclear about what you can or can't do, school or districtwide policy is needed, which schools taught me how to use, students don't know the features or prompts, instead of hiding from it clear about the uses
- Tensions in school community, teachers and admin, wages, never in class, negotiating with the district, be ready to tackle these issues
- East Palo Alto, wide achievement gap, tend to take lower classes, not excel in a lot of the classes, limited resources and opportunities, looking at college, do i have the time and money, can't afford a lot of the things that everybody is offering, so many more resources, SAT prep, hd taken by sophomore year, college counselors , don't have outside of school, happy to get 4 digit number, EPA or Palo; treated differently from students and teachers, higher whatever, dirty look, purposely ignore us for what we look like background and talk, so i learned to code switch, looked at like lesser than, sup should know , doesn't get covered, BTP program
- Students are stressed out, parent putting pressure, mental health is not very good, initiatives to help destress but not using
- Suicide problem, needs to be aware of teh aware of teh problem to dress properly
- Btp, aware that VTP, transfers offer of of minority quota, gives trade off,
- In our 3rd suicide cluster with out trying things without trying more bold changes instead of status quo
- Student voice is paramount, cant become a trade a trade off ina ny political situation
- Respect student voice, engage with students outside of photoshoots, deeply booted from near student-respective
- Notacademic - suicide cluster, directly cited bullying as a cause, blaming academic pressure, sup should be aware
- Engage connected and do care
- Except to be treated like the adults by the superintendents
- ACademic perf and gap, lots of focus on results not on learning and not critical thinking , caters to students with time, resources, no retake policies, not promote mastery, caters to those who have time and tutoring; teachers who teach advanced, student s gifted, underserved support just like those who have resources and time
- Really big gap between H and A, middle school and HS , outside math course, people who have resources get it and those that don't can't
- Accessibility parents for students and parents to reach admin; admin be proactive about searching for student voice

Gunn

- Special ed department is not cared enough about, help; underrepresented and unsupported; staff may not be as qualified as they need to be
- Second the special ed program - younger brother hard time, curriculum outdated, pulled out from his class, separated, isolated
- Not as much of a school community, home coming some school spirit, but not overall community
- AP honors- making it more of a label for a hard class instead of focusing on just teaching
- Forget about all marginalized groups in the community
- People are accessing resources for some reason, GUNN is amazing or horrible, no in between
- Accessibility (SPED), supposedly a lot of resources but know transparency or knowledge about them not public about how to get accommodation for SAT
- Very little transparency between the districts and the everyday student; don't know how the district functions-more work to be done with the district some little w admin
- Among community and peers - competitiveness and whether or not someone is design enough for future, can strip individuality, cause following story of success; highlight publicity to find a place where they belong instead of feeling insecure and competitiveness
- Competition makes the best parts and darker parts of our culture, students are afraid to reach out for resources
- Competitiveness, -pressure from parents, trying to get into great college, SELF (Sel - mental health class -kids skip it) should be a necessity program
- SELF - found great community - being together all 4 years of HS, PALY study hall period
- Volunteer tutoring org, math -struggle, not a translator in class, more standardize
- SELF - some of it is very ineffective - need better structure, SELF advisory
- SELF - sometimes district policy and site implementation is difference, not transparency from district to schools to students
- SUBS - don't follow lesson plan or doesn't know what he is doing

4. What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position?

Elementary

Duveneck

- Friendly
- Open-minded
- Kind (3)
- Fun
- Responsive
- Problem solver
- Motivate
- Take action
- Alert
- Thoughtful
- Resilient leader

- Knowing when to help
- Not shy, be with kids
- Helpful
- Understanding
- Empathetic
- Involved with the community
- When something goes wrong, be passionate about fixing that issue
- Intelligent
- Positive
- Choosing the best person for all students
- Be able to compromise
- Be on time
- On task
- Kind, helpful

Escondido

- Good at sports
- Responsible
- Can teach well
- Creative
- Bilingual (English & Spanish)
- Understanding
- Thoughtful
- Inclusive
- Funny
- Curious
- Positive
- Helpful
- Rich
- Funny
- Safe
- Works well under stress
- Kind
- Doesn't put their problems on us
- Helpful with bullying
- Empathetic
- Considerate
- Fair
- Experience (being a teacher and a principal,
- Knows how to run a school)
- Meticulous
- Not addicted to unhealthy things
- Chill
- Peaceful

- Nice
- Happy
- Good with kids
- Somebody we can trust
- Kinder words

Hoover

- Respect the teacher
- Good listener
- Help the district
- Listen to students' ideas and be willing to change
- Knowing that there are a lot of schools to manage
- Make certain the well-being of students is addressed (i.e., at Fletcher, being concerned about student safety)
- Kind
- Thoughtful
- Responsible
- Listering
- Observing
- Objective
- Strong personality
- Organized
- Intelligent
- Been a leader before
- Understanding
- Patient
- Smart
- Giving
- Unbiased
- Leadership
- Just
- Spend time with kids
- Confident
- Appreciative
- Logical
- Social
- Fun
- knows what students need
- Determined
- Strong
- Provide leadership for teachers
- Provide resources for teachers
- Sense of humor
- Informed

Ohlone

- Social
- Empathetic
- Responsible
- Friendly
- Compassionate
- Honest
- Fair
- Helpful
- A parent
- Responsible
- Involved
- Funder
- Understanding
- Respectful
- Experienced at least as a principal
- Playful
- Give chances
- Skillful
- Funny
- Kind
- Good with kids
- Non naive
- Fair

Palo Verde

- Think of students' opinions
- Care about problems, problem solver
- Think outside the box
- Fair to everybody
- Think of each other
- Bring the community together
- Care about the teachers, parents, and kids
- Provide resources
- Help the community
- Be athletic, love sports
- Doesn't abuse power
- Passionate about learning
- Kind
- Caring
- Cares about kids

- Visits the schools a lot
- Caring about kids, about what they eat, etc., Mental health
- Optimistic about the job even though busy kids want to talk to him / her
- Care more about people than money
- If you only care about money, you need to go mine for gold
- Trustworthy
- Listen not just to older kids, but also to younger kids
- Open -minded
- Make good decisions
- Humble and don't just think of the world of themselves
- Even though they are the boss can still talk to them like a friend
- Around for recess and lunch and help solve problems before they get bigger
- Listen to other people's ideas

Fair Meadows

- Fun
- Kind
- Helpful
- Communicator
- Anti-racist
- Thoughtful
- Friendly
- Bold
- Knowledgeable
- Responsible
- Effective
- Think about what we want but not just what parents
- Happyinating (making people happy)
- Empathetic
- Attentive -watch out for all the schools and see what's happening
- Understanding

Middle School

Fletcher

- Not strick
- Be responsive
- Experience with the job
- Nice
- Listen to the students
- Inclusive
- Not mean to certain students
- Communicating with students and the community
- Take action, address problems

- Fair
- Don't yell at students
- Responsible
- Aware of problems
- Be in the schools, be aware
- Not bias
- Cultured, create things for all students
- Wise
- Be in it for the minute, youthful
- Reasonable
- Making decisions by consulting other people
- Opportunities
- Intellectual
- Not impulsive
- Think through decisions before they are made
- Not homophobic
- Creative
- Educated
- Youthful
- Be rich
- No racism or sexism

Greene

- Calm
- Chill
- Funny
- Hardworking
- Social
- Old, experience
- Listen
- Love
- Open minded
- Know what questions to ask and what responses to give
- Understanding
- Supportive
- Caring
- Reliable
- Respectful
- Proud

- Kind
- Responsible
- Mindful
- Caring
- Positive
- Respectful
- Optimistic
- Understanding
- Collective
- Loyal
- Communication with students
- Inclusive
- Visit schools and be present
- Be confident in what they are saying
- Don't be afraid to speak out
- Strong and stand on what you believe
- Have student forums, listening sessions, and talk to students

High School

Middle College

- Toxic culture – There needs to be more connection between students.
→ More social events
- Someone who knows about AI
- Someone who respects privacy (student)
- Someone who accepts all students + staff
- Someone who can connect w/ youth
- Understands social media – the important aspects of this for students
(this is cultural for students)
- Pushing for more state funding. There are some PAUSD facilities that could be improved.
- Funding for better teachers
- Funding for STEM + Humanities
- Making sure to value both student + staff voice equal balance
- More unity – more down to Earth kind of person.
- Consider a student intern.
- Student wellness – more priority for this.
- Connected to students
- Willing to talk, listen, visible, accessible
- Connected to the area
- Talk to students at the school
- Don't yell at students
- Grown up in Palo Alto

- Parents are drawn to Palo Alto for reasons
- Student feedback about teachers, finding teachers who care
- Being at schools to see what is really going on
- Understands all subjects, not just STEM, more humanities
- Working to change the perspective of parents around non-STEM, college student balance
- Bridge the connections between students – parents – staff
- Stress from parents regarding best college (Ivy League)
- Supporting well-rounded, balanced students
- Financial literacy course – want this
- Goals and aspirations for students, ideas to make things better for students.
- Deep understanding that mental health is systemic and ongoing, not isolated incidents
- Student-centered, with attention to the lived experience of students in schools
- Commitment to addressing root causes, not just surface-level solutions
- Prioritize mental health across all schools
- Start supports early (elementary level) and sustain them across grade levels
- Ensure timely, equitable access to services
- More psychologists and therapists on all campuses
- Build systems of care that are embedded, day-long support (not just pull-out services)
 - Structured reintegration plans for students returning from treatment
- Invest in staff development like training to identify, respond to, and accommodate student needs such as skills to “meet students where they are” and personalize plans
- Strengthen communication and be proactive outreach to families about mental health and pressure with clear guidance on available supports
- Elevate student voice through creating student advisory structures at all grade levels

Paly

- Able to build personal connections with students, ability to have empathy ,not creating a not political atmosphere everything relates back to a power balance
- Prioritize accessibility, students are the stakeholders, deserve to know every step of the process, supt , parents, admin, board, with being shut out of gatekeeper
- Sympathetic, extensive research, past leader had a restraining in another district, bully -nooooo, staff members can't be bullies, staff made me feel lesser than
- Supt should know how to work with kids and not be rude to our student board member
- Empathy - had a experience dealing with suicide, one thing to hear abut it and another to
- Communicator
- Receptive
- Transparent
- Open minded
- Understanding
- Selfless

- Thoughtful
- Smart
- Understanding
- Empathetic
- Personalible
- Considerate
- Inclusive
- Aware
- Honest
- Approachable
- Forward thinking
- Proactive
- Passionate
- Humble
- Calm
- Reflective
- Positive
- Collaborative

Gunn

- Friendly
- Doesn't have bias
- Actionable
- Bridge builder
- Transparent
- Respects students
- Accepting feedback
- Student focused
- Local and communal
- Public



Superintendent Search Feedback Survey

Results and Analysis

McPherson & Jacobson
Palo Alto School District

Overview of the Research Project

The Superintendent Search Feedback Survey was open in April and May of 2026.

The survey was available via a public URL posted on the district's website

The was translated into Chinese and Spanish.

This report summarizes district-level survey results.

For the open-ended analysis, responses were systematically coded through pattern coding, after which related codes were consolidated into broader thematic categories. Themes are broken into respondent groups 1) current students and alumni, 2) current parents/guardians, 3)current employees, and 4) community members.

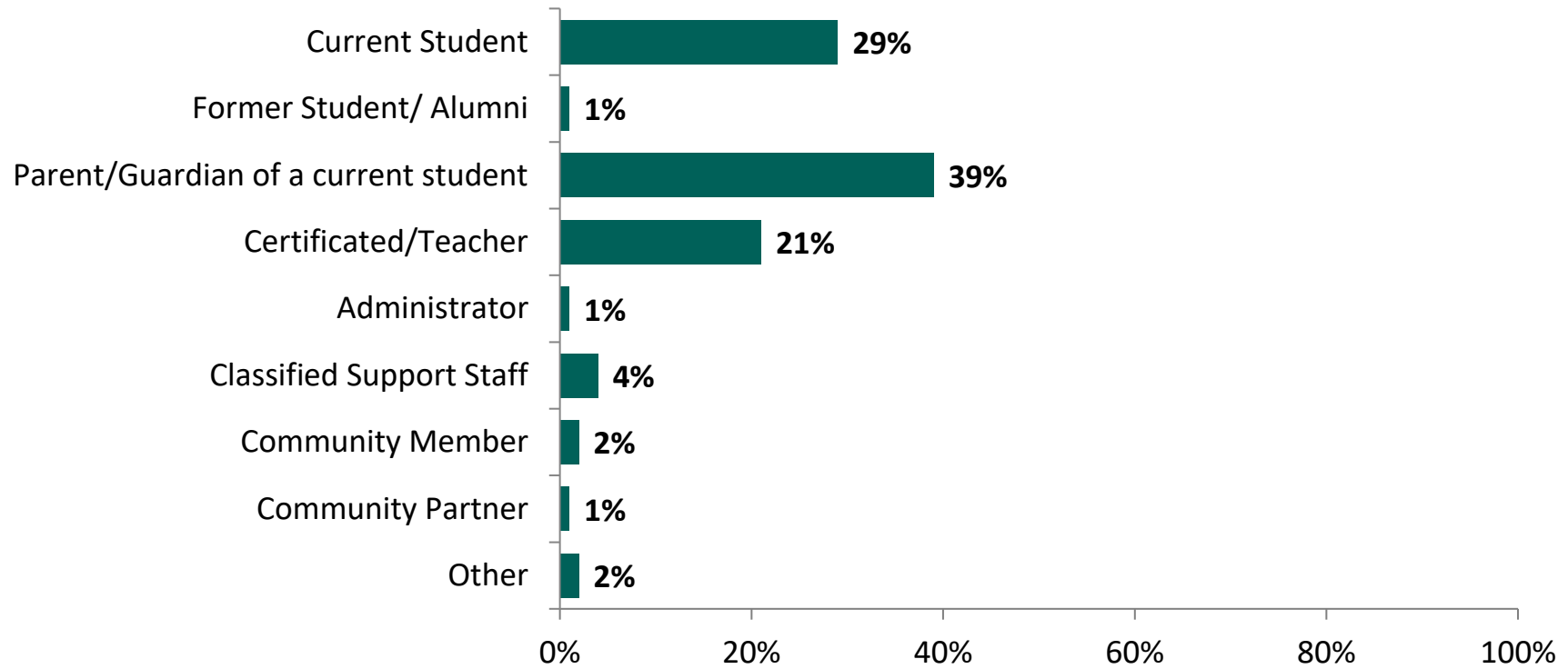
A report including all open-ended responses segmented by relationship to the district was also provided.

Findings for each item in the report exclude participants who did not answer.

Participation

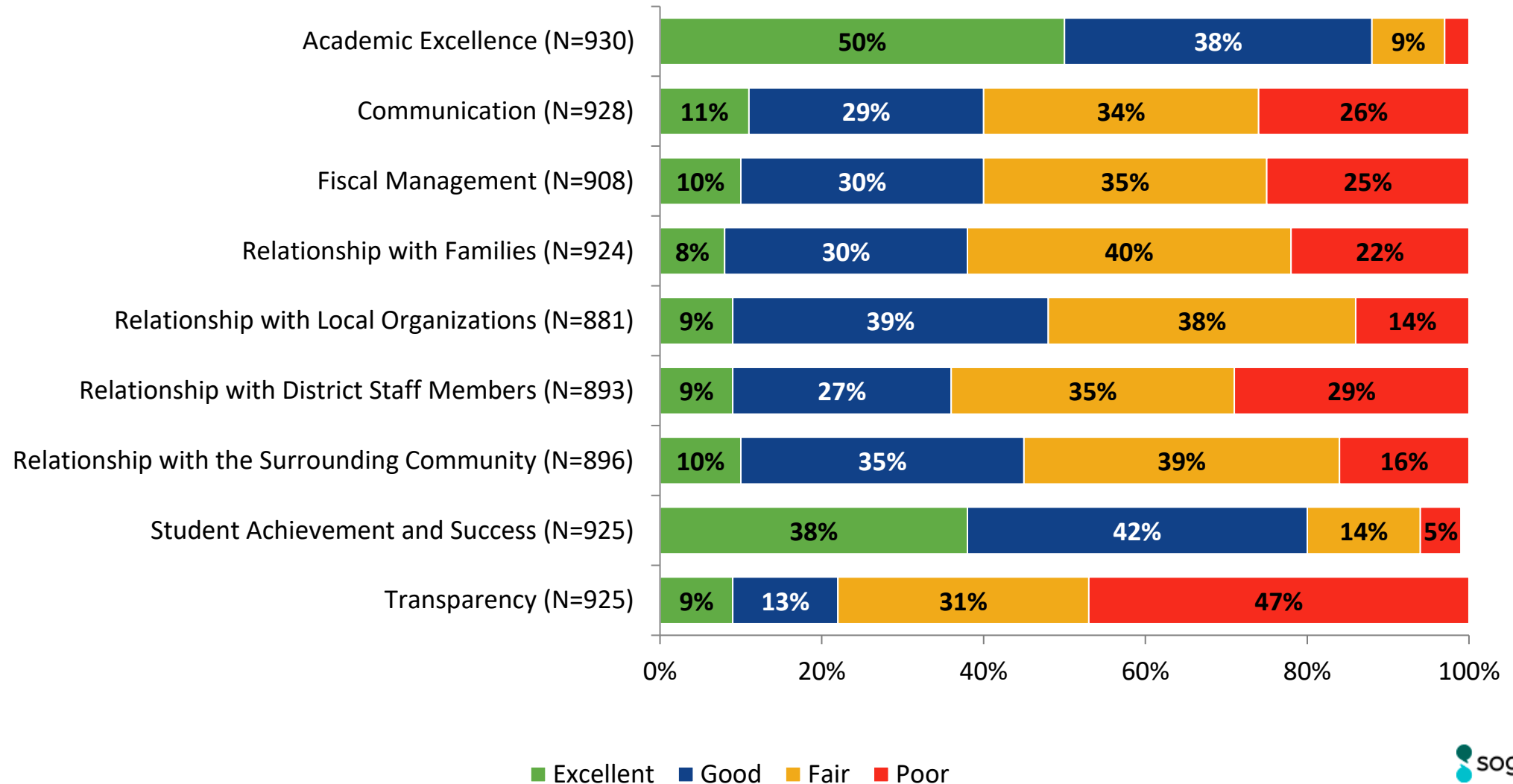
Total Responses
964

Which of the following best describes your relationship to the district? (N=964)



Perceptions of the District

Please rate the quality of the following aspects of the district.



Great Things about the Community

What is good about the community? (N=217)

Students described their community as a welcoming, diverse, and highly supportive environment where people genuinely care about one another and value both personal growth and academic success. Many students emphasized the strong sense of kindness, inclusivity, and belonging they experience in their schools and neighborhoods, noting that peers are generally friendly, respectful, and willing to help each other through challenges. Students repeatedly highlighted the diversity of the community as one of its greatest strengths, explaining that people from many cultures, backgrounds, and perspectives create an atmosphere of openness, understanding, and global awareness. Others praised the close-knit nature of the community, describing deep friendships, strong student solidarity, and meaningful connections with teachers, staff, parents, and neighbors. Academic ambition and educational excellence were also viewed positively, with students appreciating the community's commitment to learning, achievement, and future success while still offering extensive extracurricular opportunities, youth programs, mental health resources, libraries, green spaces, and safe public environments. Many respondents also valued how involved parents, educators, and local leaders are in school life and decision-making, saying the community actively works together to improve student experiences, support well-being, and create positive change. Overall, students portrayed the community as caring, resilient, engaged, and resource-rich, with a strong emphasis on support, opportunity, safety, diversity, and collaboration.

Great Things about the Community

What is good about the community? (N=298)

Parents/Guardians described the community as highly educated, deeply invested in education, and strongly committed to supporting students' growth, well-being, and future success. Many praised the exceptional level of parent involvement, noting that families actively volunteer, donate resources, advocate for schools, and participate in community decision-making. The community was frequently characterized as diverse, inclusive, and globally minded, with residents from many cultural and professional backgrounds contributing a wide range of perspectives, experiences, and talents. Respondents also emphasized the strong academic culture, highlighting high expectations, intellectual curiosity, innovation, and access to outstanding educational opportunities, extracurricular programs, arts, athletics, language immersion programs, and enrichment activities. In addition to academic excellence, many described the community as caring, supportive, and family-oriented, where teachers, parents, staff, and neighbors work together to create safe, welcoming, and engaging environments for children. Respondents valued the city's abundant resources, including parks, libraries, bike-friendly neighborhoods, cultural institutions, recreation programs, and connections to Stanford University and Silicon Valley innovation. Many also noted the resilience and civic engagement of the community, explaining that residents consistently come together during times of challenge, advocate for improvement, and remain committed to equity, inclusion, student mental health, and lifelong learning. Although some respondents acknowledged concerns about pressure, competitiveness, or social divides, the overwhelming sentiment portrayed the community as resource-rich, collaborative, intellectually vibrant, and united by a shared commitment to education, opportunity, and the well-being of children and families.

Great Things about the Community

What is good about the community? (N=224)

Staff members described the community as highly educated, deeply engaged, and strongly committed to supporting students, teachers, and public education. Across responses, staff consistently emphasized the exceptional level of parent involvement, community participation, and financial support through organizations such as PTA and PiE, noting that families actively volunteer, advocate for schools, and contribute resources that expand opportunities for students. Many highlighted the district's strong culture of academic excellence, innovation, and intellectual curiosity, supported by proximity to Stanford University and Silicon Valley, which provides students with access to unique educational, cultural, and professional opportunities. Staff also repeatedly praised the diversity of the community, describing it as globally minded, inclusive, multicultural, and welcoming, with families and students from a wide range of cultural, linguistic, and socioeconomic backgrounds. In addition to academic achievement, respondents emphasized the community's care for students' social-emotional well-being, equity, safety, and whole-child development. Teachers and staff described students as motivated, kind, hardworking, and eager to learn, while many also noted strong collaboration among educators, families, and administrators to support student success. The community was further characterized as resource-rich, environmentally conscious, family-oriented, and civically engaged, with safe neighborhoods, bike-friendly infrastructure, parks, arts programs, libraries, and numerous extracurricular and wellness resources. Although some staff acknowledged challenges related to pressure, high expectations, or differing opinions about district leadership, the overall sentiment portrayed the community as passionate, caring, collaborative, and united by a shared belief in the importance of education, opportunity, inclusion, and continuous improvement for all students.

Great Things about the Community

What is good about the community? (N=38)

Community members described Palo Alto as a highly educated, resource-rich, and deeply engaged community that strongly values public education, student success, and family life. Many respondents emphasized the community's commitment to maintaining high-quality schools, noting that residents are willing to invest significant time, energy, advocacy, and financial support into education because they see schools as central to the identity and future of the city. Respondents frequently highlighted the diversity of the community, describing a population shaped by international cultures, Stanford University, and the technology industry, which brings together people with a wide range of perspectives, experiences, and talents. Many also praised the community's culture of involvement, collaboration, and innovation, explaining that families, educators, and local organizations often work together to support students, promote creativity, and improve educational opportunities. In addition to academics, respondents valued the area's extensive resources, including arts programs, outdoor spaces, mental health support, internships, research opportunities, community partnerships, and safe, walkable neighborhoods. Several noted that Palo Alto's intellectual atmosphere, entrepreneurial spirit, and proximity to Stanford and Silicon Valley create unique opportunities for students to explore interests, develop skills, and pursue ambitious goals. Others highlighted the kindness, care, and support within the community, describing families as deeply invested in children's well-being and willing to come together during times of need. Overall, community members portrayed Palo Alto as an engaged, diverse, high-achieving, and opportunity-rich environment where education, innovation, and support for young people remain core community values.

Great Things about the School District

What is good about the school district? (N=216)

Students described the school district as academically strong, well-resourced, and full of opportunities that help prepare them for college, careers, and future success. Many students highlighted the district's rigorous academics, advanced coursework, and reputation as one of the top-performing districts in California, emphasizing the high quality of instruction, strong college preparation, and abundance of electives, AP classes, arts programs, journalism, STEM opportunities, and specialized pathways. Respondents frequently praised the teachers, describing many of them as supportive, knowledgeable, caring, and dedicated to helping students succeed both academically and personally. Students also valued the district's extensive resources and funding, noting access to technology, tutoring, mental health support, counselors, extracurriculars, sports, theater, music, glassblowing, research opportunities, and unique educational programs that are uncommon in other public school systems. Many respondents appreciated the district's inclusivity, diversity, and safe learning environments, explaining that bullying and violence are relatively rare and that schools work to support students from different backgrounds and with different needs. Students also noted that the district encourages ambition, critical thinking, and personal growth while offering flexibility for students to pursue advanced learning or individualized academic paths. In addition, respondents highlighted the clean campuses, strong school spirit, responsive support systems, and opportunities for student voice and participation in school decisions. Although some students acknowledged concerns about stress, pressure, leadership, or competitiveness, the overall sentiment portrayed the district as high-achieving, opportunity-rich, supportive, and deeply committed to providing students with exceptional educational experiences and resources.

Great Things about the School District

What is good about the school district? (N=305)

Parents/Guardians described the school district as highly resourced, academically strong, and supported by exceptional teachers, engaged families, and extensive educational opportunities. Many respondents emphasized that the district's greatest strengths are its dedicated educators, small class sizes, strong parent involvement, and abundance of programs that support students academically, socially, emotionally, and creatively. They praised the quality and commitment of teachers, counselors, specialists, aides, and school staff, describing them as caring, knowledgeable, experienced, and deeply invested in student success and well-being. Respondents also highlighted the district's rich academic offerings, including advanced coursework, language immersion programs, STEM pathways, arts, music, theater, journalism, athletics, robotics, and specialized choice programs such as Ohlone, Young Fives, and Palo Alto Middle College. Many valued the district's inclusive and supportive environment, noting strong mental health resources, social-emotional learning, special education services, 504 and IEP supports, and efforts to create welcoming school communities where students of different backgrounds and abilities can thrive. Parents consistently pointed to the district's strong funding base, support from organizations like PTA and PiE, and access to excellent facilities, technology, libraries, extracurricular activities, and enrichment opportunities that are uncommon in most public school systems. Many also appreciated the district's reputation for academic excellence and college preparation, while valuing the balance of arts, sports, innovation, and community engagement. In addition, respondents highlighted the collaborative partnerships between families and schools, describing a culture where parents, teachers, and staff often work together closely to support children's growth and development. Although some expressed concerns about district leadership, pressure, competitiveness, or uneven experiences across schools, the overwhelming sentiment portrayed the district as opportunity-rich, student-centered, innovative, and anchored by highly committed educators and families who care deeply about children's success and well-being.

Great Things about the School District

What is good about the school district? (N=224)

Staff members described the district as a high-performing, well-resourced educational system driven by dedicated teachers, supportive staff, and a strong commitment to student success and well-being. Many respondents emphasized the quality and professionalism of educators and staff, noting that teachers consistently go above and beyond to provide rigorous academics, emotional support, and individualized attention to students. They highlighted the district's strong funding and extensive resources, explaining that access to financial support allows schools to maintain smaller class sizes, specialized programs, support staff, arts education, wellness services, special education programs, language support services, and enrichment opportunities that are uncommon in many public school districts. Respondents also praised the district's academic excellence, innovative programs, and diverse educational offerings, including language immersion schools, arts and VAPA programs, inclusion models, alternative learning pathways, and robust student support systems. Many valued the district's collaborative culture and long-standing institutional knowledge, noting that experienced staff members, supportive teams, and engaged families contribute to a strong sense of care and commitment across school communities. Staff members described schools as inclusive, welcoming, and student-centered environments where staff genuinely care about students both academically and personally. Several respondents also appreciated the district's focus on mental health, safety, diversity, and individualized support for students with varying needs and backgrounds. While some acknowledged concerns about leadership, accountability, or alignment across the district, the overall sentiment portrayed the schools as innovative, compassionate, academically strong, and staffed by highly committed professionals who care deeply about supporting children and families.

Great Things about the School District

What is good about the school district? (N=38)

Community members described the district as academically strong, highly resourced, and supported by dedicated teachers, engaged families, and a community that deeply values education. Many respondents praised the district's high academic standards, strong reputation for excellence, and wide range of opportunities available to students, including arts programs, athletics, clubs, mental health services, academic supports, and extracurricular activities that are uncommon in many public school systems. Respondents frequently emphasized the quality and commitment of teachers, counselors, and staff, describing many educators as experienced, caring, student-centered professionals who work hard to support children's academic growth and personal well-being. Community members also highlighted the district's strong parental involvement and community investment, noting that families are highly engaged, willing to sacrifice for their children's success, and committed to supporting schools through advocacy, resources, and partnerships. Several respondents appreciated the district's focus on inclusion, student wellness, and individualized support, especially for students with learning differences or varying educational needs. Others pointed to the district's access to exceptional resources, proximity to Stanford and Silicon Valley, and ability to provide innovative programs and forward-thinking educational opportunities. At the same time, some respondents expressed concerns about leadership, administrative growth, teacher compensation, changing priorities, or balancing support for high-achieving and struggling students. Nevertheless, the overall sentiment portrayed the district as a high-performing and opportunity-rich educational environment built on strong teachers, engaged families, abundant resources, and a shared commitment to helping students succeed academically and personally.

Awareness of Issues

What are the issues that the new Superintendent should know about when coming into the position? (N=218)

Students identified several major issues that they believe the next superintendent must understand and address, with mental health and student well-being emerging as the most urgent concern. Many respondents repeatedly referenced the district's history of student suicides, describing a culture of extreme academic pressure, stress, competition, and perfectionism that leaves many students feeling overwhelmed, unsupported, or invisible. Students expressed frustration that current mental health efforts often feel performative or disconnected from the real causes of distress, emphasizing the need for meaningful support systems, stronger counselor relationships, proactive intervention, and a school environment where students feel genuinely valued beyond grades, rankings, and college admissions. Academic rigor and course access were another dominant theme, with many students arguing that the district has reduced advanced opportunities in the name of equity, particularly regarding math pathways, honors classes, and accelerated coursework. Students frequently stated that they want both strong support systems and high academic expectations, urging the district to "raise the floor without lowering the ceiling." Concerns about transparency, trust, and district leadership also appeared consistently throughout the responses. Many students described a deep mistrust between students, families, teachers, and district administration, criticizing past leadership for poor communication, lack of transparency, dismissiveness toward student voices, rushed decision-making, and inadequate responses to safety concerns, harassment, or community feedback. Students repeatedly emphasized the importance of listening directly to students and rebuilding trust across the district. Additional concerns included bullying, racism, sexism, homophobia, antisemitism, vaping and substance use, inequities in special education support, inadequate teacher pay, misuse of district funds, poor school lunches, dirty facilities and bathrooms, lack of teacher accountability, and the overreliance on technology and AI in classrooms. Some students also expressed concerns about the district becoming overly political, while others emphasized the need for greater inclusivity and support for underrepresented groups, LGBTQ+ students, and multilingual families. Across the responses, students consistently called for leadership that is transparent, student-centered, compassionate, academically ambitious, and willing to directly confront the district's mental health crisis, toxic pressure culture, and growing disconnect between administration and the student body.

Awareness of Issues

What are the issues that the new Superintendent should know about when coming into the position? (N=312)

Parents/Guardians expressed deep concern that the next superintendent must rebuild trust, transparency, and collaboration across a fractured district community following years of perceived top-down leadership, poor communication, and strained relationships among families, teachers, administrators, and the school board. The most urgent issue raised was student mental health, including the district's history of suicides, extreme academic pressure, bullying, social isolation, and a culture many described as overly competitive and emotionally unhealthy. Respondents repeatedly emphasized the need to balance academic excellence with student well-being, while divisions emerged over math acceleration, honors classes, AP access, and equity policies, with some arguing the district has weakened opportunities for advanced learners while others warned that excessive academic competition contributes to stress and inequity. Significant concerns were also raised about special education services, teacher morale and compensation, administrative bloat, excessive spending on lawsuits and consultants, overuse of technology, lack of accountability, inconsistent teacher quality, campus safety, and insufficient support for diverse student needs, including LGBTQ+ students, multilingual families, and students with disabilities. Overall, they described a highly engaged, vocal, and polarized community that deeply values education and expects leadership that is transparent, student-centered, academically strong, compassionate, and genuinely responsive to stakeholder voices.

Awareness of Issues

What are the issues that the new Superintendent should know about when coming into the position? (N=234)

Staff identified a deep breakdown in trust, morale, and communication between district leadership and employees as the most urgent issue the next superintendent must address. Across responses, teachers and staff described the previous administration as overly top-down, authoritarian, dismissive, and disconnected from the realities of classrooms and school sites, leading many employees to feel micromanaged, undervalued, unheard, and emotionally exhausted. Staff consistently called for a return to collaborative leadership grounded in transparency, respect, trust-building, and meaningful teacher involvement in decision-making. Another major concern was the district's ongoing mental health crisis, including student suicides, extreme academic pressure, burnout, anxiety, bullying, and the emotional toll on both students and educators. Many staff members emphasized that the district's culture of competition, perfectionism, and relentless achievement is harming students' well-being and creating unsustainable stress. Concerns about inequity, special education services, and inclusion were also prominent, with respondents describing overloaded caseloads, insufficient staffing, inadequate behavioral supports, inequitable resource allocation, and programs that are not fully meeting the needs of students with disabilities, multilingual learners, or struggling students. Staff also expressed frustration about declining teacher autonomy, overreliance on data, technology, AI, and scripted curriculum, as well as ongoing debates around math pathways, academic rigor, and balancing support for both advanced and struggling learners. Additional concerns included low teacher pay relative to neighboring districts, excessive administrative growth, contentious union relationships, student behavior and attendance issues, safety concerns, parent entitlement, lack of accountability, and the need for stronger early childhood education and intervention systems. Overall, staff portrayed a district with exceptional educators and strong community assets but one suffering from fractured relationships, low morale, mental health challenges, and a widespread desire for leadership that is compassionate, collaborative, transparent, student-centered, and grounded in authentic partnership with those working directly with students every day.

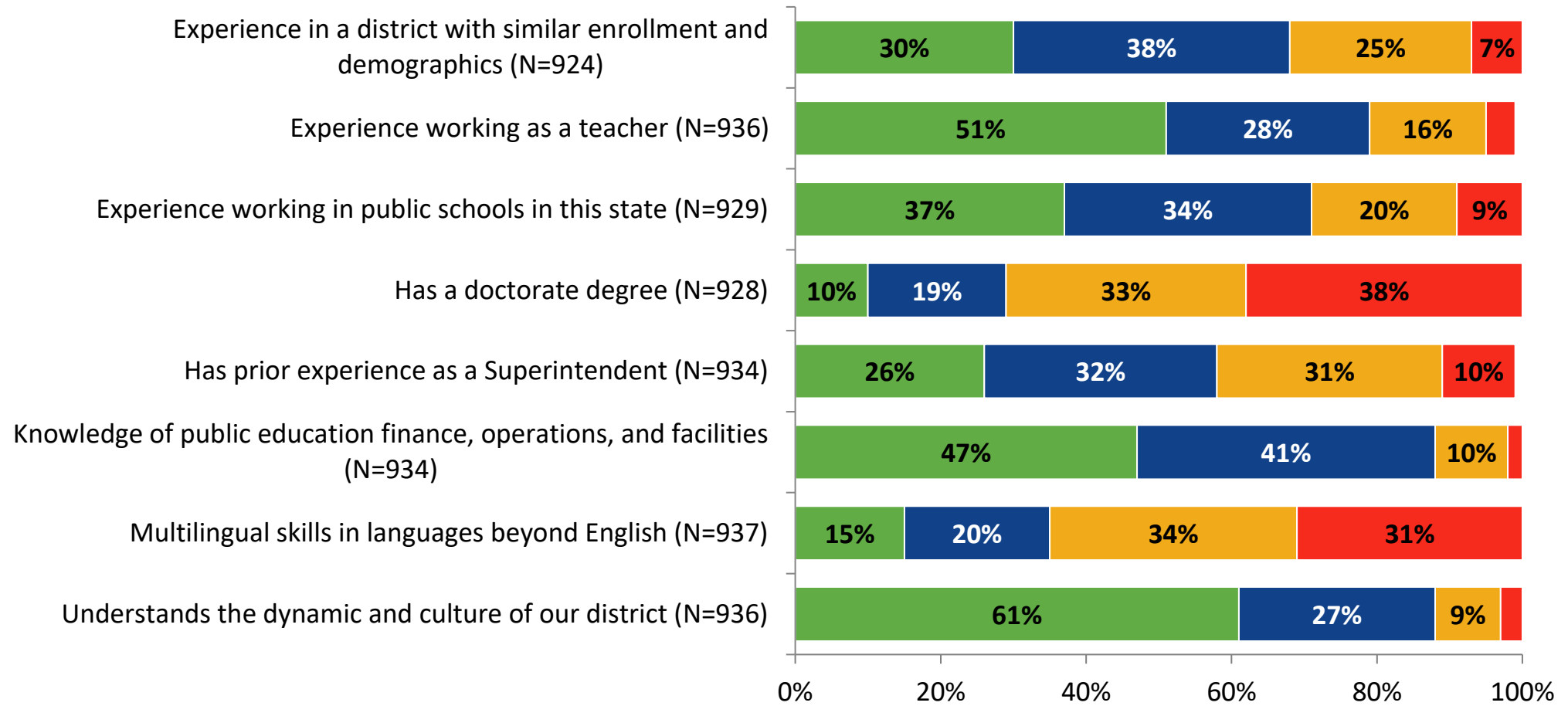
Awareness of Issues

What are the issues that the new Superintendent should know about when coming into the position? (N=45)

Community members identified rebuilding trust, transparency, and collaboration as one of the most urgent priorities for the next superintendent, with many describing the district as deeply divided following years of perceived top-down leadership, poor communication, and organizational dysfunction under the previous administration. Respondents repeatedly emphasized concerns about toxic culture, lack of accountability, administrative bloat, insufficient teacher pay, and strained relationships among district leaders, teachers, families, and community partners. Mental health and student well-being were also dominant concerns, particularly around the district's history of student suicides, bullying, social isolation, extreme academic pressure, and unrealistic expectations tied to achievement and perfectionism. Many respondents called for a healthier definition of student success that balances academic excellence with emotional well-being, belonging, inclusion, and social-emotional development. Academic rigor and advanced learning opportunities emerged as another major theme, with some community members strongly opposing policies they felt limited acceleration, advanced math, or opportunities for high-achieving students, while others emphasized the importance of equity, inclusion, and support for struggling learners, students with disabilities, multilingual learners, LGBTQ+ students, and marginalized groups. Concerns were also raised about special education services, ethnic studies controversies, transparency in curriculum decisions, teacher retention, early childhood education, budget priorities, overreliance on outside consultants and administrative staffing, and the need for stronger partnerships with families and community organizations. Overall, community members portrayed a district with exceptional resources and strong educational potential but one struggling with mistrust, polarization, mental health challenges, and competing visions of academic excellence, equity, and student success.

Preferred Areas of Expertise

From your perspective, how much importance should the Board of Education place on each area?



■ Very Important
 ■ Important
 ■ Somewhat Important
 ■ Not Important

Preferred Characteristics

What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position? (N=212)

Students said the next superintendent should be kind, transparent, empathetic, and genuinely willing to listen to students, teachers, and the broader community. Across responses, students repeatedly emphasized the importance of strong communication, honesty, integrity, and openness to feedback, often contrasting these qualities with frustrations they felt toward previous district leadership. Many students described wanting a superintendent who is approachable, respectful, collaborative, calm under pressure, and capable of building trust across the district rather than leading through fear, defensiveness, or top-down decision-making. Respondents frequently stressed that the superintendent must actively seek out and value student perspectives, engage directly with students on campuses, and prioritize student well-being and mental health above rankings, prestige, or political agendas. Students also called for leadership that is action-oriented and accountable—someone who not only listens but follows through on promises, addresses problems directly, and communicates decisions clearly and transparently. Many emphasized the importance of fairness, inclusivity, compassion, and support for marginalized students, including LGBTQ+ students, multilingual learners, students with disabilities, and students experiencing bullying or emotional distress. Others highlighted the need for a superintendent with strong educational experience, financial responsibility, collaborative leadership skills, and an understanding of the unique pressures and culture of Palo Alto schools. Overall, students described an ideal superintendent as student-centered, trustworthy, emotionally intelligent, community-oriented, humble, decisive, and deeply committed to creating a healthier, more supportive, and more connected school environment.

Preferred Characteristics

What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position? (N=318)

Parents/Guardians emphasized that the next superintendent should be an empathetic, transparent, collaborative, and highly skilled communicator who can rebuild trust across a fractured district community. Many respondents called for a leader who listens deeply to students, teachers, families, and staff; values diverse viewpoints; communicates clearly and honestly; and leads with humility, integrity, emotional intelligence, and respect rather than ego, defensiveness, or top-down authority. They stressed the importance of someone who can balance competing interests, navigate a politically intense and highly engaged community, and make thoughtful, evidence-based decisions while remaining calm, decisive, and accountable under pressure. Many also emphasized the need for a superintendent with authentic educational experience, especially classroom teaching experience, strong instructional leadership, and a demonstrated understanding of child development, mental health, special education, multilingual communities, and the unique pressures of Palo Alto's academically ambitious culture. Respondents frequently called for a leader who prioritizes students' well-being and academic growth simultaneously, supports both advanced learners and struggling students, values teachers and staff, strengthens relationships with unions and families, and manages district finances responsibly and transparently. Additional themes included the importance of supporting dual-language immersion programs, respecting diverse cultural backgrounds, promoting equity without sacrificing academic rigor, avoiding political or ideological agendas, and maintaining a visible, approachable presence in schools and the broader community. Overall, parents/guardians described an ideal superintendent as a compassionate but strong leader who can unite stakeholders, restore trust, prioritize students and educators over bureaucracy or politics, and guide the district with honesty, wisdom, collaboration, and a clear educational vision.

Preferred Characteristics

What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position? (N=234)

Staff responses centered heavily on trust, collaboration, respect for educators, transparency, and authentic educational leadership. Across the comments, staff repeatedly called for a superintendent who is deeply collaborative, visible on campuses, humble, emotionally intelligent, and genuinely respectful of teachers, classified staff, students, and families. Many respondents strongly criticized the district's recent leadership culture as overly top-down, disconnected from classrooms, intimidating, politically driven, and dismissive of teacher expertise. In response, staff overwhelmingly want a superintendent who listens actively, includes educators meaningfully in decision-making, communicates honestly and transparently, and rebuilds morale, belonging, and trust throughout the district. Numerous comments stressed that teachers feel unheard, micromanaged, undervalued, and treated as adversaries rather than partners, and many specifically asked for a leader who collaborates closely with unions, empowers school sites, respects professional judgment, and values the lived realities of classroom teaching. Staff repeatedly emphasized that the superintendent should have substantial classroom teaching experience and preferably experience across elementary, middle, and high school settings, along with strong instructional leadership and knowledge of curriculum, literacy, special education, multilingual education, MTSS, and student mental health. Many respondents also stressed the importance of balancing academic rigor with equity, inclusion, and social-emotional well-being, while avoiding excessive bureaucracy, performative initiatives, or "business-style" leadership models. Commonly requested traits included empathy, humility, honesty, courage, kindness, integrity, accountability, resilience, visibility, and the ability to unite stakeholders without bullying, defensiveness, or ego. Staff also voiced concern about financial transparency, administrative bloat, litigation, special education support, overuse of technology and AI, declining morale, and curriculum decisions made without adequate educator input. Overall, staff described an ideal superintendent as a student-centered, educator-centered community builder who understands the complexity of public education, values relationships over image or politics, supports vulnerable students and frontline educators, and leads through collaboration, authenticity, and deep respect for the people doing the day-to-day work of schools.

Preferred Characteristics

What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position? (N=41)

Community members described the ideal superintendent as a compassionate, transparent, student-centered leader who can rebuild trust, unite stakeholders, and guide the district with both strong vision and emotional intelligence. Across responses, respondents emphasized the importance of excellent communication, active listening, integrity, humility, and community engagement, calling for a superintendent who is visible in schools, approachable, collaborative, and genuinely willing to hear diverse perspectives rather than lead through top-down decision-making. Many stressed the need for a leader with substantial educational experience, deep instructional knowledge, and the ability to balance academic excellence, student well-being, equity, and community expectations in a highly engaged and often polarized environment. Community members frequently highlighted the importance of supporting both advanced learners and struggling students, valuing teachers and staff as professionals, and making evidence-based decisions grounded in transparency and ethical leadership. Several respondents also emphasized the importance of supporting dual-language immersion programs, multilingual families, early childhood education, special education, mental health, and inclusive school communities where students from all backgrounds feel respected and safe. Others stressed that the superintendent must have the courage to make difficult decisions, withstand political pressure, and avoid being overly reactive to the loudest voices while still remaining open-minded and responsive to community concerns. Overall, community members portrayed the ideal superintendent as a visionary but grounded leader who is thoughtful, collaborative, ethical, resilient, academically focused, and deeply committed to serving students, families, educators, and the broader community with honesty, compassion, and respect.



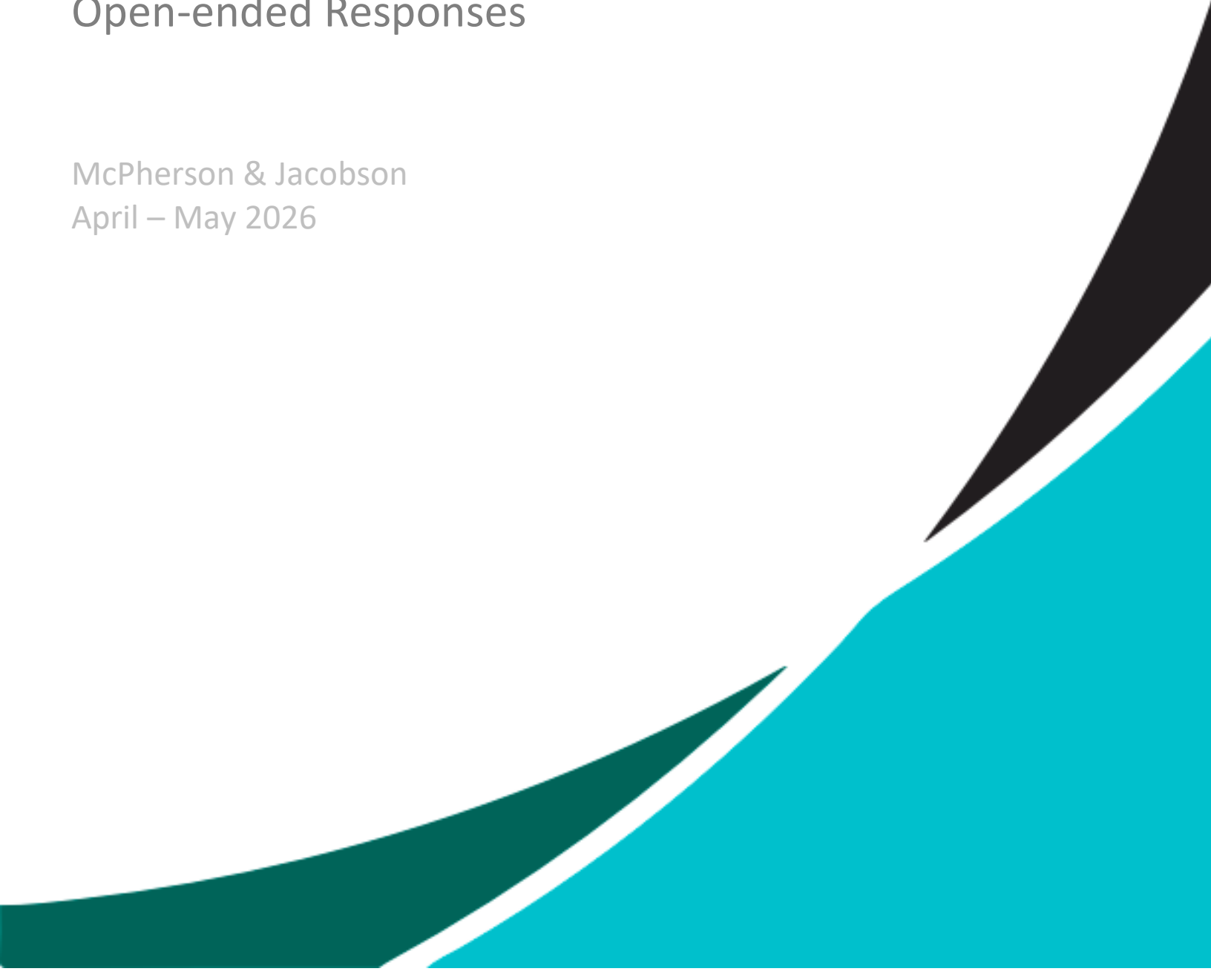
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Palo Alto School District: Superintendent Search Feedback Survey

Open-ended Responses

McPherson & Jacobson
April – May 2026



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Palo Alto School District: Superintendent Search Feedback Survey

Q 1. Which of the following best describes your relationship to the district?: Current Student	
Q2. What is good about the community?	
SR No.	Response Text
1	work together
2	Involved parents
3	Highly involved
4	spirit of camaraderie
5	This community does welcome outsiders more than other places, and academic achievement is valued.
6	We have a number of green spaces, and community activities are generally supported by the town. Also, people here are generally personable.
7	student solidarity
8	I really like the diversity we have here at PAUSD. It is one of the few people where you can meet people from all walks of life, all cultures, from places all around the world. I feel like in a world where globalization is ever prevalent, the understanding of other people is necessary for success, and I'm glad that it is so huge in PAUSD.
9	a lot
10	I'm still friends with people that I met in elementary school, many people are kind and helpful, some classmates I don't know at all have given me their number so I could ask them for help, and old teachers still make efforts to say hello and make conversation when I run into them.
11	In general, the people here are friendly! They smile at you on the street as you pass them, and for the most part they are kind and happy.
12	Diversidad / Diversity
13	safe
14	We care about the district and our schools.
15	we are very ambitious
16	Students, teachers and parents who care about building/sustaining high quality school district. There is a lot of potential to create/strengthen existing systems with the right leadership and a possibility to attract high quality faculty and committed families.
17	aware, sharing information
18	Generally polite people
19	Un gran trabajo en equip / Great teamwork
20	Great close knit community
21	Its kind and welcoming
22	Honestly, the community needs to rebuild.
23	The teaching staff that care for my child emotionally, physically, and educationally
24	there are very tightly knit groups for certain things
25	Highly educated and made up of many diverse backgrounds.
26	Everybody is kind to each other, nobody swears, there's really not a lot of bullying, schools are big enough for everyone

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27	The community itself. Educated parents, relatively financially well-off and willing to be active members of the community, looking out for the greater good and paying it forward.
28	People are generally kind to each other, and theres a place for everyone in the community somewhere.
29	Everyone shares experiences and can empathize with each other during difficult times.
30	Most students at Paly have a similar mindset, which allows for the whole school to be focused.
31	The community is very inclusive and has a lot of variety for many interests students may have.
32	Something good about the community is how our community especially is well connected in the ways that there are many opportunities to create little niches and smaller communities that serve as a backbone to the overarching society
33	We have quite a few extremely supportive teachers and staff that create safe spaces for their students (even if the campus as a whole doesn't feel safe).
34	We are very diverse, and we have many students who are passionate about making change in the community.
35	The academic focus and evniorment
36	Safe and most students are supportive of each other. Great teen organizations and city libraries are nice.
37	I love the community
38	Its really nice
39	MY FRIENDS :)
40	it has good schools
41	It's pretty chill
42	I like that the community shares a lot of the same values and experiences, but that it is also very diverse with food, culture and people too!
43	I don't know
44	People care about you.
45	The feeling of belonging and knowing that we are in a safe space at school.
46	the ability to make friends
47	The PAUSD community is very involved, they care a lot, and are well resourced.
48	friendly
49	its fine
50	They scream the n word
51	I think everyone is understanding of each other and I think the community here is good.
52	caring, wants you to succeed,
53	Strong academic focused
54	The community is very kind and supportive. They will always help you when you need it the most.
55	not much
56	its safer than most other ones in california
57	The school
58	everyone is nice

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59	Kind and lots of money
60	Academic focus, lots of community participation in education. Lots of greenery.
61	I believe that the community has teachers that genuinely care about the students. While there are a few exceptions, I believe our teachers at Paly understand the struggle it is to be in an environment with a ton of pressure and are often very understanding.
62	Not much.
63	Culturally Diverse. Exceptional Staff.
64	friendly
65	Some of my teachers are very supportive, and others don't know how to teach effectively.
66	nothing
67	not really anything
68	Everyone is nice, I learn, a lot, and Palo Alto is overall a nice and safe space to be!
69	people are nice
70	nothing
71	People are generally nice.
72	Lots of people care and try.
73	very nice people
74	It's good
75	PAUSD is a very strong, resilient community. We have gone through loss and struggle many times together, persevering throughout.
76	Having access to an Outdoor Campus
77	It's amazing, but I think we need more money to provide for the students educational field trips.
78	It is very safe and people are nice.
79	It is a very nice and safe community.
80	The community is very welcoming and everyone is respectful to each other.
81	Everyone is smart.
82	The kindness and acceptance that everyone is greeted with.
83	activities
84	friendly
85	Nothing except for the nice people.
86	events that we host every now and then
87	We are kind to are neighbors:):):):):))0
88	Academics are considered very important which helps the community become focused on their future.
89	挺友好的, 没啥别的我要说 / It's very friendly, I don't have anything else to say
90	diverse
91	Involvement, education, student press
92	Open discussion - freedom of ideas, expression.
93	Diversity

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94	The community has a really strong voice, and always speaks out about what they want.
95	The fact we're asked how we feel
96	We are very united. No one here has malicious intents and everyone is working actively towards a better, more inclusive community. We are also very fortunate to have such a diverse community which allows us to have a variety of different perspectives.
97	People in PA care a lot about what happens in the district level, it's good that we have a lot of community engagement.
98	free activities
99	Ambition
100	Passionate about performance
101	Diverse community, shared experiences, great opportunities
102	Lots of opportunities for academic support.
103	I think that there is a lack of bullying in palo alto, which is super helpful.
104	I like the diversity here and the current event awareness. It seems that a lot of important political or social things that happen are known by most of my peers and it makes it easier to connect with people. Also gives me hope that people are paying attention to real world problems.
105	We have money, but its being spent wrong so i guess its actually not that good.
106	Good diversity, Mostly qualified staff, mostly friendly students, good funding
107	It is supportive and there are many facilities
108	that every is nice
109	the community is really nice
110	School conditions
111	People, teachers, the atmosphere.
112	In school? I see many teachers that are open-hearted and very kind. I see many trustworthy adults that don't tolerate racism, sexism, and other acts of hate. I see many trusted adults that I can talk to. (At school.)
113	we have some of the best schools in the us and our community services are great and everything is really good
114	lots of people willing to be friends. i like how we all care for each other. might just be me personally but today i walked into (bathroom) a girl having and anxiety attack and we hugged and held hands until she calmed down. i didnt even know her
115	The community of Palo Alto is fairly infamous for the pressure it places on its students, but at the same time, it encourages students to pursue careers that many don't have the opportunity to want. Similarly, at both school and city board meetings, the adults push for improvement of social services and community projects.
116	The teachers are very nice, and are always patient no matter what.
117	Everyone is very kind
118	Everyone is nice and kind to each other. The teacher teach really well.
119	there are lots of opportunities to be more connected with others
120	friends i guess?
121	Some of my teachers are nice I guess...

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122	The kindness,sense of community,integrity,and welcoming vibe of neighbors and strangers
123	I believe the community and outreach is done well. I attend a school where different youth community groups come and advertise. This expands horizons and allows for us to see more of the community. Relationships among students cannot be controlled, though. Students create their own friend groups. Friendships change. And there are people that some would consider outcasts. Making sure everyone is included is quite difficult.
124	I love the gay kids
125	This question should ask about what needs to be improved as well. High school culture is much too cutthroat, and the administration must do something about it. We got some smart people though.
126	connections, community
127	Diverstiy
128	THere are great learners here
129	Some teachers are helpful.
130	Not much
131	its nice
132	its a community
133	Half the teachers are good, half are not the nicest... The staff in the office is pretty good; they're really nice, but sometimes when emailing them it takes a bit but it's pretty good overall.
134	nun
135	████
136	██████████
137	Everyone is super nice, and I have made some friends here that will be my friends forever.
138	Nothing
139	High educational drive and shared desire for students to succeed :)
140	The attitude that the students come first. The intention is usually that all changes made should be to help the students succeed, even if the changes implemented don't always feel that way.
141	Activities (ex: theater, sustainability program could be better organized, more sustainability classes, the green team is the only place we can really express opinions on that subject)
142	The people
143	The teachers are kind and the campus is big
144	The academics, how we treat nature and the beauty of Palo alto
145	the sense of safety (mostly) in the city
146	The community values academic achievement, and is culturally diverse.
147	It was ok.
148	Very open and easy to go places. It also feels very connected.
149	We are friendly and comfortable with each other.
150	diversity
151	Idk tbh
152	Other students, social aspect is good. There is lots of different people to connect with.

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153	very welcomuig
154	Palo Alto is a great place to be because there are so many extracurriculars you can participate in
155	No idea.
156	Lots of people and good teachers.
157	My child is at the elementary level and our school is amazing with wonderful staff and caring teachers. I served on the PTA for our school as well and the staff are very professional and caring. There is not much connection to other schools, which would be nice and could probably be facilitated at that level.
158	Todo! / Everything
159	Nice and caring
160	Diversity, good parents, friendships, social events
161	Nice
162	I like the amount of connections that I can make with diverse cultures.
163	Good community resources and environment, everyone is very kind and connected
164	it's supportive and everyone is pretty social , like you could go up to your neighbors and play volleyball in the street.
165	The people are nice and inclusive.
166	The community is ready to take action to make positive change, whether it comes as searching for greater transparency or providing a maximally positive student experience.
167	Community is ready to take action to search for greater transparency and provide community input in decisions
168	The community is very uplifting and kind.
169	The community of people is good.
170	the community is friendly.
171	friendly
172	Lots of opportunities to try new things, not many limiting factors.
173	The PAUSD community is very caring and accepting. Many teachers, friends, and parents are very friendly and happy to help with anything someone needs. All of my and my friends teachers and our principles/staff are caring and helpful.
174	the people are mostly nice
175	positive and encouraging
176	The people and the spirit
177	Teachers really care about the students.
178	people can come together in order to help support others in the community when a tragedy occurs. most people are able to have civil conversation even if they have opposite opinions.
179	Diversity
180	I like how everyone has the drive to be great, and I like the how everyone likes to be outdoors and constantly doing activities.
181	I feel like everyone here is open to talking to everyone and so it's easy to make friends and not feel left out.

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182	There are so many people and most are nice and welcoming.
183	The community has a lot of resilience in the face of challenges, plenty of academic opportunities, and support from very competent and accomplished teachers.
184	Very safe and an overall clean area.
185	The fact that there are so many resources for all students, regarding so many different things and the fact that it is extremely accesible
186	good
187	I think there's a lot of option in taking different classes in different level.
188	People generally want to see each other succeed, community makes others feel like they should be successful
189	I think the community is full of ambitious, high achieving students, which creates an environment that pushes students to do their best.
190	I like Palo Alto High's supportive community, which not only inspires me to grow but also supports me
191	Teachers are supportive and helpful during class for the most part. The students uplift each other in a good way that makes the learning environment better for everyone.
192	The community does a good job maintaining fun while still working hard.
193	We have lots of resources for mental health, and help in school.
194	The community is good at proving resources and help to students who need it. The community is also well implemented in school board decisions and student opinions and parent opinions are usually considered.
195	One of our greatest strengths is that our community contains many people (parents, educators) who are engaged and care about supporting students and their holistic well-being. In addition, we have the funding to make things happen, which can be incredibly powerful when put in the right places.
196	It emphasizes on the fact that everybody is welcome. Everyone has a place..
197	we are very safe, I am cared for, and we are very green and are a big community
198	Its rather nice, warm, comforting, close knit.
199	I like how many youth activities there are. It's a good community to have lots of restaurants, parks, good schools.
200	A community that is clean, supportive and can work together to make the city welcoming.
201	I think the community is supportive, kind, and interlocked. I love how the community works together to make things better for everyone!
202	People are nice
203	People try to make supportive spaces
204	La comunidad no es problema, mi opinión son los líderes que trabajan, y no lo hacen con amor a la comunidad. / The community is not a problem, my opinion is the leaders who work, and they do not do it with love for the community.
205	Very diverse, people from different backgrounds. Highly involved parents. Interesting programs from the city.
206	Parents aren't plugged in and focused on their students progress and success
207	I don't know. It is so dividved.

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Q 1. Which of the following best describes your relationship to the district?: Former Student/ Alumni	
Q2. What is good about the community?	
SR No.	Response Text
1	This community has families that care and is focused on student success - mentally, emotionally, or academically. Parents are involved and will demand the best for the child and expect the best from the District. The community also cares about the investment they made in the purchase of their home and want schools to continue to the the best in the country.
2	We are thriving in intellect & connections to the tech industry & innovations.
3	Everyone is caring and engaged and hard working
4	smart
5	The support we get from the community when in need
6	nothing
7	Strong parent involvement
8	Pride in sports and academics, kids supporting each other
9	Forward thinking, creative, high energy, legacy of environmental and civic stewardship. Exciting growing diversity.
10	Plenty of ideas of what is 'right.'
Q 1. Which of the following best describes your relationship to the district?: Parent/Guardian of a current student	
Q2. What is good about the community?	
SR No.	Response Text
1	Nothing at the moment we feel less united than ever before
2	Everyone seems like minded and puts high priority on education
3	mindful engagement in the community
4	Some of the teachers are truly exceptional, warm, welcoming, supportive as well as having high expectations for excellence. Some programs are exceptional- theater, journalism, sports, speech and debate.
5	Muy tranquilo y respetuoso un ambiente familiar
6	Inclusivity
7	Supportive and caring
8	Families who are here are committed to their children's education
9	和谐共处 / Harmonious coexistence
10	Motivated, caring individuals; many genuinely want to help and participate
11	Open minded and supportive
12	Overall appreciation for academics and work ethic
13	Parents who genuinely care about their child's education. A safe place to live.
14	Parents strive for the success of their and other students. Many families have grown up together over the years and formed deep friendships.
15	Large group of very educated people who want their children to be the same and have wide spread experiences which provide them the best opportunities to get into great schools.

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16	Majority of residents are supportive of the school district. Some families are here specifically so their children can attend Palo Alto schools and once they graduate from high school the family moves away and another family moves in. Some residents are here for the because this is where they grew up, and the rest of the families work nearby. All the families enjoy living in the area.
17	Well-resourced, families with diverse global perspectives
18	Connection and engagement. Teachers that really care. Students that motivate each other and have a vision for their future. School administrators that care deeply for their school community.
19	PAUSD has a highly engaged and educated student and parent population who are invested in a mission-driven educational system. PAUSD's reputation, test scores, academic and athletic achievement, etc... benefit from the halo effect of student's having access to extra-curricular activities and support outside of the school environment. Most of the community strives to uphold excellence in all areas and would like to see PAUSD leadership and policies that support his mission.
20	Diverse student population
21	It's commitment to growing good humans through academics, social-emotional learning, and community support.
22	Awareness of key factors of a good education, availability of resources, safety
23	The community is highly invested in student success and provides significant tax-payer support. There is a clear expectation for excellence and a desire for the district to reflect the high-performance standards seen in the surrounding professional environment.
24	We love the different programs that are offered across the community to serve the needs of students from pre-school to senior citizens. The programs are physically, economically accessible and diverse, which make the area lively and vibrant. We have a top-tier university that provides access to the arts, music and sciences helping to inspire generations. We have a variety of small businesses, which help open doors to the world from our own front door. We have fully equipped parks within a mile from every corner of the city that welcome free play for youngsters beginning navigate society. We have a spawning natural habitat, from the Baylands to the low-lying preserves and plentiful evergreen trees that welcome drivers, bikers and pedestrians on every pathway, giving back clean air to breathe and a quiet place to find rest and reprieve. Most of all, we have a community of well-travelled, mostly well-educated and well-informed citizens who have the courage to fight for the least among us.
25	Parents who care about education, high level of resources
26	Greatest community in bay
27	Lots of smart people who care a lot about education and kids.
28	Feels like a "small schools" community at the elementary level. Middle school community allows opportunities for parents to be involved.
29	When people want to stand up for something, they stick together. There can be kindness and inclusion. There are many people in this district who volunteer an awful amount of time.
30	The parents' concern for the students
31	Good community of parents
32	Good supportive neighbors.
33	Diverse and engaged parents and students within the school communities.
34	We are a diverse community with myriad international representation, bright minds across all industries and invested in our children's academic successes.
35	At Ohlone we have a wonderful community where teachers, staff and families are generally aligned on providing an inclusive environment allowing growth and interdisciplinary learning to flourish.

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	Apparently the interdisciplinary learning and parental involvement is only a fraction of what it was in years past but it's still pretty great.
36	Nice people with good intentions.
37	Small town vibe.
38	The community places a strong value on education, which is a real strength. However, it can sometimes feel overly competitive, with a heavy focus on individual achievement. At times, this can create pressure for students and families, and many students feel overscheduled. While this may be influenced by broader factors beyond the district's direct control, continued efforts to support student well-being and promote balance would be beneficial.
39	Good people who care about the community.
40	Strong communication
41	Opportunities abound.
42	A family oriented community who cares about the well-being, education and health of its residents
43	The families in the community are very supportive and educated about education, the school system, and PAUSD. The community will use their talents and expertise to support the school district, if they feel the district is serving them well.
44	Engaged and inclusive
45	Parents are involved and generally well meaning. People try to be inclusive and listen to others with different viewpoints.
46	Smart, conscientious, caring
47	We have met some wonderful people through our children, but we have also found that people are so busy here that building community can be challenging.
48	Inclusive, values kindness and inclusion
49	Very supportive of the schools.
50	I love our diverse and supportive community. Students have so many opportunities to feel connected to those in their community. This community values hard work and the unique characteristics that each individual can bring to the table.
51	Diversity, academic excellence, inclusivity
52	closely connected community
53	Lots of parent interest
54	钱多 / There's lots of money
55	Highly educated parents, sense of community pride, inclusive values
56	Parent community and best teachers
57	Diversity, academic excellence
58	Our community comprises humans. Many support providing the best education possible for each individual student.
59	Diversity. Balance. Academic & sport achievement. Community supports.
60	High level of parent involvement
61	Families are invested and care about the quality of education.

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62	Our community comes together in a time of need, despite direct benefit. An example of this would be passing the parcel tax. It was supported even by those without students currently.
63	Parents care, are educated and involved
64	Highly educated, high achieving families who are actively committed to their kids' learning and success.
65	Has a small town feel in some ways yet has many resources
66	Diversity
67	diversity, open mindedness, intelligent people
68	The Palo Alto parents are bright and caring. Most of the teachers are quite talented.
69	The community should respect every individual student and family, embrace inclusivity, and foster a welcoming environment where people are friendly and supportive toward one another.
70	Students are great, teachers are pretty good. Administration and PAUSD Leadership is terrible!
71	the community supports our schools
72	High expectations for teaching and learning, but I wish they were expressed differently, ie, not creating a pressure cooker environment. We could have high expectations valuing the process vs focusing on the end game
73	The support from parents. This school district relies heavily on volunteer work to make it successful. Parents dedicate their time, energy, and money to education; that is the main reason why PAUSD is doing so well.
74	The involvement of families, the cultural and socioeconomic diversity of the community, the resources and opportunities for our students.
75	Good education program
76	The community values education and seems relatively down to earth. There is not too much showboating, name dropping, status flaunting. Kids are mostly smart, kind and active.
77	Friendly people who are motivated to work with the district to make the best decisions for our children.
78	Diverse, generous
79	It is safe, everyone has good intentions, there are a lot of bright and hardworking people here who want their children to be successful. The biking culture is a huge asset so that kids can be safe while being independent, which is very important for mental health. Parents have online forums to communicate about big issues, and I think it is pro-social.
80	trees, bikeable, walkable, school neighbors know each other
81	Parental involvement.
82	everyone cares deeply for the welfare of their children
83	Palo Alto families are deeply invested in public education in ways most districts never see. PiE raised \$4.9M in 2024-25 funding teachers, aides, counselors, arts and STEM staff that state funding doesn't cover. Parcel taxes and active PTAs add further support on top. Program options are genuinely strong: Young Fives is open district-wide; Ohlone's lottery model creates economic and demographic mixing beyond neighborhood boundaries; Mandarin Immersion at Ohlone and Spanish Immersion at Escondido both feed into bridge programs at Greene — bilingual public education options rare in any California district. The community holds the district to high standards — sometimes loudly. Parents are educated, organized, and persistent. When the district performs, this community amplifies it. When

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	it fails, this community documents it, shows up, and demands better. Politics are an unfortunate reality, but keeping children as the central focus must remain the district's non-negotiable priority.
84	a culture that values education and inovation
85	There are many events organized by the school and the PTA. Very friendly supportive and safe.
86	Palo Alto is a very engaged and committed town
87	Strong support for our students and teachers- lots of parent involvement
88	Strong community support
89	Urban suburb, progressive and educated culture
90	N/A
91	Palo Alto is a well educated community that cares about kids and high standards.
92	People of all ages care about academics and extracurricular activities.
93	Lots of smart people who believe in education and who value highly rated schools if for no other reason than that the schools are key to their home values.
94	diverse and supportive of one another. Welcoming and warm for the most part (speaking for Nixon/Stanford area)
95	Safe, well-supported, good parent involvement
96	responsible teachers and parents, and students who have their own ideas and are brave enough to speak up
97	The parents strongly care about education. The teachers go the extra mile, mentor kids, and see them as young colleagues.
98	Nothing
99	Diverse / committed /partnerships
100	There are invested and involved parents and community members.
101	family/community involvement, resources for support,
102	The members of the community care deeply about the schools and students. I'd like to see a candidate that recognizes that as an asset, especially when some members of the community mobilize that energy into an adversarial stance against the district. I would like a candidate that can acknowledge that energy and enlist it toward constructive progress rather than constant bickering.
103	Highly diversified and educated people who are very open minded, resourceful and collaborated.
104	The weather most of the time, the university and its resources
105	Community members are engaged, take time to weigh in, and vote and take action. The City offers numerous opportunities to engage, for mental health supports, lots of great parks, teen centers, and is a green, beautiful, and sustainable place to live.
106	great and safe community
107	talented students and highly educated parents
108	People have resources
109	Great students interested in learning. Parents, residents and voters highly committed to having high quality schools and willing to pay for it. Large number and high quality partners in the district and connected to it for schools to partner with.
110	Tratan de mantener comunicación y unidad / They try to maintain communication and unity

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111	干净整洁，生活方便 / Clean, tidy, convenient life.
112	Safe, friendly, resourceful
113	The quality of the teachers is generally high.
114	We have a diverse, progressive community of people with a wide range of skills and talents who are invested in making Palo Alto a great place to live. People are informed about the issues and willing to get involved.
115	The school system's reputation, Stanford U., trees, the people, cinema, cafes, restaurants, the weather, Caltrain.
116	Tree-lined streets, many parks and playgrounds
117	Supportive, accomplished, thoughtful parents and educators.
118	It's a community with lots of cultures and backgrounds.
119	环境安全、较强的人文关怀、对弱势群体的全面支持、邻里友善、丰富的多元文化。 / Environmental safety, strong humanistic care, comprehensive support for vulnerable groups, neighborhood friendliness, rich multiculturalism.
120	Safe, bike friendly, environmentally aware, somewhat culturally diverse, intellectual, good education opportunities
121	There is no community. It is a group on individuals with an individualistic mindset (teachers, parents, staff...) where woke politics have infiltrated to the very core of the system.
122	We have many people in our community who care about quality education, inclusivity, creative opportunities, and hard work.
123	Engaged and vocal
124	We care a lot of about kids, in both good and bad ways
125	Support for balanced childhood
126	Families with various ethnicities, educated background.
127	Somewhat safe
128	(Note: Though the "relationship to the District" question only allows 1 selection, in addition to being the parent of a current student, I am a PAUSD alum, and current part-time staff member.) With streets named after universities & poets, it is clear from first glance that Palo Alto is special. We are, at once, a close-knit community with City-funded block parties, neighborhood parks, & local gathering places and a diverse, globally-minded city where kids learn about other cultures through large scale celebrations (eg Lunar New Years), myriad languages spoken by neighbors, and a host of international restaurant offerings. Our children enjoy playing in the dozens of playgrounds & parks, watching & performing in shows at the Children's Theatre, , exploring the Jr. Museum, and taking part in a wide variety of classes at the Art Center & recreation facilities. Education and family offerings are not just valued here but often the primary motivator for families to move to Palo Alto.
129	diversity, inclusiveness, respect knowledge and learning, good teachers
130	Highly educated parents, high expectations for the quality of their kids' education, proactive
131	There is a HUGE divide between the wealthy homeowners and renters. The kids take that divide to school and friendships suffer because of it. I don't see much about the community that is positive. Specifically closing the Churchill tracks to cars makes no sense. The kids are unhappy and that is the reason for the suicide rates. Focusing on ways to make them happier in school will prevent suicides. Of course PAUSD can't control the social economical divide but it can offer clubs, sports teams, groups which don't divide the kids. Instead of only picking kids with high GPAs or kids who have

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	parents donating thousands to the PIE/PTA to be on sports teams, pick those interested. Also, encouraging peer acceptance no matter where the student is from will really help. Plenty of school are near tracks who do not have suicide rates like PAUSD. The school is at fault and the community needs to address it without backlash.
132	Parents care deeply about schools, and have resources to help the schools.
133	Strong schools and teachers, care about the kids and their advancement.
134	The community is resourceful and is very focused on overall development of the community. While it focuses on equity and providing opportunity to everyone, it also stresses on achieving academic excellence for everyone
135	Supportive, willing to help each other
136	The community offers a safe and welcoming environment, well-maintained public facilities, and a population that is both friendly and highly educated. It is also supported by excellent schools and reputable institutions, contributing to a strong overall quality of life.
137	Parents are highly engaged and the school has many opportunities for students such as extracurriculars, music, physical education and librarians.
138	The available resources, the capacity of community members to make donations, the offering of volunteer opportunities and the amount of people willing to volunteer.
139	Families that are dedicated, care and are engaged in education.
140	The students are amazing and work hard. There is a huge investment in making Palo Alto schools as successful as they can be - by teachers, parents, students, admin
141	Interesting, smart people
142	Parents who care about (their own version of) a high-quality education.
143	Diversity, Kindness
144	The PTA 's are wonderful
145	Mostly strong teachers although there have been many golden handshakes in the past few years eliminating much of the higher quality teachers who didn't want to deal with an unsupportive superintendent and a board that cowed to him. The parents are mostly dedicated to helping in the school when they feel welcomed. With such an educated community, the schools do well.
146	I am also a former student & alumna of PAUSD, from Greendell to Gunn. I got a great education from PAUSD. Unfortunately, I also dealt with a lot of stress.
147	highly motivated and educated parents and kids
148	Caring, diverse, driven
149	Tight-knit, strong social and group activities.
150	Parent involvement. Diversity. People care about their kids and community
151	Progressive, values community support and events
152	Nice families who are engaged.
153	Welcome and inclusive
154	Innovation
155	Giving high priority to quality education in a healthy school environment. Now the district needs to deliver on this potential.
156	The community is full of care and support with each other.

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157	Good, caring people
158	Son Muy amables
159	Families that care about education!!!
160	High caliber students, super supportive parents, highly educated and supportive community Because of the above, many (but not all) students achieve high despite of the obstacles laid by the district.
161	Teachers, parent community, access to classes like music and art, resources.
162	Attention to equality, lots of resources
163	Good Diversity, friendly neighborhood, parents care about education
164	I can walk my children to school; seems more safe than a place like San Francisco
165	Lots of great friendships, parents helping each other out with carpools and organizing fun events for each other and the kids.
166	Pleasant place to live. Intelligent people.
167	It's focus on improving our kids learning and development
168	Lots of highly educated parents who work together despite the district.
169	Many opportunities for students.
170	We have a very diverse, educated and engaged community.
171	Motivated kids.
172	Resource and in the heart of Silicon Valley innovation
173	Highly educated professionals and world class companies, center of entrepreneurship and close to world class university
174	stability of families which allows for long lasting friendships to develop.
175	Diversity, inclusion and transparency.
176	A lot of talent, resources, and caring among the community.
177	Families with high priority in academic achievements
178	Involved, educated, diverse, resources
179	Nominate [REDACTED]
180	Well-resourced, highly educated
181	Community cares deeply about education. Many community members are actively engaged in both helping our schools, and finding ways for schools to improve. There are many genuinely talented community members who love to share their passions with students. Many have been financially successful, and freely share their talents, time, and money with the school system to help it improve. If you are looking to recruit someone to the area -- the weather is great, the bikeability is great, the restaurants are great, lots of easy flights to many destinations, and it is easy to get to many many nearby awesome outdoor activities.
182	I'm not sure, doesn't feel like much these days
183	It has a large tax base compared to other communities. Parents are relatively high functioning.
184	active and interested in the school and students; shared values on the importance of education and character.
185	We're a caring community that values education. Just about everyone is thoughtful and means well, even if they have different approaches. There are a lot of resources, like the Children's Theatre,

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	Stanford art museums, sports leagues for youth, Winter Lodge, excellent libraries, parks, nature preservers, and more. The city infrastructure is friendly to pedestrians and cyclists. With our proximity to the Central Valley means that we have excellent produce at farmers' market.
186	It's diversity
187	There is a group of parents who value education for what it is (as opposed to a pathway to the "best" colleges or the most "successful" career). We accommodate those with more "extreme" objectives, but we are on balance focused on subject matter education, social and emotional health, and societal awareness.
188	Parent involvement
189	The students are very talented and for the most part quite kind.
190	So many involved families and students
191	The community believes in education and has a lot of resources
192	The school community at Barron Park is amazing. The school values are taught and implemented. Students of all abilities are included and appreciated. Teachers have aids and support. There is a lot of parent involvement. Classrooms are small. The focus is on the entire student's growth not just test scores.
193	Hard working, appreciate high level education.
194	Walkable, parks, very kid-friendly
195	academic support
196	Community is strong, helpful and supportive.
197	Friendly parents and amazing teachers.
198	Strong parental support - both in volunteerism and fundraising.
199	Our community is comprised of educated professionals with their children participating in public education model. Our public schools offer a diverse set of charter school experiences outside the typical neighborhood schools (Spanish immersion, Mandarin Immersion, JLS Connections, and Palo Alto High School Middle College).
200	Our community is defined by a deep reservoir of engaged, highly educated parents who serve as a vital pillar for the school district. Through organizations like PiE and the PTA, these families provide more than just financial support; they offer a robust volunteer network capable of navigating complex crises and championing critical mental health initiatives.
201	A sense of community commitment to innovation, allowing for kids with different capabilities, including gifted ones to take on more challenging assignments while also supporting folks who needs specific help being an innovator in the education space of school that created leaders for tomorrow
202	Family engagement
203	The community is generally safe and has low levels of bullying. The student population largely comes from well-educated backgrounds.
204	People here are smart and they all care deeply about their kids.
205	The community is academically inclined, and public school education is well supported.
206	Strong family focus on academic success
207	Diversity and affluence
208	Nice, engaging, highly educated people

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209	We have many vocal advocates for students and families. People care about their students' education. There is quite a lot of racial and ethnic diversity in our community, and many families have a high level of education and professional careers.
210	The community is deeply embedded in the Silicon Valley ecosystem and translates that into classroom experience. The district doesn't just emphasize strong academics; it actively integrates design thinking, interdisciplinary learning, and real-world problem solving into its curriculum, often drawing inspiration from nearby institutions like Stanford University
211	Es una buena comunidad. Accesibles a apoyar cuando necesitamos de apoyo / It's a good community. Accessible to support when we need support
212	Diverse population of highly educated parents from all over the world so can provide many different perspectives.
213	Very engaging students and parents , could have good resources
214	The level of engagement by parents, teachers, and staff is amazing. The resources we have are outstanding, ranging from athletics to arts, and beyond.
215	Lots of community events at Escondido, warm and welcoming environment for my child, she is learning a lot, feels safe and has lots of friends.
216	Friendly people, and people who care about the community
217	That we have families deeply committed to a high quality of education. Not only are they willing to stay engaged—through volunteering and keeping informed about district activities—but they are also highly invested in their children's success. In many ways, this makes the district's work easier. Families often supplement district curriculum and programs with tutoring and other private enrichment, further strengthening the district's academic reputation.
218	Teachers, Volunteers, support staff, care
219	Teachers and parents who care about the education and outcomes for our students. Parents who are willing to put time, money and effort into improving educational outcomes for their own children and schools generally
220	Everyone shares common hopes and aspirations for the intellectual progress of our children
221	Parents care about their kids' education.
222	Openness to change, data driven, giving community
223	The community is smart, highly educated, family-oriented and education-oriented.
224	In the past years, our community has achieved a lot together as one.
225	It's a safe neighborhood where kids can bike anywhere they want to go. There are people from all around the world and many families prioritize education. From Little League to churches, there are a variety of places where families can find and build community.
226	- Involved parents who volunteer, participate and demand accountability - Resources - PiE donations and PTA-sponsored programs - City-run programs for art, theatre, music etc.
227	Palo Alto has a small town feel and people know their neighbors. We look out for each other and help those that need help - we protest against injustice, we organize food trains and GoFundMe fundraisers for those that need that support. We have community spaces where community members get to know each other (e.g., Mitchell Park Library and Pickleball Courts).
228	-Diversity -Resources (financial, service, intellect, etc.) -Community involvement/service
229	Cares a lot about the kids and wants them to be lifelong learners.

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230	The community emphasizes a strong commitment to education and lifelong learning. It is a welcoming environment for people from diverse cultural backgrounds and highly values the integration of new technology. Furthermore, the community cherishes a family-oriented lifestyle, offering a rich array of sports, theater, and various cultural events.
231	Supportive of student's mental health
232	There are many good things about this community! Our diversity is our strongest attribute. We are lucky to have Stanford as our neighbor in that it brings people from all over the world into our community. We are also lucky to be located in the Bay Area with access to urban centers and wilderness areas a like.
233	Highly efficient and challenging.
234	The family/class community is very supportive of one another, and in general is supportive of the district.
235	Diversity, values in social emotional learning, put students wellbeing first.
236	Conscientious, ambitious, diverse, and hard-working. There are issues that comes with this in terms of over-ambition, pushiness, and stress levels for students, but generally it's good to be in a community where there's little bad behavior, little bullying, and people are generally focused on helping students achieve and work hard. The tolerance is high for different sexualities, ethnicities etc.
237	Friendly, good communication
238	It's generally bikeable/walkable, with easy access to public transportation. Close to nature preserves such as Baylands, Arastradero, and Foothills. Kids can safely walk to local stores (boba, ice cream) enhancing their sense of independence and still knock on doors to play with other neighborhood children encouraging a sense of place and belonging.
239	The community is engaged in the public school system and committed to providing the resources necessary for our students to thrive.
240	The community is highly involved and generally wants what is best for the students and teachers. The community as a whole does not always agree on what is best for students and teachers, but the intentions are good and the involvement is high.
241	Love the staff and the education my children are getting
242	Bright, engaged students and parents. Access to well-resourced opportunities. Beautiful outdoor spaces and outdoor lifestyle - hiking, biking, beach, mountains are all plentiful.
243	T.
244	Great quality of teachers, safety of the community, kids can go to school on their own, great programs and after school systems.
245	There is a passion for learning like no other. Families are here from a wide variety of countries.
246	High achieving students comparable to those going to the best private schools in California , who are also socially and emotionally resilient
247	The community seems to care deeply about our children, their welfare, and their education. Sometimes we have differences of opinion, which leads to debate. But I think we are able to come to good, equitable solutions for all children.
248	安全, 安静, 环境优美 2. 人群多元化, 国际化 3. 教育资源丰富多样 4. 科技创新氛围浓厚 5. 生活便利但生活成本高 / 1. Safe, quiet and beautiful environment 2. Diversity and internationalization 3. Rich and diverse educational resources 4. Strong atmosphere of scientific and technological innovation 5. Convenient to live but high cost of living

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249	Active community
250	Highly educated, beautiful area to live, safe
251	Neighborhood kids go play with
252	Safe, clean streets, well educated neighbors, tolerant and progressive values
253	Wealthy district. Strong commitment to progressive values.
254	They show a strong interest in students' education and maintain a high level of engagement.
255	Families are international and have shared values of kindness, inclusion.
256	Many parents care about education. Kids learn a lot and are well-prepared for college.. However, many parents ensure their kids do well by supplementing their education outside of school, which makes it hard to know how well the district itself is doing.. Another drawback is that parents are so concerned about their kids' success that there is an arms race with regard to how high a level their kid can get in math. This has led to parents demanding college courses beyond the AP level be taught on the HS campus. It's become ridiculous. Kids who are math prodigies can do their own research projects. Offering college level courses doesn't serve the population well, it just leads to parents teaching their smart but pretty regular 10 year olds algebra and geometry and trig so they can get to linear algebra in HS. This is silly and fear-based behavior. there are plenty of math and stem opportunities for kids that don't require changing the already very advanced curriculum in high school.
257	Parents and community members invest in the schools, they show up to volunteer, they donate time, they donate lots of money, and they encourage their kids to excel academically.
258	At Escondido, we have a wonderful community of dedicated teachers and parents who work together to help our program thrive.
259	Our community works hard to do the best they can for our children, and parents are very involved.
260	It's a great community that cares. I grew up here and went to school here many years ago and am happy to be able to send my children to school here.
261	Many opportunities and resources for young people.
262	Strong community among families at our school.
263	Involved parents
264	Active and parents are very supportive of one another.
265	strong bi-lingual program, warmth, involvement
266	Diversity and inclusivity
267	diversity, involvement of parents, resources (economic & educational)
268	curious, creative, engaged, legacy of excellence
269	The parent community is active and engaged.
270	Apoyo con recursos a las familias. Ej: lapso, internet / Support with resources to families. Ex: lapse, internet
271	Involved. Really want excellence in education.
272	Historically, Palo Alto has supported and prioritized children and education. Palo Alto attracts families who are invested in their children and their children's education.
273	tiene buen desempenio academic / has good academic performance
274	Committed staff and families who support the public schools.
275	A sense of belonging; strong communication and connection. Supporting each other.

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276	I see a great deal of community effort surrounding sustainability. The city's walkability and bikability are laudable. We love the community's dedication to the arts and theatre.
277	My daughter loves her school and community
278	Parents' involvement in connecting and supporting each other.
279	Preschool Family and Fairmeadow have been strong communities that are kind and welcoming
280	Smart ambitious people that care about their kids
281	Motivated parents who are invested in helping their children reach their academic and athletic potential. Awareness about the mental health needs of high schoolers.
282	社区成员彼此支持联系紧密、社区整体环境安全、社区氛围友好、和谐且包容。/ Community members are supportive and connected, the overall environment of the community is safe, and the community atmosphere is friendly, harmonious and inclusive.
283	The diversity of cultures, ethnicities and thinking and a general respect for others.
284	We have a very engaged community with students who have a lot of passion and families who do a lot of volunteering and efforts to make our schools better.
285	Mucho Apollo académico y buena coordinación / Mucho Apollo académico y buena cordinacion
286	Many parks and libraries
287	The student body is diverse and cares about the community and well being of our children
288	Safe, liberal
289	Multietnicity
290	Thoughtful, engaged, caring families. Fantastic kids. I love our community.
291	La dedicación al aprendizaje y por incluir a personas de diferentes razas y color / Dedication to learning and for including people of different races and colors
292	Generally high level of education of parents. Affluent but grounded families.
293	The student community seems to be more inclusive and accepting of one another than the norm. Though it can veer into dangerous territory, the emphasis on academics in the community is a positive starting place.
294	Very engaged and well-resourced
295	Palo Alto has been a progressively minded community for quite sometime. The evidence of that can be seen most easily and clearly in the public spaces like parks and libraries.
296	Interested and involved parents.
297	We have a very unique community with lots of innovation. We have very smart and driven people in our community who have lots of varying ideas.
298	Internationally diverse, culturally multivalent, grounded, support for cultural arts, value for educational excellence and kindness

Q 1. Which of the following best describes your relationship to the district?: Certificated/Teacher

Q2. What is good about the community?

SR No.	Response Text
1	The community really cares about student well being, not just academics. They also value inclusion.
2	The community values education as a means of economic mobility.
3	Caring, supportive people who say they want the best for our kids.

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4	Supportive of teachers and students.
5	Dedication to education
6	Amazing students, dedicated families, supportive community through PIE and active PTAs, international cultures, high standards, etc.
7	PAUSD has a community of intense devotion to education. The people of Palo Alto pride themselves on having excellent schools and a livable, thriving community.
8	Students are hardworking and family is generally supportive of staff. Families also work hard to cultivate deep community with each other.
9	Community financial support, engaged parent/family population, (mostly) progressive politics.
10	Motivated, engaged, resourceful, informed
11	Parent involvement, dedication to learning and development, families of all backgrounds.
12	teachers are highly educated and help support one another professionally and personally. I grow as an educator because I am learning from the students, my colleagues, and district leadership. I know teachers across sites so I can bring what works from their site to ours. Parents are supportive and highly involved. For those with barriers like language- we have family engagement specialists that have built personal relationships with the families to help connect home to school. Ours even directly supports students at school and arranges events for families who cannot make PTA events or do not feel comfortable at these events. We have a lot of resources provided at our site, from the district, from PTA, from the community
13	The warmth, the cohesion, the commitment (throughout the community) to educating a whole child, and standing up for those who need it.
14	Families care about educating the children, we try to support all students, we support each other and help each other, we are willing to put money towards resources for our students, we are made up of diverse cultures which adds perspectives and different points of view which helps us all grow.
15	The community is very supportive of their children receiving a quality education so they can attend prestigious colleges. Secondly, they want their children surrounded by caring, competent adults.
16	supportive parents & community with their time and resources
17	Diversity. Families.
18	The PAUSD community is extremely well funded both internally (from our own reserves) and externally from involved, educated parents. Our schools are the centerpiece of our town and everyone knows it. The Palo Alto community treasures its education system and will devote taxpayer dollars year after year to keep us strong. Palo Alto is a special place to live. Residents are kind to one another and respect differences. Children are loved. I have lived here over 25 years.
19	Everyone is hard working and supportive of education.
20	Always in good neighborhood
21	I've been a teacher in PAUSD for over 20 years now. Our community deeply cares about education and works to seek out genuine partnerships with us. It's time our district leadership values that again. Our community of parents is an asset to be valued, not a group to be silenced. Same with PAEA. PAEA is a large group of professionals who need to be treated as such. It's time to bring us back to the days of mutual respect that we once had under different superintendents.
22	-location (near Stanford, San Francisco, Oakland, San Jose, beach, ...) -cares deeply about education - green mindset -generally wealthy, allowing well kept parks, a plethora of trees, etc.
23	The community in PAUSD is affluent and can provide support and funding that can result in a higher level of education for all of our students.

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24	Supportive of student well-being and success.
25	They support education. The vast majority support teachers and also contribute a lot to our schools and the programs.
26	I feel like the students in PAUSD are a hard-working group that value education and school in general. The parents also encourage their children to try their best at school.
27	We have a highly resourced community with great cultural diversity, that values education and puts it's money where its values are. Our community values its diversity, intellectual freedom, democratic processes and our proximity to Stanford and Silicon Valley. These high expectations are a double edged sword for us. We often disagree about how to best help all students succeed - even what success means - when all students and all of our families are so very different from one another. I believe our community cares deeply. Our community values input and transparency.
28	It is diverse in terms of race, culture and economics. We have strong academic expectations and a majority of our students are performing above grade level in all content areas.
29	Linguistically and culturally diverse, globally minded, values education
30	Our community is highly educated and dedicated to educational success
31	Engaged parents and students. They vast majority value education.
32	Incredible students!
33	We have a welcoming community overall who are interested in creating schools that serve all students.
34	Academically motivated, families and parents are very involved in their kids futures, many opportunities for kids
35	The PAUSD community is known for its strong academic outcomes, with the large majority of students meeting or exceeding proficiency in both math and reading. Families are highly engaged and the district maintains transparent communication, creating a culture of involvement and accountability. Schools are well-resourced, offering everything from hands-on electives to a robust selection of AP courses. Teachers benefit from job-embedded professional development, and equity is treated as a foundational principle — with the belief that all students deserve academic excellence and that gaps in outcomes should be met with targeted support rather than lowered expectations. Community partnerships further enrich the student experience, and strong local funding reflects the community's deep investment in its schools.
36	High investment in education. Safe streets for biking and walking.
37	Eduated population Cares deeply about education very supportive of teachers partnership with city for bike programs (so many kids bike here) many parents care about their child being well-rounded
38	Parents are partners in the instructional process. We all work together to create an effective and joyful educational experience. PIE and PTA advantage. community resources (libraries, community centers, after-school programs, youth services) Family Engagement Specialist- connecting families to school and school to families. Families advocate strongly for their kids and their teachers. Parents engage in academic conversations. Parents seek out resources and interventions early. High expectations of literacy, achievement, and school quality. The school and district are held accountable. Students often get support at home and school. Family engagement specialists, reading/EL specialists, mental health and wellness counselors, and teachers reach out to all families and provide resources (time, materials, coaching, connection) so this happens for ALL families.
39	How we focus on what is best for the students. We also have a very supportive community around this.
40	Highly educated, strong advocacy, results oriented

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41	High achievement. Students that care about learning. Involved parent community.
42	I attended PAUSD for K-12, received a great education ... there were more opportunities available here than in other school districts that I've taught in. At the school I teach at now the teachers and parents make efforts to include and empower every child (even when they're not in their class/ cohort). A focus on education and whole child learning.
43	Motivated students, resourced community.
44	The community values education, active and healthy lifestyles, sustainability, and preserving the unique culture of Palo Alto. When I moved here 10 years ago from a southern state, I was amazed by the biking infrastructure and children biking safely together to school. People here care about the environment and support our ecosystems by planting native gardens or having yards that use little water. People like our community and are very engaged in adding input at council and board meetings. I love living here; it is a safe and pretty well-rounded place to live.
45	Community member are politically engaged and active, clearly lots of attention is given to education and maintaining a beautiful city.
46	The community is generally supportive, places a strong emphasis on education, and is generous in providing financial support.
47	Overall, the community is supportive of high quality education (though we may not always agree on how the implementation should be defined).
48	Our community values education and hard work, they fund a lot of extras that other districts can only dream of, they are active participants in the school community and often work as partners to create a thriving environment for kids.
49	It has a diverse community and cares about progressive issues.
50	Passionate, vocal students who value their education. Passionate, vocal families who are involved in the schools. Lots of resources to fund both essentials and extras for our students.
51	The community is very involved in their child/children's education. The community is very fortunate to have many opportunities.
52	Well-resourced, parents are active participants, access to high quality materials and trainings for staff, rigor for students
53	Why is this the first question
54	They donate, they volunteer, they are involved.
55	We want to support each other and be united.
56	most of the parents/families are supportive
57	The Ute community is multicultural, believes in public education, is generally supportive and generous. / The Ute community is multicultural, believes in public education, is generally supportive and generous.
58	We have resources, enthusiasm, and great students
59	Economically strong, well educated, value education. Participation in school events/meetings, volunteering, PTA is consistent. PiE helps supplement and already healthy budget to provide even more staffing support to classrooms. Students are cooperative and come to school ready to learn. For the majority of cases it is easy to communicate and partner with parents when challenges arise with a student.
60	The we work with very talented and academically focused students. For the most part, they are very engaged in learning and community. We have a big cohort of very supportive parents.

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61	We have a strong community that is not afraid to share there thoughts on subjects.
62	It is international.
63	The resources available for students. The intellectual expectations of our community.
64	Community members who want strong schools with committed talented teachers.
65	I am from Palo Alto and attended PAUSD schools. I now teach at Paly and have been there since 1999. I am very hard on my hometown. I believe that there is an over-emphasis on outcomes and that keeps young people closely tied to performance as identity. Same was true in the 1980s so it is not some "new" community's fault or influence that has created this. I felt it on a much gentler scale myself. What is good about the community are the resources available to a young mind. And the number of talented minds around this area is astounding and intimidating. I like that Palo Alto can surprise itself sometimes. I think there's an ethical core in there but the elitism and existence by comparison is way louder influence.
66	Palo Alto and Stanford are family friendly communities, they are an amazing blend of different cultures, languages, arts, innovation, and of course the natural beauty/parks/open spaces with amazing weather and outdoor recreation. As a teacher in PAUSD, I have always felt accepted and supported by the PAUSD families and the larger community, who are all deeply invested in their public schools, and students' safety and success.
67	Supportive of high quality education and social emotional growth. When district admin is not mis-managing the funds, we have plenty of money for supplies. Until recently, we had a really good program to transition the substitute teachers, aides, and clerical staff into permanent positions. We also have a TERRIFIC Adult School program that makes good use of K-12 staff and administrators. Adult School is a shining star, often overlooked. Many adult graduates of Parents Preschool and active parents in K-12 enroll in Adult School or even get hired to teach. Our ESL Adult School classes provide entry for filling the Aide jobs and other classified positions in the district. // Also the program for police dept to staff the crossing guards by paying 2 hrs for each 1 hr of work. // I think the district pats itself on the back too readily (especially [REDACTED] because much of the 'achievement' comes from the wealth and education of parents, not from school.
68	Educated and supportive parents.
69	highly educated, diverse
70	Most families are focused on getting their kids into college. Most kids are not getting into the kinds of trouble you see at some other schools (pregnancy, drugs, crime, etc.)
71	The level of general interest in processes like these.
72	People are invested in education as a whole, everyone wants the best for their kids.
73	education is a priority
74	Palo Alto has a community that is dedicated to strong education for its students. It has strong influences from Stanford University, and it is home to highly educated people from all over the world. Our diversity and openness make it a vibrant place to teach and learn. The community has strong traditions, and is also changing rapidly. In general, the community is very supportive and proud of the school district.
75	We have a caring community where people have high expectations for their children. We have lots of resources. The community members are very diverse in many ways.
76	The parents and students are very involved. A caring community.
77	Engaged students and families. high value on education high level of support for education
78	The community cares about providing a rich education to our students. The community regularly provides extra funding for programs through PIE donations and tax measures.

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79	High achieving, willing to monetarily support school programs. Many families have acted positively toward me and the program I run in PAUSD
80	We have an amazingly talented, highly educated, strongly caring staff who put students first! Our students are strong, capable, kind and always strive to be their best.
81	Many families are strongly invested in the public schools.
82	High performing, many options for learning, many student and academic supports
83	The students are the brightest, most innovative, and hardest-working that I have met. Parents want to be involved in the programs and will work hard for the teachers too!
84	most students work hard most parents value education most families are very involved
85	Supportive of ELLs and students with reading difficulties.
86	We have parents who are engaged and invested in their child's learning.
87	Parents are engaged and participate. Students are kind and thoughtful.
88	Highly motivated and supportive of our schools. Wanting to improve our schools
89	The community has a wealth of resources and people who want to help it. It is full of passionate children and adults who have strong, informed ideas about how to make our schools great for all children and allow all of them to thrive. They are vocal when they see something they would like to change and often offer to support the schools in making those changes. They have immense capacity.
90	There are great community colleges and community resources that residents can participate in. Our adult school currently has a broad model that includes academic programs (GED, ESL, citizenship, preschool) alongside enrichment community classes. These enrichment/community classes duplicate what is available in the broader community. Some programs are state-funded and directly tied to student outcomes (workforce readiness, language acquisition, high school completion, early education). Other programs are recreational and enrichment. Prioritize high-impact state-funded programs. Restructure leadership for efficiency (assign GED oversight to a high school principal aligned with existing secondary programming), transition ESL and citizenship programs under a district-level director or coordinator. This reduces administrative redundancy while maintaining program quality. Maintain successful early learning programs. preserve preschool programming and the current leadership structure due to
91	Admin restructuring (DO) look for overlapping roles, unclear scopes, small departments with separate leadership; combine into broader director-level oversight. Conduct an organizational review to consolidate central office functions where responsibilities overlap, reducing administrative layering while maintaining service levels to schools. Contracts and Outside consultants- districts tend to spend heavily on consultants, PD providers, and external services. Some of these can be brought in-house or reduced. Audit contracted services and prioritize internal capacity building to reduce reliance on external consultants while maintaining program quality. PD spending: Shift from scattered workshops to site-based or in-house models using teacher leaders. Transition to a site-based professional learning model that leverages internal expertise, reducing costs while increasing relevance for staff. (PLCs)
92	The dedication and work ethic of our teachers, committed to serving students and families in the community is what I find best about working here.
93	Some parents are extremely supportive and caring when it comes to their children's education; they recognize that it's an important aspect of their growth/maturity. The community has also been receptive to teacher feedback and advice for student improvement.
94	Thanks to PTA and PiE, we have lots of resources--paper, printing, materials.
95	The superintendent should be aware of the CA Ed Code/ laws before budget cuts. Reading Specialist Role: Alignment to State & Federal Requirements Purpose of Role To ensure students receive early

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	identification, targeted literacy intervention, and clear family communication, in alignment with California law, MTSS expectations, and federal special education requirements. Core Responsibilities → Legal Alignment 1. Strengthening Tier 1 Instruction (Core Teaching) What we do: Provide structured literacy PD and coaching Model evidence-based reading instruction Support classroom implementation Legal/Policy Alignment: California Dyslexia Guidelines AB 1454 (teacher training in evidence-based reading instruction) Statewide shift to Science of Reading ☞ Why it matters: The state requires improved literacy instruction. Specialists ensure that training becomes actual classroom practice, not just compliance.
96	The ability to come together and help one another in any situation.
97	It is very diverse and open to criticism. Highly educated.
98	The PAUSD community is a very inclusive group. There is a fair amount of diversity. Many people in the community are well-educated. I appreciate the large number of progressively minded people in our community. There are a lot of wonderful spaces to be outdoors. We are right next to the wonderful Stanford campus.
99	We care about each other. We care about learning, emotional safety, physical safety, having a sense of belonging, and taking the kinds of actions that will best help students.
100	Wealth and a commitment to education
101	Our community is defined by its deep intellectual curiosity and high engagement in democratic processes. Residents here place a premium on transparency and critical thinking. This environment creates a unique ecosystem where parents, students, and citizens expect to be informed and involved. This community spirit is the perfect incubator for rigorous student journalism, which mirrors the high standards our residents hold for their own civic institutions, and student journalists, who make up a more significant portion of the PAUSD than the portions at other districts.
102	Strongly supports education and our schools
103	Resourceful, engaged and pro-active.
104	Lots of resources
105	Lots of support —beautiful campus, loads of resources, students who are motivated for the most part, respectful, and kind, easy to work with. Parents support teachers when teachers ask for help with any difficulties. Lovely environment, kind parents (when I've met them at BTSN).
106	Supportive parents, great students
107	Parents who are highly educated, from diverse backgrounds, engaged with their children's education.
108	Strong support for education
109	People care and want to get involved
110	Top priority for the community is the schools. This is the heart of Palo Alto. Always has been. The community also is committed and prioritizes their parks, providing variety activities for children, the environment, recycling, the arts, sports, academic excellence, progressive and cutting edge in their thinking, ideas, and actions.
111	Education and opportunities are valued.
112	Everyone really values education and people want to come together! We are also not lacking stuff, like there are always the supplies we need to teach.
113	The Palo Alto Community is one that is heavily involved in supporting students and helping the district through support and volunteering. Palo Alto is a strong community in general with high achievers and some of the most prominent members in the state and country.
114	We have motivated people who are excited and engaged.

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115	Many caring families.
116	I'm both a parent and a teacher. The parent community can be supportive and is well-connected to each other.
117	Highly values education
118	The teachers.
119	Parents value education
120	I work with the most competent and collaborative and caring staff colleagues in my 35 year career.
121	For the most part, it is a very supportive community
122	The students parents and teachers are a strong part of this learning community. Students come from a culturally diverse background and it makes for a strong classroom learning community that super qualified t-shirts do a great job of orchestrating the learning community
123	I believe the community supports the schools and the teachers for the most part
124	The highly educated families who want the best for their children The parent involvement The students who value learning and strive to be successful The commitment to a strong education
125	Community values students and children
126	Palo Alto is a diverse community that cares about education and schools. We are stronger because people from all over the world move here. Overall, it's tolerant, progressive, and safe.
127	Wanting to the best for our students, well-resourced, high expectations,
128	The community cares deeply about education and their children.
129	Most families and staff really care about students academic preparation, learning, as well as social/emotional health.
130	Plenty of resources and volunteer support, mostly caring and grateful families, academically capable students,
131	The community deeply cares about the quality of education overall, as well as the social-emotional well-being of their children in the district. Therefore, they strongly support the educational programs and the social-emotional welfare programs. They have shown strong support for teachers, as they believe that teachers are key to their students' academic success.
132	Wonderful kids
133	We care about the children. We take care of each other.
134	Parents, teachers, and students genuinely care about each other.
135	This is a diverse community that works hard to help all cultures and walks of life feel celebrated.
136	Parents support schools by passing bonds/parcel taxes, a small group of the population still feel volunteering in our schools is important
137	Palo alto is a very tight knot community. Parents support their child's school and especially their child's classroom. Teachers support families by working together as a team throughout the year. I have worked at three other districts and Palo Alto is by far the best community .
138	They value education and are really invested in their children. The community wants to create a safe space for all families and residents.
139	The families, school staff, and teachers really want what's best for the students and will stop at nothing to make their educational experiences magical and memorable.

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140	PAUSD is wonderful! The level of teacher talent and creativity is high. Students are curious, engaged, and fun to teach. Families may be notorious for being "difficult," but the reality is that the vast majority of families are incredibly supportive.
141	Parent involvement and strong support for schools
142	This community prioritizes education. Most of the families move to this city for it's world class education based on the scores and ratings. This community has schools close to a park, with bike lanes making it a friendly city. Palo Alto is small, safe, vibrant and the families who live here make this community outstanding with their passion for STEM. The parents are mostly educated and work high level jobs and want the BEST from the schools.
143	The community cares about the students and mean well. I think the community also wants to support teachers and wants the district to be one of the best in California.
144	Passionate teachers and families.
145	Diversity
146	The people who work at the school sites.
147	Parents are involved, students are engaged, community supports with bond measures, academic excellence is the norm. About 99% of parents are very supportive (about 1% are litigious and don't respect teachers).
148	This community values education and well-being of children.
149	This is a diverse community that values and participates in all aspects of the education of our students. The community shows up for schools and students in ways that is rarely seen in other districts.
150	Invested in education, highly educated, supports teachers
151	The students and families that support education. The committed teachers who show up every day and give 100% to the students in Palo Alto.
152	Strong connections, flexible leadership, strong training.
153	The teaching community, the parent community is mostly supportive and kind.
154	This is a town where kids can walk and bike all over town safely, they can spend time in nature, or with friends, and most students I teach live in these family friendly neighborhoods. The students who live outside of Palo Alto spend enough time here that they benefit from this environment too, but they can feel left out sometimes or struggle to build a positive identity within the district. Most families expect students to do well in school and their support and encouragement at home help students to succeed. The diversity of the community has been a strength in previous years, and that diversity profile is constantly changing. This creates momentum to grow and evolve as a community, although it brings challenges too.
155	Engagement
156	The parents are invested in the success of the schools.
157	the community values education, is well educated on the whole, offers many enrichment opportunities for families
158	I have been a PAUSD teacher since 2004. I am deeply committed to this district and my department. I love that we have such dedicated teachers! We have staff that every single day, regardless of working conditions, we go above and beyond for our students. I find that we are a vibrant mix of educators who come from all over the bay to teach here. We have staff that is involved and deeply invested in children's learning. This is shown through the time and money teachers shell out of their own pockets to help with the extras that we still dont have in this day and age in the public school system, even a well funded one.

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159	PAUSD attracts staff and families who deeply value education and continued improvement based on known best practices. Palo Alto is a gorgeous, energetic, diverse community.
160	A few things that are good about the community is the high level of active involvement and a collective dedication to the continual growth of our schools. This shared investment creates a powerful partnership, ensuring that our students are supported holistically both at home and in the classroom.
161	Palo Alto is a well resourced community with parents who are devoted to ensuring their children get a solid education that can launch them into college.
162	Palo Alto is full of people who care deeply about the education their students get, which means it provides a lot of opportunities and resources for students.
163	The Palo Alto community is incredibly engaged and supportive. Families and community members consistently invest their time and resources to ensure students have access to exceptional educational opportunities and that teachers have strong, positive working environments. With the proximity to Stanford University and the broader Silicon Valley, there is also a unique concentration of innovative, highly knowledgeable individuals who value learning and growth. At the same time, the community deeply cares about the environment and making a meaningful impact on the world. Overall, people here are not just invested—they are actively involved and committed to contributing in thoughtful, purposeful ways.
164	the community cares greatly about the staff and teachers; they demand high quality; value in the arts; high level of diversity;
165	High expectations for all students, open mindedness, commitment to social justice
166	Involved parents and dedicated teachers
167	In the heart of silicon valley where innovation is key and independent thought is celebrated.
168	Small community. They can care greatly for others.
169	Small-town feel and environment. Many small businesses and green spaces. Seems walkable.
170	Parents are very supportive in our community. We have diverse students who are engaged in learning.
171	Palo Alto has a diverse community with a high quality of life, and innovative culture. Parents and educators alike strive for the best outcomes for children and students. This shared goal is driven by a deep commitment to the profession.
172	The community is very close knit. They are very involved and they are active participants in their students educational lives.
173	Our community values education and doing what is best for our kids. Our teachers, parents, and community members all work together to support our students. Everyone cares deeply about investing in our students and our schools.
174	very invested in schools, highly educated
175	The community cares values the role PAUSD plays in their children's future. The community value grades more than they value an education, but they will support teachers and the school district to achieve the means.
176	Most teachers and parents are supportive of students and staff members. Most parents are appreciative
177	The community is affluent, safe, and engaged. The community provides monetary support to its schools.
178	Cares about the children

Q 1. Which of the following best describes your relationship to the district?: Administrator

Q2. What is good about the community?

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SR No.	Response Text
1	In general it is a highly educated community that is committed to support students and teachers. Many students and families have access to opportunities to extend learning beyond the school day and the district is able to supplement support for students who do not have this access. Beautiful location, with beloved neighborhood schools. Close proximity to tech industry, Stanford and other world renowned resources.
2	Parent engagement, diversity, dedicated Staff
3	The Palo Alto community is truly special built on involved parents and community members who deeply care about our students.
4	People want the best for their kids. Most people in this community have progressive views. I felt very supported as an elementary principal by my parent community.
5	Parent engagement for the most part, except by our Historically Underrepresented groups (HUR) PIE Foundation contribution to school programming
6	Supportive and engaged parent community.
7	High level of parent involvement. Students have access to a lot of resources. Diverse community.
8	Majority of the families are nice and respectful. Many community events.
9	Global community, Families love the city, amazing place to Raise a family
10	Well-resourced and willing to financially support the PAUSD Desire for academic excellence High level of education among community members Clean, safe, aesthetically pleasing

Q 1. Which of the following best describes your relationship to the district?: Classified Support Staff

Q2. What is good about the community?

SR No.	Response Text
1	Supportive parents and families to help achieve results and shore up programs financially.
2	Highly engaged regarding school district
3	For the most part, parents are highly educated and work together to share information with each other to support student education and enrichment. Parents have flexible work schedules and are able to volunteer their time. Many parents have means and are able to make donations and/or buy their students what is needed for school.
4	The community cares deeply about the success of their students and schools. There are strong community ties which is nice to see in such a diverse community.
5	The kindness in the community.
6	Diverse community.
7	The community cares a great deal about the school district and the students. There is high intelligence in the area due to Stanfords higher education system and the property taxes are high so the district benefits from that.
8	My department works well together.
9	Not sure
10	The wellness department and individual teams at school sites. Wellness works really hard to support students and the larger community.
11	Palo Alto has a good distribution of a broad range of people. Yes, many were drawn here to work within the tech community, but not all. For example, the street in which I am living still has many

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	people (mostly retirees) who are just “regular” people. Unfortunately, this breed is dying out and we seem to now be rapidly converging into a mainly elite Asian community.
12	The people
13	Overall, it is supportive of education. It is also willing to get involved.
14	The community is very supportive of neurodivergent students, staff, teachers, etc.
15	The fact that the teachers want to do a good job and support the students. Parents, a majority of the time, are collaborative and able to engage in their children's care.
16	We have dedicated teachers who care. The classified staff work hard to support students and staff. Here at Paly we have an excellent Campus Supervision team led by Carl who is an exemplary staff member who goes above and beyond in his job.
17	Interested in education
18	This community has many resources and access.
19	Lots of diversity, and cultures.
20	Very supportive of student learning and building community, lots of resources
21	The community values and puts emphasis on a high quality education of our youth.
22	It is an educated, diverse and engaging community.
23	I have nothing to contribute to this question
24	Knowledgeable and empathetic
25	We all look for excellence
26	The small town engagement feeling.
27	The community cares about education and is invested in helping students succeed.
28	supportive
29	I believe everyone tries their best as we all join as a team.
30	Tienen programas de apoyo / They have support programs
31	Staying connected
32	Working together for the good of the children.
33	It is tight knit community that appreciates schools and educators.
34	People in our community are very engaged and care and contribute time and money. Huge support for our schools and strong majorities when passing parcel taxes or bond measures. Lots of community partners as well. Lots of diversity in our schools (at least from the perspective of cultures and languages represented). There are amazing resources in our schools for extra curricular, arts, sports etc. Lots to do locally and connect with in the SF Bay Area. NATURE !Need to do more with creating opportunities to teach and learn in our open spaces. The schools are used by the community a lot so there is always something happening at our schools that involves the community.
35	PA is a united community, with stronger feeling of entitlement and a powerful.
36	close to Stanford and the epic center of new science and technology, diversity, etc.
Q 1. Which of the following best describes your relationship to the district?: Community Member	
Q2. What is good about the community?	
SR No.	Response Text

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1	The community cares about education and is willing to pay for a high quality public education. The community has a history of being a good place to raise a family but that is slipping away. The community has lots of resources for the arts, outdoors, sciences and environment which is all important but the public schools are most important.
2	This community has the best location, great resource from Stanford related infrastructure, well educated people
3	Palo Alto takes a lot of pride in our public schools. We are very involved in our community and expect our school district to perform at the highest level. We work hard and expect our schools to have the same values.
4	It's commitment to education and the development of our kids.
5	Highly motivated students and families who care about learning and outcomes
6	Great people who value education
7	People highly care about education. They are very active and supportive. They invest a lot in education as well. Besides, we have a diversified population, with many different views and experience to share.
8	Provide many resources for residents
9	Our diversity and devotion.
10	You should have added the option of being a parent of an alum since we have seen the entire system and we know what comes after graduation. As for what's good about the community, people are wonderful. They are strongly committed to education and are highly educated. There is tremendous talent and everyone cares so much. Many of us have either gone to PAUSD or have had children who have gone through the schools so we know them quite well. There is a great amount of cultural diversity largely because Stanford and tech companies recruit many immigrants. There are so many community resources that can be leveraged to help this school system lead the nation in innovation and excellence. Stanford is across the street and there are opportunities for research collaboration. There are wonderful resources in the community with respect to mental health support and experiences for internships and volunteer experiences to help students discover career interests. Parents want to be engaged.
11	Real estate prices and resources. Palo Alto is highly regarded for its top-tier educational institutions (Stanford University), booming tech industry hub, and high quality of life. Key benefits include excellent walkability, tree-lined neighborhoods, and abundant green spaces, alongside close proximity to San Francisco. The area offers a vibrant, intellectual, and affluent community atmosphere.
12	Families working together as one.
13	The partnership between PAUSD and specific community groups, like Palo Alto Community Child Care (PACCC). PACCC really aligns with PAUSD and has been partners for many years.
14	The students are amazing! Good teachers, too. They really keep everything afloat.
15	The people
16	Diversity, educated and concern for the future
17	We are vocal.

Q 1. Which of the following best describes your relationship to the district?: Community Partner

Q2. What is good about the community?

SR No.	Response Text
1	Ethnic diversity, academically focused

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2	Palo Alto Community is dedicated to the wellbeing and education of its children.
3	Our community has high expectations, supports education and has many resources.
4	The community has invested in support. It comes together in times of need. There is a spirit of innovation and creativity.
5	intelligent, opinionated constituents
6	the diversity

Q 1. Which of the following best describes your relationship to the district?: Other (Please specify)

Q2. What is good about the community?

SR No.	Response Text
1	Supportive financially, knowledgeable, sets high standards and expectations
2	关照很多英语学习者，甚至还有协助英语学习者的协会 / Care for many English learners, and there are even associations to assist English learners
3	Engaged and supportive parents who are generally willing to sacrifice for their kids
4	The people are caring for the most part. They are very invested in their children's education, as evidenced by the high traffic at my company
5	The community it self is safe , friendly and people are always willing to help
6	The community views education as a high priority. They are largely well-educated and well-resourced and willing to invest in the public education system.
7	Academic/productivity culture would not have as many things as I do and as much knowledge without it. Was able to startup several online bussineses, other communities, and coding/game projects
8	Friendly people
9	Completed this prior.
10	podria decir que la comunicacion y ayuda. / I could say communication and help
11	Parents who care about education and students who reflect this
12	High value on education; financial resources to support initiatives; lighthouse region and district;
13	Good resources
14	? This sounds like a trick question and/or should probably be asked a different way... What is good about the larger Palo Alto community? Or just the school district community? There are some great people/groups/opportunities within the school district and beyond. But there are many problems as well...

Q 1. Which of the following best describes your relationship to the district?: (Did not answer)

Q2. What is good about the community?

SR No.	Response Text
1	The children and their families; how families come together to support one another; how teachers show up for their students at school and outside of school

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Q 1. Which of the following best describes your relationship to the district?: Current Student	
Q3. What is good about the district/schools?	
SR No.	Response Text
1	good district
2	Few good teachers
3	High standards
4	Positive reputation of Palo Alto schools being academically rigorous and academic excellence
5	These schools have quite advanced arts programs and journalism programs, and have overall fairly good teaching staff and funding. The resources for students are additionally quite accessible and functional.
6	Several teachers put in quite a bit of effort to ensure students can learn effectively, though it depends on the teacher. The district is very well funded, though there have been problems with how the budget is constructed and used in the past several years.
7	.
8	The district education quality is fairly decently high. Teachers are generally quite good, and the district does seem to be taking steps to ensure inclusiveness and unlike other schools, students are quite protected as well. Direct bullying is an extremely rare occurrence in PAUSD from my standpoint. I have rarely ever seen violence in any form.
9	some stuff
10	Our district has very good resources and education, the majority of students get into high ranking colleges after high school and there are many unique classes offered that won't be found at other districts.
11	The education here is extremely high-quality, we are one of the top districts in California. The parents in the area believe strongly in the value of a good education, with a strong focus in STEM careers and rigor. Students also value our education highly, and have recently fought hard to allow a higher level of math to be included in high school course offerings. We are incredibly lucky to be taught by such high-achieving teachers, and we hope the district will continue to attract and maintain this standard of education.
12	educación académica / academic education
13	As a Gunn student I know we have strong academic departments.
14	national ranking
15	there are a lot of resources and opportunities available to students.
16	Extra electives and class options, staff support, funding is generally decent/good for public schools.
17	some good teachers
18	Lots of resources for education
19	Personal muy atento y actividades Que diversifican
20	Kids achievement
21	The teachers are good and kind
22	The teachers, Not the administrators.
23	Top rated Good facilities Dedicated staff both certified and certificates

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24	the many classes we offer
25	High level of education and attention to the health and well-being of the students.
26	Same as above.
27	Essentially nothing. That's not a reflection on the teachers - most are good teachers and thinking of the kids. But the [REDACTED] is probably the most disorganized [REDACTED], and the [REDACTED] starting right from [REDACTED] all the way up to the superintendent are incompetent. Messaging is poor and confusing. The number of contradictory emails and backtracking is ridiculous. And the board is too busy airing their personal woes (I have been wronged mentality) rather than working collectively for the kids - the very job they campaigned on. We have hit rock bottom. And it's not a funding problem. It's a lack of leadership, vision and the want to serve. Fix the want to serve and the [REDACTED] and you would have an excellent district. And get a PR/comms person!!!
28	High quality education, resources, and a strong willingness from teachers to support students.
29	They offer a lot that most other schools don't
30	They encourage good academic philosophies.
31	The district does a lot to prevent any harm on the lines of mental health.
32	A lot of support systems in place
33	This school district can give students many incredible opportunities, at Paly we have an incredible theatre with an amazing teacher, a glass blowing studio, and a wide variety of advanced classes.
34	We have many different programs that are at a very high level, so students have many incredible opportunities.
35	How good the schools are
36	great teachers and classrooms
37	Cool districts
38	There are lots of benches
39	THE MONEY :))))
40	they are fun
41	They teach pretty good
42	I like that the schools have very good teachers and prepare you for higher schools and give you lots of option. I also like that schools in general, they are very good.
43	basically nothing
44	They get you the supplies and support you need.
45	The many resources we have available and the highly qualified teachers.
46	high quality education
47	High quality instruction, abundant resources and funding.
48	nice teachers
49	They're good and probably the best in the area
50	They scream the n-word
51	I think that it is clear that the district works really hard to make it a safe and fun place for all their teachers and students.

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52	districts try to get the best opportunities for students and give us a lot of really good opportunities of all kinds.
53	Good teachers with strong choices and many oppurtunities
54	The district is very organized, helpful, and responsive.
55	not much
56	no bullying
57	The community
58	they are all awesome and treat me well
59	Clean and rich
60	We have some robust early childhood programs. We can make them a lot better, but the fact that they exist is a big deal, it's really improtant, and using our immense resources to help our youngest learners thrive is important. We also have great programs at the secondary level (child development pathway, journalism, theater, glassblowing, etc.)
61	I believe that the schools likely prepare students well for college, although this can be a double-edged sword. I think that community events are fairly well organized.
62	The courses are very advanced and offer a lot of electives.
63	Strong School Spirit. Good Action towards offenses.
64	safe
65	The teachers seem to know what they're talking about.
66	nothing
67	not really anything. the teachers suck but pretend they are the best people ever.
68	Amazing teachers, principles, etc. I am also learning a lot.
69	Idk
70	dismissal
71	They are decent.
72	SAT scores.
73	nice people,
74	In terms of the teachers and students, I think this community is incredibly collaborative and supportive of each other. Even with our pressure cooker atmosphere, students still find ways to uplift one another and contribute to each other's learning. Teachers are also really good at communicating when they need help from students to feel supported, and I think that kind of transparency is incredibly valuable to the psychological safety of Paly's environment.
75	It's good
76	While it may be intense, the schools in palo alto focus on giving each child a good education.
77	Getting Education
78	There is amazing education.
79	Good teachers and safe learning environment.
80	The teachers are nice and I have many friends.
81	One thing that is good about the district and schools are that everyone is welcome.

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111	the teachers are really nice
112	idk
113	Teachers, classrooms.
114	The districts and schools give you many opportunities to enhance your talents and learning. For example, the math skip test, textbooks being given too students too study from, sports teams, therapists, and counselors.
115	same thing in the other response best schools in the us
116	accelerated pathway ig. could be better tho
117	The academic rigour is both a positive and a negative, but it definitely encourages performance and fosters opportunities for those who seek them. Diversity is also a key strength; not only is the Bay Area a place with relatively diverse demographics, but the school system also offers opportunities to mingle with students who can pursue a variety of interests. That ties into the funding we get as a special district; basically, nowhere else could offer the sheer number of classes we get to choose from.
118	There is no requirement for uniforms, so you have one less thing to worry about every morning. There is no 'Oh no, I am in the right uniform?'
119	Good resources available
120	They all provide good and reliable sources teachers and people.
121	they teach levels above other schools, putting us (students) at a good advantage for the future
122	the sunbutter sandwiches and cinnamon rolls
123	umm free lunch? jls has pizza Friday yay
124	how clean and welcoming the schools are
125	Good education frfrfrrr
126	90% chance of a drawing a good teacher randomly. That 10% messes with students' mentalities, though.
127	access to resources
128	Great schools, nice spirit, good education,
129	There are big campuses and good teachers
130	Campus is clean, so are classes.
131	We have electives, I guess
132	they give good education
133	they are there
134	We get adequate provided access to technology.
135	They need to improve lunches
136	nun
137	██████████
138	██████████
139	There are some teachers in this school districts that are amazing. (██████████ .)
140	Nothing

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141	Big big budget. Nice schools all around though some are nicer than others.
142	There are a lot of opportunities for students to get access to different pathways that work for them. We have a very good arts, sports, math, and science programs, which allows the student to pursue their choice of classes very thoroughly. We also have good funding, so there are even more opportunities for PAUSD students to succeed than in other districts.
143	Theater/Stage tech
144	They provide great education
145	It;s a big district and many students to be around
146	Its the top 1 district in california
147	we are in a safe area
148	Students in this area have a high amount of participation in administrative stuff, and love to have their voice heard. The schools have great arts and journalism programs.
149	Well they do fundraiser and are rich so we can have good stuuf.
150	Good teachers, good environment, easy to learn and get to school
151	The have great campuses.
152	diversity
153	No clue, good education kinda
154	Many opportunities. Including the different classes you can take.
155	they are good schools with good people and decent curriculum
156	They offer advanced placement for kids like me who want to learn more
157	No idea.
158	Well they perform well on the CAASP.
159	I work with students at all levels in the district and the kids are passionate, bright and work hard. Teachers as well are largely spoken highly of.
160	En lo personal el distrito cuenta con muchas cosas interesantes ayuda para cada niño! Lo único que al distrito creo le faltaría es clases por gamas después de clases? / Personally, the district has many interesting things to help every child! The only thing the district thinks would be missing is after-school classes?
161	Supportive> when we transferred into Greene, English teacher emailed me when my son missed his english assignment due to new to the school and not understand the rule better.
162	Sports, swimming lessons at Greene, music band and concerts, social events like dancing parties, field trips, challenges day, foreign languages selection, etc
163	I like the amount of opportunities that the school gives us to get us into the best colleges in the country.
164	High quality education, many support services (ex: free chromebooks and tutoring if needed). Great campus's and teachers covering important content
165	They have pretty good academics
166	The teachers are nice.
167	The schools are generally ready to get feedback from the community.
168	The teachers are very good at their jobs, and are able to make learning fun.

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169	The schools have nice campuses.
170	good teaching program
171	family friendly kind of
172	Lots of opportunities for students to try new things.
173	Both of my schools have been very supporting and helpful. I have always been able to get everything done.
174	they teach their subjects well
175	free big and occasionally things to do
176	They try to factor in student input and care about their student's wellbeing
177	I think there are parents and other community members looking out for the kids, trying to make a change.
178	It pushes people to be good at grade level academics. The teachers are also really good.
179	we are able to provide classes for students who want advance rigor.
180	High-achieving students.
181	To me not much, we do have great teachers but the amount of pressure that is put on kids is crazy.
182	I know that PAUSD is one of the best districts in the country and I feel our education and student performance shows that well.
183	The options we have and the paths we can take. There is at least a four-year path in many many different subjects at Paly, which is great.
184	The district is generally very supportive of students' different paths, and as stated before, promotes opportunities as such.
185	A good education as well as a supportive system that provides to those in need.
186	the level of education that we are receiving and how many teachers truly care for the students and the content that they are teaching
187	There's a good support system intended.
188	Location, education, teachers, resources
189	The district and schools provide a fairly wide range of courses for students to pick from.
190	I think that the district generally makes decisions that benefit students and have students in mind. Paly has a pretty nice campus, and there are frequently activities planned by ASB
191	I like the open forums that the district has, as well as frequent school board meetings. I think those are quite nice for the community to voice their opinions out there at the district.
192	I think the school pushes you to do well in school, and it really sets me up for college.
193	PAUSD has a good foundation for a high-quality education in most areas.
194	The district/schools are great for giving students opportunities to really push themselves in multiple subjects and I've heard from my siblings and other alumni that the difficult of Paly classes are great preparation for college courses. The campus is nice, and all our teachers have excellent educations and I've rarely had a teacher who I thought was not very good. At the same time this aspect of the school is also what makes it the worst, because the competitive nature that is both pushed on by fellow students and parents is what fosters an environment of comparison which ultimately can harm students.

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195	Teachers care about students and support them to the best of their abilities. We have the funding to support robust programs (including extracurriculars like journalism and the arts).
196	They have sports good teachers and care about school.
197	great teacher great facilities and people of al backgrounds are welcome; no discrimination and we have a lot of tech
198	They are decently high achieving academically, though they could be more so.
199	I like the elementary school teachers. They have been great. Also, there has been lots of school activities offered through PTA and PIE
200	Some good things are academics, Food, and upport from teachers and students..
201	Something I think is amazing about the district/schools is that you are allowed to skip grades in certain subjects. I think this allows people to learn what they need to learn and know what they need to work on.
202	People try to make supportive spaces
203	El distrito mis respetos yo estoy agradecida en todo, no hay quejas / My district respects I am gratefull in everything, there are no complaints
204	Schools are well equipped, we have good teachers with good training. Special Education teachers are or used to be able to provide enough aide support, like 1:1 aide support. Specifically some choice programs like Young 5's and Ohlone are really special programs that are not widely available in other districts. These are really special in terms of the impact they have on children and families. Having a school with a farm is so incredibly special and learning through projects is really interesting as well. I think there is a good access to therapists for OT, PT and Speech.
205	Strong number of highly motivated students and strong percentage of college teachers
206	Feels divided.

Q 1. Which of the following best describes your relationship to the district?: Former Student/ Alumni

Q3. What is good about the district/schools?

SR No.	Response Text
1	This District has hard working teachers, students that love school, and clean safe schools.
2	Many opportunities for students - events, sports, many elective courses, art show - students have so many opportunities to expand their experiences. Appreciate that PAUSD has relationships with our local partners such as YCS, PACCC, and Pathwise. So amazing that PAUSD has built a middle college program at Foothill and continues to collaborate with Stanford.
3	Great teachers, variety in course offerings, extra curricular activities
4	well funded. Pretty chill. Like at my current school the principal and this random guy keep badgering us about attendance and phones but Paly does it less?
5	It is actually disappointing! Primary schools are great, good teachers, caring teachers, friendly environment., middle school average (we got one kid in crisis and NO help whatsoever, high school with half of the classes being average, again NO support for our kid in need, his grade counselor that I met with twice, NEVER checked on him.... Too much pressure in the school, too much pressure from peers, terrible high school principle, and don't get me started on the Previous superintendent!!
6	nothing
7	strong sports and academics bring about pride in attending a top school/district
8	Lots of opportunities for students to find their niche. Commitment to whole student. Great teachers.

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9	Excellent schools: outstanding teachers, smaller class sizes, school counselors, and curriculum that includes the arts and music (unlike the vast majority of CA public schools)
10	Proud of themselves to the point of conceited nauseam, in a sea of community hostility, they all press forward to be number 1.
Q 1. Which of the following best describes your relationship to the district?: Parent/Guardian of a current student	
Q3. What is good about the district/schools?	
SR No.	Response Text
1	I ask that every day it seems that kids only do well because they get private tutoring and go to rsm etc outside of school. Questioning wether the district is actually good
2	Great breadth of classes and opportunities and great teachers
3	the parent'd direct engagement
4	Let the good teachers do what they want to do. Let them have agency. Things devolve when the district starts meddling too much.
5	Es muy competitivo amable funcional y muy agradable / It is very competitive, friendly, functional and very pleasant
6	Learning experiences
7	Teachers
8	I love that it is a big district but the schools (at least elementary) feel "small." I appreciate the low teacher turnover and choices between neighborhood schools and open-enrollment programs.
9	优质教育 Qualitative education
10	On the whole, good teachers who care
11	Amount of resources available and great teachers.
12	STEM education is strong at higher levels, humanities and social science weak. Middle school does not prepare for high school expectations
13	The caring nature of the teachers and staff towards our students. We have excellent teachers who strive to do their best for all students.
14	Teachers care about students.
15	Small classes, variety of classes provided. Expand to more arts classes for all ages.
16	Obviously the answer is the level of commitment, support, and engagement the district receives from the community. It is a two way street, the school district has to be worthy os the parent involvement.
17	Bottom line the teachers. They make the district/schools great!
18	Caring, involved parents; dedicated teachers; decent facilities (variable)
19	Funding, teacher retention, parent engagement (although this has fallen off).
20	We have very strong elementary schools with dedicated teachers and support staff. Additionally, at our site we have a strong staff partnership with the PTA and we are able to provide our students with opportunities that they may not have otherwise had. This strong partnership has created a very strong community that I've seen carried out through the middle and high schools. This isn't representative across all campuses and our Middle Schools are a weak spot in PAUSD. Greene is extremely disorganized with the staff putting in more time and effort into self-congratulatory pursuits than in the classroom.
21	Well -funded

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22	Schools are genuinely committed to the kids. I feel like every employee, from janitors to principals take pride in their school and their students, and students have connections with them. Every job is respected and valued but the kids because ever employee respects and values the children.
23	Good classroom size, availability of resources in the classroom, course choices, good teachers, good hardware and facilities
24	Teachers, specialists, and aides who work with the students.
25	The district has a strong foundation of resources and a student body capable of achieving at the highest levels. The current infrastructure allows for a sophisticated approach to data-driven instruction and performance tracking.
26	The district and schools are well funded through the city, PIE and the PTA which allow for our children to access programs like mental health, PE, IEPs from speech to learning differences, and access to music, library, theater, dance and sciences. We have access to free brunch and lunch for kids who may be economically disadvantaged or who come from dual income earning households where parents are unavailable to provide for homemade meals.
27	Well-regarded schools, great teachers and community. Great variety of choice programs - e.g. language immersion, different educational philosophies, farm
28	Next to Stanford university
29	Desire to educate students well.
30	The teachers and the school communities. PAUSD offers a variety of opportunities for students-- music, art, sciences, math lanes, languages, etc.
31	Amazing electives and class options in high school.
32	Good academic support. Great teachers.
33	Amazing teachers and staff on school sites. As a parent I appreciate their vast experience, knowledge, and deep care for students.
34	We have educators and front office that care about their students and foster a respectful, inclusive school community. We have rising middle and upper graders who are brave and advocate for their betterment. I do not feel that way at the district level; they acquiesced to the power dynamic with [REDACTED] [REDACTED] for far too long instead of doing their due diligence on behalf of the students and teachers of PAUSD
35	At Ohlone we have a wonderful community where teachers, staff and families are generally aligned on providing an inclusive environment allowing growth and interdisciplinary learning to flourish. Apparently the interdisciplinary learning and parental involvement is only a fraction of what it was in years past but it's still pretty great.
36	Good intentions of teachers.
37	The options in high school.
38	I've had a very positive experience at the elementary school level, where teachers take the time to really understand each student's strengths and areas for growth and provide meaningful support. At the middle school level, however, communication has been more limited, which has been challenging. Improving consistent and proactive communication with families at that level would be very helpful.
39	Elementary schools have great teachers! Including library, art and music teachers! They mostly care about students. The rest is not good and needs close attention to implement lasting positive change
40	We have really dedicated leaders, teachers, and classified staff.
41	Informative. Clean, Safety

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42	Many good teachers/staff, terrific music, art and sports programs. My older daughter required a 504 and it was about as seamless as I could have wished.
43	Highly ranked schools with a strong focus on bringing the best learning experience to students
44	The high schools prepare the students very well for college.
45	Generously funded and well resourced
46	Parent involvement and budget. Some longevity in the district and school staff.
47	Many good teachers, mostly good facilities, lots of strong students
48	The teachers are great and we appreciate the leadership at the schools we've attended.
49	Great academic and personal development programs
50	High quality outcomes for students. Very safe and clean.
51	I love our teachers. I love that the district is innovative and is willing to find unique ways to meet students in ways that will help them thrive. The district has come a long way in regards to mental health - and is SO superior to many other areas of this country. I love that my daughter's elementary school has a mental health therapist available to come to her classroom to talk about growth mindset!
52	There are many great teachers.
53	Spanish immersion and Mandarin immersion programs, great teachers, well-kept and renovated buildings, excellent art program in Paly.
54	Good teachers
55	Teachers - and they are under appreciated!
56	Its well funded
57	钱多 There is a lot of money
58	District is annoying and teachers and parents are driving to the best community.
59	Parents involvement
60	Small classrooms with multiple teachers per class. Development of kids, good community
61	We hear that our schools are better than many others. But we don't have personal experience to verify that.
62	Emphasize emotional wellness and health.
63	Dedicated teachers, good funding
64	Resources for music, art, counseling, books, etc.
65	Our elementary school has caring and supportive teachers, who partner with parents to make school an enjoyable learning environment.
66	It is filled with many caring and compassionate educators/staff...there are many resources and challenging curriculums available for students
67	Well funded, many excellent teachers, small class sizes, lots of elective and class options.
68	The schools seems to retain good teachers
69	Most teachers are passionate about what they do, including the mean ones.
70	Almost all teachers are fantastic. Great music, arts and sports programs. Lots of support and funding from parents (PTSA, PIE, various booster programs). Fun school activities that students enjoy. Student camaraderie.
71	It's a high ranking district with multiple opportunities for students

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72	The district and its schools should provide equitable support, resources, opportunities, and programs to all students. They should operate with transparency and actively listen to diverse voices before making decisions. Additionally, the district should prioritize spending on student education, rather than allocating funds to unnecessary legal actions involving their own students and families
73	Great schools, mostly because of our teachers and students hard work, not because of PAUSD.
74	mostly quality teachers who care about students. many resources and programs to support students. parents who are willing to get involved to support the schools.
75	Many talented teachers, good resources
76	The quality and commitment of their teachers, especially at Gunn High School! The close proximity to universities such as Stanford, Berkeley, and UCSF.
77	The retention of staff and that stability trickles down to students and parents. The wealth of resources in the district. Interventions and supports available to our elementary students.
78	Good teachers. Students are prepared for college
79	Paly as a school has a wide range of non academic offerings, which is very impressive. The academic offerings could be a little stronger, or there could be more done to provide differentiated learning, especially more advanced topics.
80	High achieving schools with dedicated teachers.
81	beautiful campuses, most teachers are hard-working and knowledgable
82	The district pays poorly for some roles but pays teachers competitively and some schools have very little turnover. Our current school of our one remaining student, JLS, is one standout, with many long-term veteran teachers who seem very happy and work very hard for the students. The principal is also very kind and balanced and pro-child and the school has a decently active parent community who work to build connection and learn from each other.
83	experienced teachers, SEL
84	they provide many opportunities
85	PAUSD spends over \$30,000 per student annually — among the highest in California — yet that money isn't fully showing up in outcomes. Where it does show up: wellness centers at every secondary site staffed with therapists and counselors, not just a hotline. The Ohlone open classroom model has produced self-directed learners for decades. Young Fives catches developmental gaps before they become academic deficits — a program most districts cut first when budgets tighten. Greene's Mandarin and Spanish bridge programs produce genuinely bilingual graduates in a public school setting. Paly and Gunn send significant numbers to top-tier universities annually. Teachers who stay are deeply committed — the problem is keeping them. The district has the rarest combination in public education: stable funding, strong community support, and proven innovative programs. The raw ingredients for a truly exceptional district exist. What's missing is leadership willing to execute rather than manage conflict
86	Diversity and Inclusion,
87	All the offerings from PAUSD are excellent. We have a wide variety from Elementary Schools to High Schools. Choice schools, specific programs, etc
88	Very dedicated teachers, strong community participation, well-intentioned, and intentional curriculum.
89	Caring teachers
90	Good elementary schools, language immersion
91	Good programs in Arts (Music and Drama are outstanding)

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92	They hire excellent teachers.
93	People of all ages care about academics and extracurricular activities.
94	Many great teachers. Well funded with some really neat programs in the elementary schools and high schools.
95	In general the education and the teacher quality. The afterschool programs and the arts and music in school. The gym/exercise time is also well structured. I'm speaking only for Nixon elementary.
96	teachers
97	I love the teachers: they are so committed and effective. Many are second career teachers and have had interesting work histories.
98	Noting
99	The administration and educators work collaboratively and collectively to support students and therefore family
100	The "extras" - Spectra art, the amazing music program, the Infrastructure (with almost unlimited budget), Junior Museum Science, libraries.
101	Promoting DEI, open to suggestions
102	The district offers many choices for students academically and extracurricularly. I would like a candidate who will support that diversity of programs to not just meet mandated requirements but help foster a passion in students that is not measured by grades but by joy and belonging.
103	Significant local funding through parcel taxes, rich programs and teachers
104	Above par educational offerings
105	Parents care and are engaged in their children's education, are generally well-informed, and demand high quality education. Our students are truly passionate and thoughtful, and wise beyond their years. Teachers care about students, take a genuine interest in their lives, and show compassion. The district has many wonderful opportunities for students to learn in interesting ways, through projects, hands-on learning, support for special needs, field trips, and more.
106	very supportive school staff
107	It has money from the community
108	Great teachers attracted by the community and resourcing.
109	Ayudan mucho a los estudiantes y las familias latinas somos tomadas en cuenta / They help Latino students and families a lot, we are taken into account
110	variety of CTE course options
111	教学质量高 The quality of learning is high
112	Fantastic teachers
113	The school sizes have all been good (smaller) and generally well-run, with notable exceptions.
114	PAUSD offers a high-quality education to everyone in the community. Parents are involved. Teachers are well-qualified and dedicated. The school board is competent and hard-working. We are well-funded and supported by the larger Palo Alto community.
115	Excellent reputation. Quality teachers. Open physical design of the buildings.
116	Good parent volunteers. Some teachers are good and caring.
117	Motivated students, parents, teachers, with ample resources to educate them.

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118	There is a lot of support for students in school. Because of high parent donations, there are good science, art and music programs.
119	学校环境更安全、有更多积极向上的学生、有更多负责任并热爱教育的老师、学校的文化多元、提供较强的非英语母语教学、学校的课外活动丰富，为孩子的发展和成长提供更多的机会。 / The school environment is safer, there are more positive students, there are more responsible and passionate teachers, the school is culturally diverse, offers strong non-native English language teaching, and the school has a wide range of extracurricular activities, providing more opportunities for children's development and growth
120	Communicative
121	A few teachers who try to the right thing despite all the hurdles the district and this environment puts on their way.
122	The district and schools are organized. There is a process for everything.
123	Has resources, engaged PTA, and talented teachers
124	I love our teachers
125	Parental support for students Smart, hardworking, and ambitious students
126	Resourceful, experienced teachers
127	I can walk there but this district sucks. Hopefully changes will come with new superintendent and upcoming election. I moved here because you pretended this was the best district in the state
128	Our community of students, parents, & all PAUSD employees share an enthusiasm & high regard for Education. Parent participation & support is high - especially in our various "Choice" schools/programs. Teachers & parents generally work as a team in supporting each individual child & the children as a group. Friends in other districts are amazed & impressed when I mention how teachers actively encourage parents to share their unique talents/knowledge/culture & heritage with the class and how many parents step up to enrich our classrooms that way. Generally speaking, our community seems committed to student's social emotional growth as well as to their academic progress.
129	good teachers , great investment in student learning , community outreach
130	The students
131	Resources available for kids on IEPs available during school hours. After school programs held at elementary campuses for parents who work.
132	Provides services to all levels and types of students.
133	Outstanding teachers and staff. Challenging but helpful curriculum. Strong peers and parents.
134	Caring teachers despite administrative turmoil
135	The district has some good teachers and students who are focused on academic excellence. Unfortunately, the leadership has sacrificed academic excellence to push their political agenda. The last board election was the community telling the leadership that the community does not support their agenda which is sacrificing academic excellence to further their political agenda
136	Teachers in general care, students, facilities are nice
137	The district is well-funded, enabling strong academic and extracurricular programs. It is supported by a largely qualified and experienced teaching staff, and offers well-maintained, high-quality school facilities that enhance the learning environment.

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138	I appreciate that the schools still employ full-time librarians, reading specialist, ELD specialists, music, teachers, and physical education teachers. We love that the lower grades have teaching assistants to help as well.
139	The quality of teachers and staff. The approach to bullying problems, and the focus on encouraging students to be upstanders.
140	Schools with distinctive "personalities" like Ohlone, the farm school with no homework.
141	You get to meet people from the community
142	High quality staff, high parent and student involvement.
143	Good teachers, good programs and student support.
144	Elementary schools
145	Strong families and teachers with students who generally want to do well and live up to expectations.
146	Great teachers and well-rounded programs.
147	strong education, excellent teachers, community investing in the schools, wellness awareness, college preparation
148	Academically strong, attention to social and emotional issues, great teachers in elementary and middle school
149	Focus on community and academics
150	The teachers, for the most part, really really care about the kids.
151	Teachers, our school is welcoming, supportive, and prioritizes student well being.
152	Generally good quality teachers. Nice facilities.
153	Special Ed support
154	Innovation and many options for electives for students to be engaged with
155	The community potential.
156	The teachers are very patient with the children and are highly experienced in guiding them toward positive behavior.
157	Great teachers. Good programs
158	Hay mucho respect y foresen Muy ha ayuda cuando se necesita / There is a lot of respect and foresen Very much has help when needed
159	Many caring and capable teachers. Some teachers are legendary.
160	Teachers, parent community, access to classes like music and art, resources.
161	Diverse
162	Good balance of academic and art and sports
163	I like the teachers, not so much the leadership
164	Amazing teachers at Duvneck, warm, genuinely caring staff, love the community.
165	Elementary school was terrific. Middle school okay. Some parts of high school are also great (music program, journalism), but too much emphasis on STEM and not enough on humanities (English, history, world languages).
166	Wonderful teachers
167	The teachers care a lot.

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168	High ranking and many courses to choose from.
169	AP class offerings
170	We have caring teachers and well funded programs. We have very engaged parents and students.
171	Lots of opportunities for kids to pursue interests. Mostly great teachers. Excellent facilities.
172	Innovation and futuristic thinking.
173	Quality of students hailing from families of highly successful parents motivated to get their wards successful. Seek exceptionally high standards for educational experience.
174	The opportunities. In the high school things to some dedicated staff members there are many high-quality opportunities such as traveling abroad with choir. I know other segments of VAPA do amazing things as well. There are some amazing teachers K-12 that really have made a huge impact on my children's lives
175	Lots of smart kids doing interesting things and challenging each other. Very nice physical facilities. Great walk-and-bike to school culture.
176	Be available for every student and their needs.
177	Well resourced, many options and opportunities for students, conscientious students with high degree of support at home.
178	Great & supportive teachers
179	Resources, space, reputation, commitment to students
180	Nominate XXXXXXXXXX
181	variety of programs, knowledgeable teachers
182	The teachers are top notch, the resources are abundant, music and arts starts in earnest in elementary school, parents are informed and engaged, and resources are abundant.
183	The older teachers who haven't retired yet and actually still care about educating our youth
184	Facilities
185	wants to do well
186	The district is well funded. The teachers are generally quite good. There are strong communities at the schools I know.
187	Many options for the diverse community
188	We have great teachers who care about our children and their education as well as administrators who tend to the health of our schools and school district at large. We support a broad array of topics and interests (mostly) without overrating on math acceleration.
189	Resource staff, extracurricular activities available, specialists and progressive.
190	Facilities, administrators.
191	All the opportunities
192	low class sizes, equity for less economically advantaged students
193	I have elementary school experience. Barron Park Elementary is a fantastic school and community. I do think it is a unique school in its focus on inclusion, diversity, special education and teachers/staff who genuinely care about the students beyond academics. I'm already worried about middle school being focused greatly on academics and forgetting the entire student. Not all kids need to be pushed in math so much. It's a culture in palo alto that needs to be addressed within the student population. My children don't need accelerated math and all AP classes. What happened to education? Students are

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	killing themselves. This is a culture problem in Palo Alto. The special education at Barron Park is different from everything I've heard about other elementary schools. Students' needs are put first, not the district agenda. Parents can speak for their children without fear of litigation or retaliation.
194	Great programs like music teacher (4th grade), instruments (5th), art classes and quality teaching.
195	Mostly wonderful teachers (with a few bad apples we cannot seem to fix). Good investment in SEL, lots of opportunities in arts and sports.
196	good reputation, we've been happy with the quality of teachers so far (Walter Hays)
197	academic support
198	The variation across the schools in the district in terms of the quality of aides, special ed teachers and resources varies too much.
199	They put a lot of effort in.
200	Great, caring teachers. Good student to teacher ratios. Amazing 3rd high school in Palo Alto Middle College.
201	The school district has engaged routinely in renovating buildings by the responsible fiscal use of bonds. This school district is well-funded with robust housing valuations and property tax allocations. The teaching staff across schools is held to very high standard and meets or exceeds that standard.
202	Through PiE, students can learn music, play instrument, learn to perform on stage, ratio between teachers and students are low and quite good.
203	The quality of teachers here is really great and they are very committed to helping kids as a district. This is one of the best funded districts, and we expect to see those funds being used thoughtfully for our children's future and development.
204	Infrastructure
205	The teachers are dedicated, communicate well, and provide strong support for students. The curriculum is solid overall, though there is room to include more advanced or classic literature. Reducing reliance on Chromebooks would also be an improvement.
206	Our teachers are empowered to create their own curricula and classroom cultures. Some of them really deliver for our kids. Some of our admin staff is exceptionally good at problem solving and creating programs that serve our students.
207	Generally speaking, parent support their children's education and the children work hard at school.
208	The district has funds, the average expenditure per student is around \$30k per year, which is the No. 1 in the bay area. But the fund is not efficiently used for the benefit of the students, some are wasted in lawsuits (PAUSD has more lawsuits than other school districts) and big packages to cease the contract with the prior two superintendents.
209	Good balance of social/ emotional learning, good partnership with PIE to provide a well rounded experience
210	A plethora of available resources and different programs
211	Highly educated staff
212	We have very committed teachers, many who have been in the district for decades. We have more resources than most districts for arts, electives, and crucial programs. We are starting to direct more funds to mental health and wellbeing.
213	Students frequently engage in project-based work involving coding, engineering, and data analysis, supported by well-funded labs, maker spaces, and partnerships with local tech professionals.

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214	Mi escuela está apoyando a mi hijo de una manera de la cual estoy muy agradecida todo el personal están siempre apoyando / My school is supporting my son in a way that I am very grateful for, all the staff are always supporting
215	The teachers we have been exposed to generally enjoy their jobs and really care about the students and delivering high quality education. There are many opportunities for students to explore different interests through electives and extracurriculars with robust art, music, science, performing arts programs and more. There is something for everyone - on all walks of life and interests to get involved and really take the activity to the next level. So many resources available in the district for quality education, intervention and the ability to excel.
216	Safe in general, students care about their academic and external curriculum
217	Well-resourced, excellent class size, generally good teachers
218	Lots of community events at Escondido, warm and welcoming environment for my child, she is learning a lot, feels safe and has lots of friends.
219	Good teachers
220	PAUSD does not appear to be strapped financially. But do not take that for granted.
221	Teachers
222	Much higher funding/budget than the average US school district. Some variety in educational options catering to different student needs, e.g. SEL focused Ohlone, Connections at JLS etc.
223	Many caring people with good intentions
224	Not sure.
225	High equality education for all
226	The SJP programs, many of the teachers, challenging academics, extracurriculars.
227	The students in PAUSD have such a high success rate as a result of all the support they get from the teachers, and we all should be proud of that.
228	For the most part, the educators are talented, passionate, and kind. Our boys had a great experience at Duveneck Elementary, a good experience at Greene, and our oldest is really enjoying Paly this year. There is strong support (including financially) for the PTSA and PIE, which means enriched educational opportunities. Their course offerings are diverse and allow students to explore passions. The journalism program at Paly is particularly impressive.
229	- Neighborhood elementary schools within bicycling distance - Teachers who are perceptive, attuned to student needs, and well-intentioned - Resources: high property taxes allow for significantly higher funding/student
230	We have a ton of "extras" and resources - from art class to music to innovation centers to STEM and maker fairs. Everything is provided by school. For example, we don't have to buy school supplies, because our PTAs give teacher grants for supplies. We have special programs that make a real difference in the lives of those who get to participate: PreSchool Family, Young Fives, our Choice programs and dual language immersion programs. For the most part, we have excellent teachers and staff that know how to run our schools.
231	-Teachers -PTA
232	Overall, the teachers and the variety of things/options/resources the schools have.
233	PAUSD has exceptional teachers and staff who are kind, cheerful, and deeply engaged with their students. We are also fortunate to have wonderful school librarians and an abundance of books. The schools are truly inclusive for students with special needs, fostering a kind and loving community. It

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	is a joy to see our children thriving and building strong friendships within such a supportive environment.
234	Terrible substitute teacher availability. My child's teacher went out on medical leave for quite some time, and the substitute was basically a babysitter while the students watched videos. I had to pay for a tutor for my child to keep up in the class and do OK on the tests. Very disappointing.
235	In general, the district is well-funded and the schools have incredible teachers and strong parent communities. there are many opportunities for our kids that they are able to access if they have a sense of belonging.
236	Variety of curriculum and much information on guiding parents.
237	Good choice of curriculum, HS late start (better rest for kids, but know its difficult for staff), supportive counselors
238	Electives, art and music programs long term funded Devoted principals and board members
239	The teachers are of the highest quality generally and very committed; the standards are high. The parents are involved - generally - and there's a great community around sports like football, lacrosse, soccer, tennis etc. where parents, coaches, and students are all invested.
240	Good teachers, facilities
241	Special education and supportive services are actually quite good and comprehensive compared to other districts. The events on campuses are frequent and enriching whether youth led or supported by parents/teachers. Spring Fling is a whole vibe.
242	Students benefit from an embarrassment of riches with respect to the resources available to PAUSD schools. However, many community members assume that the exceptional academic performance, on average, of students in the district is a pure reflection of strong instruction, not the students and families that are coming to our schools in the first place. Having raised children in 5 different districts and studied districts around the state through my career as an education researcher, I find that there is insufficient inattention to instructional quality in PAUSD schools and that HSs leave teachers to their own devices because test scores and college acceptances lead them to believe that great instruction is taking place. In fact, I have witnessed tremendous variation and inconsistency in HS instructional practices that I believe does a disservice to our children. More systematic collaboration can help ensure that the practices of our best teachers are available to all students.
243	The schools have a relatively diverse group of students and families exposing our students to many different backgrounds.
244	The teachers are amazing
245	Good schools, engaged teachers, strong academics, strong students.
246	Great community, smart families, good facilities depending on the school, great teachers for the most part.
247	Excellent quality of education, opportunities are given to students, welcoming environments, teachers and school staffs look happy (keep them well paid!)
248	The standards for academic excellence are extraordinary at the high school level.
249	High quality teaching staff Motivated students High achieving students Engaged and invested parents
250	Most of our teachers are great and they really care about our children and their education. We have been lucky to have great teachers across the board.
251	1. 学术水平很强 2. 支持系统完善 (504 / IEP 比较规范) 3. 教师整体水平高、沟通比较直接 4. 科技 & 创新教育很强 5. 课外活动非常丰富 6. 家庭参与度高 /

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	2.Strong academic level 2. Support system improvement (504 / IEP comparison specification) 3. The overall level of teachers is high, and the communication is relatively direct 4. Technology & Innovation Education is Strong 5. Extracurricular activities are very rich 6. High family participation
252	Good schools
253	excellence
254	Strong relationships with highly skilled teachers that care about students and families. We have two children in elementary school and one w behavioral concerns. The entire school team (principal, teachers, case manager, therapist) are highly invested in him as a whole person and truly support his emotional growth in addition to academic. The principal at Nixon has a restorative justice/community-focused lens, that we admire a lot.
255	Some teachers are amazing
256	Financial stability- the property taxes keep rolling in despite declining enrollment. Lots of resources for programs like journalism, sports and arts at the HS level. Some very excellent teachers. Smart and motivated students that set the bar high for each other. Affluent parents who can afford to support school programs and volunteer their time. Great facilities. Talented (busy) parents leading their fields in technology, medicine and law who deeply care about their kids and will step in to contribute if asked.
257	Great music education Escondido Spanish Immersion and Greene SI bridge teachers
258	They make an effort to address issues openly rather than hiding them.
259	Teachers are committed to teaching at a high level with warmth and compassion for students and families, rules and guidelines are clear. When working well, parents and teachers are a team.
260	For the most part the elementary schools are warm and inclusive.
261	The facilities are in good shape except for Cubberley where they have the post secondary program (shame on the district for that). My kids have had some really excellent teachers. Parents really invest in the schools through PTA and other programs. Palo Alto Middle College is new and awesome for our older kid.
262	Escondido is an incredible school because of the teaching staff
263	Our schools are filled with caring teachers and staff, and our children have many great resources such as specialists, music, art, and strong supports.
264	Most of the teachers are great, we seem to have adequate resources.
265	Well-funded with arts, music, and other extra electives. Teachers care about their students. Elementary teachers create communities where young people can thrive.
266	Excellent teachers
267	Choice programs, language immersion
268	Todo el personal es Muy amable / All the staff is very friendly
269	Front office at Walter Hays and Greene is excellent. Parent community great
270	na
271	Diversity and academic excellence
272	diversity, involvement of parents, resources (economic & educational)
273	opportunity choice programs
274	In general, I am pleased with most of my daughter's teachers and the school offerings.
275	Apoyo a las familias con recursos / Supporting families with resources

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276	Great staff, willingness to innovate, well-funded.
277	Palo Alto schools are well resourced and supported by parents and a community who generally care about education and children.
278	el rendimiento academico que se busca y se logra, la financiación / the academic performance that is sought and achieved, the financing
279	Teachers and staff are great and deserve to be compensated well and treated with respect.
280	sports/resources
281	Strong PTAs that offer community building events
282	Solid academics paired with extracurricular opportunities. Sports, arts, clubs, and STEM programs give students ways to explore interests and build skills outside the classroom.
283	Our student has had outstanding teachers. We love the theatre program.
284	Small class size, experienced and talented teachers
285	Academic achievement, enrichment opportunities, teaching kids to be independent and kind.
286	The. teachers aides SPED about professionals and administration that we've had experience with thus far have been fantastic
287	The parents overall care about the kids It has a solid budget Music program The trips
288	Good reputation. In the past has been willing to think outside the box. Relatively reasonable funding based upon tax revenues. Good alumni.
289	学区对学生的福祉非常的关注、重视。学区和学校照顾到所有学生的感受，无论学生是什么族裔。学区为每个学生投入了很多的经费。/ The school district is very concerned and attached importance to the well-being of students. School districts and schools take care of the feelings of all students, regardless of their ethnicity. The school district invests a lot of money in each student.
290	The opportunities provided to our children and the dedicated teachers and staff
291	The teachers are amazing. They put in so much effort to create a great environment and help our kids learn. They really go above and beyond.
292	Que están bien conectada con el distrito
293	Focus on diversity and social emotional development.
294	I can only speak for the school my son is at. Teachers and parents work together to establish a community supportive of the students
295	Multiple elementary schools
296	The remodeling is upgrading the school. (buildings)
297	1) Many excellent, engaged, caring teachers and administrators. (There are also some not-so-great [REDACTED] who the district seems to have trouble getting rid of.) 2) Exceptional after-school programs: great sports, incredible journalism program, amazing Speech & Debate team, amazing theater and arts program, amazing robotics, etc. 3) The district used to meet the needs of a wide variety of students, with everything from the choice programs (Ohlone, Hoover, Connections, etc.) to gifted & talented programs, to honors tracks, to high school programs like the Social Justice Pathway. It still has some of that, but in recent years, the push has been to minimize much of this for equity. But children are not widgets and one size doesn't fit all. Please bring back the old PAUSD which supported ALL types of students: those who struggle AND those who are academically advanced, those who want a more "whole child" education AND those who want to focus just on academics.

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298	Dedicación para el aprendizaje de cada estudiante con mucho respeto / Dedication to the learning of each student with great respect
299	Competitive school curriculum. Sets up kids well for college..
300	On average, the teachers are very strong and committed educators. There are good opportunities for advancement in some subject areas, notably far less so in humanities and social sciences. The music programs are superlative. The school sizes - from elementary through high school - are very appealing and conducive to student support and growth.
301	Teachers and academic/extracurricular opportunities.
302	That they have a reputation of being among the better public schools in the state which presumably attracts better teachers. The 5th grade teacher at Addison our son had was amazing. The support staff and principal were welcoming and supportive. The social and emotional support staff at Greene have been extraordinarily supportive. So have our son's 6th grade teachers.
303	Not much, but we are stuck here by living in the district.
304	We're lucky to have a variety of electives in all grade levels for students to choose from.
305	Trustworthy families and experienced teachers

Q 1. Which of the following best describes your relationship to the district?: Certificated/Teacher

Q3. What is good about the district/schools?

SR No.	Response Text
1	The district has attracted teachers from neighboring districts. When I was hired 7 years ago, it did seem like we were "the best of the best". We had the most education and experience. It seems like that isn't happening as much with the teacher shortage.
2	Strong community support for education as a means of economic mobility.
3	Innovation, support for the marginalized, those who actually follow the Promise
4	High quality teaching, student centered, incorporating families at school level.
5	The teachers!
6	We have amazing resources - both in the amazing professionals that support our students and the courses, enrichment, and opportunities we're able to give our kids.
7	Hands down the best teachers and school site staff I have ever worked with. The teachers are extraordinary dedicated and work above and beyond to help students reach and expand their potential-academically and socially. Everyone from the cooks in the school kitchens, student support aides, and custodians, work as a team at each school to make our learning communities the pride of Palo Alto.
8	They're very well resourced and use that to their advantage.
9	Good facilities, teachers who care.
10	Good resources all around - people who care and handle their work with professionalism; great facilities, maintenance, materials; parent/community engagement, and of course - the students!
11	Dedicated teachers who go above and beyond for their students.
12	We have the best PD (PLCs, essential standards), everything is current and research-based. We had great goals with prior district initiatives: ESRI (early reading), equity, and MTSS. We have amazing leaders [REDACTED] TOSA support is amazing- [REDACTED] I love Tier 1/2 interventions, instruction based on evidence, and Panorama as a platform to collect data over time. I love our specialist support. I think that students and teachers greatly benefit from someone with this expertise making theory and research practical and easy to implement, helping to analyze data and show what

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	that looks like instructionally, reaching out to parents, facilitates the Multitudes screener and explains what the results mean to teachers and families.
13	Many teachers, aides, classified staff truly care and are willing to go an extra mile to help a child.
14	Families care about educating the children, we try to support all students, we support each other and help each other, we are willing to put money towards resources for our students, we are made up of diverse cultures which adds perspectives and different points of view which helps us all grow. Our teachers care tremendously about the work they do and about the children.
15	The schools are filled with AMAZING, caring teachers who know best practices around teaching, learning, and caring for kids. The children are creative, driven, talented, and excited to learn.
16	Curious students and highly trained & talented teachers and staff ... schools have a lot of resources (tech, programs, extracurriculars, etc.)
17	They provide a variety of choices to fit the needs of all students .
18	Our schools have traditionally hired the best teachers they can land. Many of us have Master's and PhDs in our subject areas. Our teachers win awards, launch programs and change lives. The magic in our district happens student by student on the ground floor of the classrooms. Anything above the teacher level dilutes the process unless our Administration understands servant leadership instead of topdown leadership. HUGE DIFFERENCE.
19	We have the most amazing teachers.
20	The sport
21	The teachers in PAUSD deeply care about students. Nothing is as important in the schooling of a student (aside from their own family relationship).
22	-many effective teachers -many effective classified staff members -money for renovations -student supports (reading specialists, for example) -good reputation -technology -strong unions
23	The high schools operate at a high level, incorporating state of the art learning environments.
24	Has plenty of resources to support students and staff.
25	It has the funds to really help our students.
26	I would say that the strength of the schools is the teachers. PAUSD tends to attract top-notch educators, and I can say that my colleagues are a devoted and talented group of teachers.
27	The students are amazing and the schools are renowned for their quality.
28	Our District has incredibly passionate teachers, some with tremendous experience in their fields. This experience should be trusted. Each elementary school has a library. Not all elementary school in California have that. It makes a big difference for student achievement and Social Emotional well being.
29	We have resources to help students and build extraordinary opportunities for all students and our teachers.
30	Linguistically and culturally diverse, globally minded, values education
31	Parent and student involvement at a high level
32	Strong, engaged teachers. Each school has a community and a vibe (not all cookie cutter) with room for differences.
33	Historically, the district has worked to provide immense resources to teachers. That has greatly diminished the past ten years.

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34	We have an abundance of resources in our community that we can use to support student learning and to create safe equitable schools for our students. This is still something that we are working towards achieving.
35	Student focused, MTSS, equity aligned instruction, diverse
36	PAUSD is widely regarded as one of the top public school districts in California, consistently earning high rankings for academic achievement and school quality. The district spans a comprehensive K-12 system with twelve elementary schools, three middle schools, two highly competitive high schools, and an adult education program, giving students a well-supported path from early childhood through graduation. Instruction is rigorous, with a wide range of course offerings that challenge and engage students at every level. The district places a strong emphasis on equity, working to ensure that all students — regardless of background — have access to high-quality learning experiences. Professional development for teachers is intentional and ongoing, with a focus on sharing best practices across schools. Financially, the district is exceptionally well-resourced relative to most public districts, allowing it to invest in facilities, staffing, and programs in ways that directly benefit student
37	We offer many of the special touches that most public schools do not. Excellent craft and proper credentials. Teachers who stay for many years (hopefully) and know the students, siblings, and families. Field trips and more elective opportunities. Generally safe campuses who take bullying and harassment very seriously.
38	High staff to student ratio low class sizes strong teachers a lot of enrichment: elementary music, art, library, and PE commitment to early literacy great curriculum
39	Teaching community-strong collaborative planning culture (grade level teams, data cycles); willingness to engage with research and refine practice; high level of professional autonomy and accountability; deep commitment to student outcomes, especially in literacy. MTSS system- this system improves student outcomes. Teachers used data jointly collected and analyzed with specialists to adjust tier 1. Specialists and teachers set SMART goals and plan interventions together. Frequent progress monitoring and adjustments to instruction to meet needs. Our PLC focus next year will be on math- the district has provided site-based PD on PLC structures- specialists and teachers work together to explore essential standards, align standards vertically. As a reading specialist, I can be an integral part of this work by helping to facilitate grade-level PLCs and site-based vertical alignment work. I can organize lesson study PD for instructional refinement in Tier 1, integrating content areas.
40	That it is a unified school where collaboration is encouraged and teachers can teach the way they feel best. Again, student focused.
41	Highly educated, motivated teachers, very resourced district.
42	Passionate teachers. Intelligent and well-educated teachers that care about their profession and their students' learning.
43	Provides a great basis for students to venture out into the world from.
44	Exceptionally talented and skilled teachers, clean and functional facilities.
45	The schools are built to provide opportunities for outdoor learning and to enjoy our beautiful weather when possible. Teachers are well-trained and receive excellent professional development. Plenty of teachers from all around the Bay Area want to work here, ideally making a strong candidate pool. There are many resources for teachers, and broadly, we have what we need to successfully teach and for students to learn. Parents and the community are very generous, and we have grant programs that support quality teaching, innovation, and learning. Our creativity carts and makerspaces are really neat programs that encourage children to explore careers and pathways they may otherwise not have been exposed to. The high school students are really impressive with their community engagement

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	and organizing. The programs offered at our high schools are also very impressive and cover a wide variety of interests.
46	High standards, support staff to ensure student outcomes, reasonably well funded, engaged parents
47	I appreciate that the district has avoided making heavy investments in central office (DO) infrastructure, prioritizing resources elsewhere. Most teachers are highly competent, qualified, and care about student learning.
48	The expectation of the students is high, and the students usually rise to meet the challenge. Our school has an excellent community of belonging and the teacher teams support each other.
49	We hire really talented people, we pay somewhat competitively (though that has slipped since I first began teaching here), our schools are a good size, kids care about learning and achieving and there are good programs to support kids who need extra help.
50	They have high expectations and try to work with kids holistically.
51	Professional, experienced, passionate staff who keep up to date in the educational field, care deeply about their subject and their mission of education, and collaborate.
52	The schools have very dedicated faculty and staff. They have programs that help with professional development and try to ensure that teachers are up to date on the latest curriculum.
53	see above
54	The teachers and students.
55	The teachers and counselors. The kids.
56	We are good at what we do, yet still strive to be better.
57	dedicated teachers, mostly engaged students
58	Honestly, it's lost a lot of its greatness in the last eight years. When I came here, it was a lighthouse school district and envied by many, unfortunately we have made ourselves mediocre trying to be like everybody else in the state. When I hear comments like teachers should be grateful we have small class sizes when other districts have larger class sizes, that's completely missing the point. Of course we have better and we should. There was a time when teachers were encouraged to be innovative and creative, and over the years that has been eroded to compliance and Fidelity to program. Programs are valued over best teaching practices. Palo Alto pays to have experienced teachers on their staff and then you hand them a script. It's very disheartening and not what's best for students.
59	Heavily resourced, amazing programs, we can accomplish a lot when we set our minds to it
60	Our teaching staff is consistent (low turnover) with an immense amount of experience. Educational programs and curriculum have had years of fine tuning and development. Staff meets as different PLCs (professional learning communities) regularly to address student needs.
61	Well resourced; strong community. Great, dedicated teachers.
62	We have amazing teachers who give their all to their students so that they are successful.
63	The buildings are well maintained.
64	The staff.
65	Caring teachers who put in extreme effort to help all students. Supportive parents who care about students and teachers.
66	I'll say what's good about our district and schools. To tell you the truth, in 2026, I'm not positive. We say a lot of good things—awards all over the place: medals, banners, badges, articles, crowns, achievements, trophies, niche ratings. True before, too. I want to restate this is not the work of carpetbaggers. Well, no, we invited one in—[REDACTED]. Saw that bad hire coming a mile

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	away. I'm on my ninth principal. Superintendents? Like my sixth—technically maybe 12. I'll tell you what's good about the community. When I was a student here, I had lost both my parents by fifth grade. At JLS, the school reached out with a psychologist and a group where I could talk with other students who had lost parents. My freshman history teacher at Paly checked in with me, made sure I was up for the content. I was fine. I still keep in touch with teachers and coaches. We won trophies—team, town, school—proving connection and trust.
67	Teachers work tirelessly! Support staff is amazing! School sites are clean, and well maintained. The School Board was right in letting [REDACTED], and it is positive that they are now listening to, and even soliciting ideas from, the families, students, and staff that ARE the school district.
68	Pleasant weather, great support staff /classified staff in the schools and in most of the district office. In previous years, we had a terrific coordinator for substitute services who managed the substitute teachers and aides very effectively. (Not this year-- LP got laid off but "budget cuts" were not a good explanation for that.) Lots of good enrichment opportunities, guest speakers, field trips, extra-curricular clubs. Elementary and preK programs are good, as are the SpecEd programs. // Parents can be extremely supportive, like raising funds for special events, equipping the teachers lounge with coffee and snacks, volunteering in the classrooms, helping with technology and with safety drills and planning for emergencies. Parents helped greatly with Covid testing for a couple years. // I grew up in a different school district, LA Unified, when the routine normal curriculum included music, art, and other enrichment. Why are these "special" now? Why do they need fundraisers?
69	Great teachers and class offerings.
70	Amazing teachers and staff
71	Schools support all students while providing appropriate levels of challenge for high performing students. There are many resources and sufficient funding for things like athletics, field trips, science lab work, clubs, etc.
72	Teachers dedication to what is best for students.
73	High standards, high level of instruction, LOTS of resources. Enjoy the staff at my site (everyone is friendly)
74	lots of resources
75	The school district has historically been a place where teachers feel proud to work and have been given a lot of freedom in how they choose to teach the standards. There are strong PLCs in the schools, and teachers take pride in the outcomes. In recent years, the district has done a better job of supporting students who are not in the top 85% and working to close achievement gaps. Relationships among employees are generally strong and positive.
76	There are an amazing amount of dedicated and very smart teachers who want good things for their students and are willing to work very hard. The district has prioritized well rounded students so they have funded music, art and JMZ science at the elementary level.
77	We have a wealthy school district. We have ongoing professional development for teachers. Best teaching practices. Great teachers and staff members. Caring people at the district office.
78	many specialized programs excellent teachers and staff
79	The district and schools strive to balance a variety of student needs and provide high quality education to all regardless of their background.
80	High achieving staff, and funds are available to do most anything I want in my classroom. I have have wonderful, supportive coworkers that are vital to my success and success of my students

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81	Our schools work as teams to support all of the varied academic, social and emotional needs of the students. We collaborate with families to support their children and help them achieve their goals.
82	Well funded classrooms, small class sizes, educated population, skilled teachers, exemplary support staff.
83	Well staffed, rigorous content, diverse leaders
84	The devotion to education and educational opportunities. The understanding that not all learning happens in a classroom means extracurricular activities are robust and well-funded. Particularly, the arts.
85	teachers work hard teachers value education and their own learning
86	Great instructional leaders: [REDACTED] And very dedicated teachers such as [REDACTED]
87	We have students who are high achieving and there is a lot of support for our students (AVID, a lot of counseling for academic and socio-emotional support, and after-school programs).
88	Teachers and staff work really hard. Parents are active and want their schools to be the center of their community. Schools have abundant resources. Our best early childhood education program is PreSchool Family at Greendell. It is an amazing parent-participation/parent education, play-based preschool that serves Palo Alto and the wider community, and what an amazing community it is!
89	High achieving; at least tried to be inclusive and tries to grow, change and improve
90	Academically, our students do very well, and much of the staff has spent years making sure that the instruction support and policies allow for all students to thrive as much as we can. Teachers want all students to succeed academically and socially-emotionally. there is a sizable staff (thought not all) that continually go above and beyond contract expectations to support and enrich the experience of all children. Our district tries to look at the effectiveness of programs by relying on data and it seems many at the district want to make an effort to determine how to best roll out programs.
91	demonstrated effectiveness and community need. Evaluate and fade out non-core community classes. Conduct a cost-benefit analysis of enrichment courses (like cooking, sewing, woodworking- what are the enrollment #s in these classes). Consider discontinuing district-operated versions of these if they are not cost-neutral or revenue-generating...similar opportunities are available through community colleges, recreation departments, or private providers. explore partnerships instead of district operation where appropriate. explore facility optimization-assess under-utilized adult school space for potential leasing opportunities. renting unused classrooms or facilities could generate revenue to reinvest in core programs. This would reduce administrative and operational costs, increase alignment with district goals, stronger focus on programs with measurable student outcomes. potential new revenue through facility use, improved efficiency without reducing essential services
92	Facilities use and scheduling: Underused spaces can be consolidated or rented out. Evening/weekend programs can be centralized to fewer sites. Optimize facility utilization by consolidating under-enrolled programs and expanding community use partnerships to generate revenue. Conduct a transportation efficiency study to optimize routes and scheduling while preserving student access. Materials/Curriculum: Reduce redundant subscriptions and unused digital tools. Review instructional materials and digital subscriptions to eliminate redundancy and ensure alignment with district priorities. Consolidate technology platforms to reduce costs, simplify use, and improve data integration Reduce non-essential district programs- if it's not core instruction or relates to the Promise or equity-critical, consider partnerships instead of district operation. Evaluate district-operated enrichment programs for cost-effectiveness and explore community partnerships as an alternative delivery model.
93	I do feel that we are well-resourced and have done an excellent job staffing our sites with the best personnel.

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94	I enjoy supportive collaboration from my colleagues who work tirelessly to meet the needs of all students.
95	We have choice schools.
96	2. Delivering Tier 2 Intervention (MTSS System) What we do: Provide targeted small-group intervention Adjust support based on student response Move students between tiers as needed Legal/Policy Alignment: California Department of Education MTSS Framework Individuals with Disabilities Education Act (Child Find obligation) LCFF/LCAP accountability (serving struggling students) ☞ Why it matters: Early intervention is not optional—it is how districts prevent failure and reduce special education misidentification risk. 3. Early Identification & Screening Implementation What we do: Administer and support literacy screeners (e.g., Multitudes, FAR) Train teachers on assessment administration Analyze and interpret results Legal Alignment: California Education Code 53008 State requirement for universal screening + follow-up action ☞ Why it matters: The law requires: identifying students interpreting results taking instructional action ☞ Screening without expertise = non-compliance risk
97	The supportive staff who truly care about student success and well-being
98	It reflects the diversity of the community
99	The staff reflects the community diversity. Intelligent, motivated teachers who put students first. Inclusive, kind, and empathetic students. Students who are motivated to learn.
100	The students. They are eager and motivated.
101	The teachers are phenomenal
102	PAUSD is a beacon for academic excellence, but its true strength lies in its commitment to preparing students for the 21st century. Our journalism programs at Paly and Gunn are a testament to this — serving over 300 students as an applied laboratory for media literacy. In these programs, students don't just consume information; they verify, analyze, and report on their world with professional ethics. This is where our district's 'academic excellence' meets 'real-world practice,' and it is a defining characteristic of our schools' success.
103	Schools are in close proximity. GREAT TEACHERS!
104	Highly trained and expert teachers, pretty decent facilities, no budgetary crises
105	Teachers, parents, students and community members and engaged and pro-active. They want the best for ALL kids. They place resources at the hands of teachers and students.
106	High standards, lots of resources and opportunities for students,
107	This is a big question, too. Motivated students, excellent teachers devoted to their craft, lots of resources.
108	Teachers and everyone on site works together for benefit of students
109	A bunch of options available: Academic, and non academic.
110	Autonomy for teachers, community support
111	The teachers that work at PAUSD schools genuinely care about the well-being and success (academic a well as emotional) of their students. They don't mind doing the work and putting the extra hours as long as they are treated respectfully by students, parents and families
112	A lot of great teachers and a variety of programs to support the varied interests of students.
113	Hiring and maintaining high quality teachers, wealth of resources to support students in a variety of ways: arts, music, sports, Specialists: Reading Specialist, English Language Specialists, Speech and Language Specialists, Psychologists, OT teachers, art and music teachers, PE teachers, psychologist,

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	full time librarians and mental health therapist at the elementary level, Special Education teachers and aides, strong foundation and PTAs that support the schools financially being involved, Teachers on Special Assignments, high priority on Personal Development opportunities.
114	Students are motivated, parents care, professional teachers who continue to learn, grow, and adapt
115	We have resources and great teachers here already!
116	The schools and district are committed to top level education and it is important to rank among the best in the copuntry.
117	We have a lot of resources to allow students to pursue their passions. These resources are not just the classes offered, but also teachers and parents that encourage critical thinking.
118	Financial support for our programs.
119	The district has amazing teachers who are skilled, experienced, and supportive. With the strong supports in place, teachers are able to show up for students in a variety of meaningful ways.
120	Schedule supports collaboration among teachers and provides supports for students
121	The resources available.
122	Teacher's care
123	The staff exude enthusiasm for learning and encourage students to try their very best.
124	The schools have amazing staff members. They also have a wealth of resources that many other schools do not.
125	The school district has a rich elective program great facilities and talented teachers
126	I believe that the teachers and staff support each other
127	High academics Committed and experienced staff. Teachers who have been a part of the district for many years Sense of community Strong elementary, middle and high schools, where the majority of students pursue higher education
128	High standards
129	We have talented, hard-working teachers and staff. Most children are motivated to learn. We can support those who need more help, whether it be social-emotional or academic.
130	Excellent teachers, some site level admin are supportive of teachers and helpful
131	Our elementary schools are amazing! The teachers across the district and at all levels take their jobs seriously and are extremely qualified.
132	Lots and lots of opportunities for students--from a vast array of course offerings to extra-curriculars. BUT, there is still much room for improvement in terms of equity within academic offerings, the policies our district has, funding priorities, and more.
133	deeply caring, talented, professional teachers, amazing support staff, plenty of money
134	Motivated parents and students, and most importantly, excellent teaching staff who consistently put students first and spend countless hours of their personal time to deliver an excellent educational experience to the students.
135	Talented, dedicated teachers and staff who put students first
136	Our schools think deeply about how best to meet the needs of our students.
137	Academics balanced with arts. Veteran teachers with expertise and little turnover.
138	Many students are determined to succeed. Staff strive to collaborate with both colleagues and families of students to help our students succeed.

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139	Great group of educators that love their job and children they teach and want to move forward positively in this next chapter.
140	The school communities are very strong. Having worked at three PAUSD schools. I can say that each school has a tight knit community. PAUSD schools also have a strong PTA and school site council representatives .
141	We have highly skilled teachers, a robust support staff, and SPECIALIST. The district has historically invested in student facing staff and this made a huge difference in the experience our students had. With support we are able to make sure all students are getting their educational needs met. We felt like the leader of education across the bay area. We didn't follow the trends, we did what worked. If a student needed support we gave it to them. Period. We need that back.
142	We have the BEST professionals at the school sites and in classrooms who take on everything the district throws at us with little to no notice, rationale, or training (new initiatives, new curriculum, new programs, etc) all while keeping it business as usual in our classrooms, continuing to make our students' learning experiences memorable and keeping rigor high. We try our best to attend to the ever growing SEL needs of students to foster a sense of belonging and community in our schools.
143	Compared to other districts/schools, there is a high level of teacher autonomy here. Teachers are allowed to be creative and come up with their own thoughtful curriculum that best meets the needs of our students.
144	Great resources, opportunities to grow, choice programs
145	The schools are highly ranked hence desirable to families who value education. The choices of programs, theater, music, arts, sports along side a huge choice of courses in middle and high get the students ready for college. The teachers here are the best as the district attracts the best talent (good pay and classroom support) and hence creates a community. The tax payer money is put to good use and the money is spent on the right programs. We have a VTP program which supports the East Palo Alto families and that is very much coveted by many of those families.
146	The teachers truly want the best for their students and are working hard. The schools have a wonderful diversity- cultural, linguistic, economic, and more.
147	Collectively we (staff and families) want the best for their students.
148	A lot of resources for staff and students Community expects high quality teaching so raises expectations and teachers will often rise to it
149	The school cares about the students and what is best for them.
150	Teachers are amazing, students are fantastic!
151	The elementary schools are safe spaces for children to learn and grow with caring adults.
152	The schools, especially the elementary schools are safe and nurturing environments for students and families.
153	Strong teachers, supportive parent community, students from families that care about education, fiscally sound, has resources to support students, especially those that need extra support
154	The teachers and resources available to us.
155	Cool initiatives and programs (AI leads), strong communities, each one is different, diverse, funding, training.
156	I really like that we are called a Unified School District K-12. We used to be way more unified. We felt like we were still part of the journey for the the kids we had in elementary until graduation. For the last several years, our unified activities have been silenced or axed. We used to have grade level meetings across the district (1-2 times per year). We used to have 5th grade teachers meet with the 6th

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	grade teachers (1-2 times a year). We'd have collective Professional Development. Lately it has felt like we have been an island.
157	Most teachers hold high expectations for themselves professionally, and care deeply about the students and the community in general. In previous decades, the relationship between the district and teachers has been a good one, and the passion for high quality education created a unique momentum for innovation and excellence in terms of teaching and learning. When [REDACTED] was hired, that culture shifted in small ways at first, and then in bigger ways, eventually leading to a lack of transparency and trust. We lost our sense of shared goals, and our ability to let challenges spur us towards excellence. Now we simply try to comply with top down mandates. Even when there are significant problems, most teachers and administrators try to keep quiet and even limit their facial expressions in order to not fall out of favor with [REDACTED] at the DO who often make people "pay" if they speak up. However, historically we've worked together really well and we value academic excellence.
158	The infrastructure is generally good. The supply funding is generally good. The diversity of programs- music, arts, sports is great.
159	great teachers, top quality education for students, financially in good shape
160	I think the schools are all so unique, but we all have a mission to put kids first. I am within the SPED department, which is its own beast/silo. I think families come here because we offer superb SPED services and have highly educated and engaged staff.
161	PAUSD has incredibly dedicated staff who are incredibly professional. Teachers, Tier 2 Specialists and administrators work collaboratively in MTSS teams to support the development of each student as unique individuals. The parent population is engaged and involved. Students are overall highly motivated. We are working very hard to close the achievement gap through international RTI and MTSS.
162	The strength of our district lies in the unique identity of each school site. I value when each campus is empowered to adapt its approach to serve the specific needs and desires of its local student population, thus ensuring that community is at the heart of our educational mission.
163	The schools have many dedicated teachers and staff who genuinely care about students. Teachers regularly spend time outside the classroom developing engaging curriculum, collaborating with colleagues, and meeting with counselors to better support struggling students. In most situations, the district provides the autonomy and resources teachers need to do their jobs well, and that space matters.
164	Schools are very focused on providing the best education they can for students and offer a wide variety of opportunities and programs to support student choice.
165	The district is known for valuing educators as professionals, offering competitive compensation and a strong sense of trust and autonomy in the classroom. There is a high concentration of talented, thoughtful educators and skilled staff at both the school and district levels, which contributes to a culture of excellence and collaboration. The district is also well-resourced and deeply committed to doing what is best for all students. In addition, there are abundant opportunities for high-quality professional development, supported by a community of highly motivated educators who genuinely care about student success.
166	high quality teachers and staff members who care deeply about the students they teach; tradition and community focused;
167	Hard working teachers, access to many resources
168	Students from families that are resourceful and capable, and a strong financial foundation.
169	Students are motivated and teachers are professionals at the top of their game.
170	The support that they provide the students.

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171	Many resources available. Easy to allow teachers/staff to innovate and try new strategies or materials. I am in awe of the amount of parent volunteers at the secondary level. I am also amazed at the elective course offerings for students to explore. My experience has been that the teachers/staff are supportive and encouraging to students and each other. The students are very respectful and show gratitude. They say "Thank you," at the end of each class.
172	Our schools have amazing teachers! We have dedicated educators who have a wealth of experience. Teachers have strong connections with students and meet their diverse needs.
173	We have a low student:teacher ratio, educators who are the best at what they do, and many supports for students.
174	There are lots of resources, the staff is very knowledgeable and experienced, and we have the resources to bridge the gaps in student learning.
175	Our schools are filled with devoted teachers who strive to do their best everyday. Our teachers value working together and collaborating so that all of our students reach their full potential, and then some.
176	based in a great, intelligent community
177	Resourceful
178	The teachers and staff at the schools are hardworking, creative, caring, and dedicated professionals, who provide not only guidance in the classroom, but support outside of the classroom to their students. The monetary support from the community helps maintain and fund programs and support staff that benefits students' learning experiences.
179	Provides resources for all kinds of needs - if you know how to ask for it.

Q 1. Which of the following best describes your relationship to the district?: Administrator

Q3. What is good about the district/schools?

SR No.	Response Text
1	Experienced and responsive leadership team. Well resourced district that has been committed to maintaining small class sizes with incredible ratio of credentialed teacher to students as compared to neighboring districts. Strong emphasis on literacy and focussed goals that led to strong growth for all students. Strong community partnership with Foothill and Stanford and local industry partners.
2	Schools focus on belonging, the arts, student activities
3	Strong relationships among colleagues and some district personnel.
4	Resources, attention to mental health needs, pay. Our schools have the premier teaching staff in the area. They are dedicated, highly skilled, and have a "team" mentality.
5	Strong leadership Creative and varied programming for students Varied options for high performing students Strong investment of auxiliary teaching staff Small class sizes
6	Dedicated and highly qualified teachers and staff. High academic standards and rigor. Programming and supports for students (e.g. Mental Health; Wellness Centers at High Schools; Counseling resources, etc.)
7	High quality, skilled teachers, admin & staff. Access to a lot of resources. High student achievement. Lower turnover compared to other districts. Push towards more inclusion in SPED.
8	They advocate for child safety.
9	Great Resources, awesome students,
10	Site Leaders are knowledgeable and care deeply about students and learning Site and District Leadership is competent and able to navigate a complex, high-pressure work environment Site and District Leaders are loyal and execute effectively, while navigating fear for their careers, and distrust

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	of the executive cabinet and the school board Dedicated and hard-working teachers Thoughtful, high-quality, evidence-based professional learning for teachers to grow their instructional practice and provide rigorous instruction Compensation, benefits, working conditions Ability to create high-quality educational experiences for children The overwhelming majority of students are learning at or above grade level The overwhelming majority of families are happy with their child's educational experience and remain in the PAUSD as a result Consistency of educational experience Strong structures, processes, and talented staff that allow the district to function at a high level without a Superintendent
Q 1. Which of the following best describes your relationship to the district?: Classified Support Staff	
Q3. What is good about the district/schools?	
SR No.	Response Text
1	Top notch education and continuous site improvements
2	Majority of teachers and staff are committed to providing students with excellent education
3	Teachers are able to provide an education that matches student/parent expectations. Also, admin is willing to hire outside groups to supplement curriculum. e.g. in Elementary school: SpectraArt, JMZ, Children's Theatre. Although these programs may be paid for with parent donations to PiE and PTAs - it is still great that the DO and school admin coordinate, support, and welcome these outside programs.
4	The district has many long term employees with deep institutional knowledge. The schools tend to be high performing with a bend towards educating vs. punishing.
5	The class size is nice and small.
6	Values providing excellent education.
7	The district has a lot more money than most any other district so we can fund so many more projects and pay for extra support staff unlike other districts. The district is also always trying to do right by the students and their mental health while a growing minority of parents want the district to offer harder and harder classes until it has gotten to a point where students are graduating with a years worth of college credits under their belts.
8	Not sure
9	Paly is a welcoming place with supportive admin, front office staff, guidance team and all of the collaboration with wellness, which was created over time with relationship building.
10	We have a lot of excellent teachers whose classes are quite interesting.
11	Staff who care deeply about students, both as learners and as people.
12	They kind of pay good
13	The teachers and staff. Most are overqualified for what they are doing.
14	The fact that the teachers want to do a good job and support the students. Parents, a majority of the time, are collaborative and able to engage in their children's care.
15	HR department is very helpful and organized. Amazing VAPA program and performance.
16	Interested in students
17	The hardworking, caring staff is the best part of the district.
18	Having support staff, including the team I work for, the Behavior Team. Having Special Olympics quarterly is also very special that not a lot of school district have.
19	The schools are diverse, inclusive and offer a rich curriculum. They also offer many arts options.

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20	Our schools have incredible teachers and staff. Many go above and beyond to not only help and educate the student body, but to make sure they are feeling supported emotionally too.
21	It is noted for elite academic performance, high test scores, and extensive resources.
22	They exist
23	They value people. There was an incredible collaborative spirit in the past. The diversity is a great asset.
24	High standards Good communication with parents Team work among teachers and staff
25	The care for each individual student. Positivity of staff.
26	The school is well equipped and can provide a quality experience for each student considering that it is a public school. In my mind, this district represents tthe pinnacle of public education.
27	It values exceptional skills
28	I think the district is in a great community where the families are pretty involved.
29	Mucho apoyo a los estudiantes
30	Excellent in education
31	The district and schools provide a free education with high standards for ALL children, and provide a safe place for them in the community. In addition, there are supplemental programs of children with special needs, including special ed., English as a 2nd language, reading programs, special help in math, etc.
32	It is an excellent school district. It has the resources to help ensure that students get an excellent education. The teachers and staff are professional, smart and kind.
33	The students. People who work in our district do care about the kids. We don't always agree on what is best but folks are engaged because they care. People feel very connected to their sites but not always to the district. Schools are innovative and have their own individual cultures which can be a challenge to be aligned as a unified district but great for new ideas to percolate up. There are people in the district that have been there a very long time and have a great deal of institutional knowledge and connections to the community. We also have a lot of new folks some of whom commute from very far away which takes away the ability to be connected. We have had the an inclusion model for a long time now and that has created opportunities for both our sped kids and our gen ed kids to grow and learn together. More to do still but we have made strides. We have language immersion schools and alternative learning modality schools. We are a preK-14 so cover all ages- important to remember.
34	I start working at the PAUSD in 1998 and through the years, in my opinion, education and accountability became much weaker and almost insistent. Only some our accountable.
35	good staffs, well financial supports,

Q 1. Which of the following best describes your relationship to the district?: Community Member

Q3. What is good about the district/schools?

SR No.	Response Text
1	The district has lots of resources but in the last 8-9 years the focus has shifted and that is unfortunate. We need to focus on early childhood education on the front end rather than the back end of a child's educational journey. There are way too many administrators making so much money and teachers pay not keeping up. The most important aspect of an excellent district is the leader of each school and the classroom teachers. That should be the focus not adding layer upon layer of admin at the DO just because the Supt. likes having his supporters around him.
2	District cares about bringing every student along to achieve their personal best

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3	Currently- nothing We pay taxes so that money goes to our schools and to pay our teachers. We are ashamed that our teachers are so under paid.
4	There are still some quality committed teachers in the district that put the students first.
5	Many excellent teachers
6	Unfortunately the district is going downhill by focusing on the bottom at the expense of the top. Both top and bottom are important - let's not bring the top down for fear of stressing out the bottom! As well the schools are becoming too woke!
7	Schools have lots of funding, lots of excellent teachers and staff, high academic standards and resources.
8	Nothing
9	Provide many resources for students
10	Our teachers
11	The students and parents are brilliant and wonderful. Most teachers are solid and committed to their profession. The community commits a great deal of personal resources to the schools.
12	Quality of staff and parental support .A good school district is characterized by high-quality teachers, strong academic performance (test scores/graduation rates), safe learning environments, and robust extracurricular programs. Key factors often include strong community involvement, adequate funding, and a focus on both high achievers and struggling students.
13	The amount of academic support they provide for the students.
14	Involvement, parent teacher relationships
15	Students are amazing and the teachers are good! Once again, they are the ones that keep the district afloat.
16	They create a rich, engaging, enjoyable environment for children to learn and grow.
17	Standard and qualified teachers
18	We care about the education of our children.

Q 1. Which of the following best describes your relationship to the district?: Community Partner

Q3. What is good about the district/schools?

SR No.	Response Text
1	Good student attitudes and mix
2	Palo Alto Promise has real potential
3	High expectations, innovative
4	There are some great people working in PAUSD. The district has invested in items needing attention, like student wellness (even if the impacts have not been what they were hoping).
5	academic excellence
6	strong academics, options for families

Q 1. Which of the following best describes your relationship to the district?: Other (Please specify)

Q3. What is good about the district/schools?

SR No.	Response Text
1	Sets high standards and expectations, accommodating to families, sets low ratios of students to Gen Ed teachers

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2	学校老师经常考虑周到，关心学生状况。 / School teachers are often thoughtful and concerned about the student's situation
3	We have a culture of parents who care deeply about their kids and willing to sacrifice to help their kids. We have very strong teachers as well.
4	They are high-performing, and also value the arts in comparison to neighboring districts in the Bay Area
5	the school district and environment is good for the kids well organized for the most part
6	The District and the schools have more resources at their disposal than probably most any other District, particularly in mental health. We have an upper management/leadership team that is tremendously talented, knowledgeable, and dedicated to students and their learning, achievement, and overall well-being.
7	Lot's of opportunity to learn also would be less informed and overall less smart without PALY
8	Strong support resources with students with mild to moderate learning disabilities..
/	Completed this prior.
9	
10	Tanto El Distrito y las Escuelas hacen lo mejor de ellos para hacer sus jornadas de trabajo excelente. Both the District and the Schools do their best to make their workdays excellent.
11	A tremendous teaching staff; excellent counselors
12	reputation for academic excellence; diversity of educators and administrators (tenure and demographics); resources and skills to think and plans ahead; proximity to professionals and academics; not completely insulated from social needs
13	Dedicated teachers who are experienced. Great resources and programs.
14	Due mostly to the vast amount of financial capital, PAUSD schools can offer a wide variety of top-quality sports teams, clubs and after-school activities. Academics are generally "adequate."
Q 1. Which of the following best describes your relationship to the district?: (Did not answer)	
Q3. What is good about the district/schools?	
SR No.	Response Text
No responses found.	

Q 1. Which of the following best describes your relationship to the district?: Current Student	
Q4. What are the issues that the new Superintendent should know about when coming into the position?	
SR No.	Response Text
1	N/A
2	Special education is reactive and has no interest in making lives of SpEd kids, especially ones who are capable of independent living if they are provided support is self management and executive function. Quality Executive function work is non existent
3	Repeat Suicide is a unique PAUSD district culture issue.

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4	The focus on academic rigor, and Excellence has been declining dramatically over the years. People move to Palo Alto because of the excellent schools, but recently there has been too much focus on inclusion, equity at the expense of academic excellence and rigor. Both of my kids feel bored in their elementary and middle school's respectively. There's no delineation in terms of challenging students, but more reverting to the least common denominator. Palo Alto schools will soon loses it's prestige and all the associated benefits of living in Palo Alto if the underlying school system focused on academic excellence faults. It is happening already.
5	The suicide problem, and the root cause of it. A superintendent that is unaware or doesn't know the root of the problem will struggle to find a solution, if one is possible. Additionally, the new superintendent should be aware of the financial shadiness. The circumstances of the past Superintendent leadership is another issue that a new superintendent should be made acutely aware of.
6	A large portion of PAUSD's funds are not invested in students. Admins (including the superintendent) are paid very high salaries, and PAUSD keeps much of its money in savings where students can't benefit from it. I would like to see the superintendent utilize more of PAUSD's funds for the direct benefit of students, such as in funding arts programs, clubs, student activities, and maybe the occasional field trip. Transparency, also, is a big issue in PAUSD.
7	mvc student sulcides respect
8	The Superintendent needs to fix the issues of teacher salaries. We have extremely high quality teachers, and they are not being payed nearly enough for what they are due. Also, curriculums need to be revised to include education on artificial intelligence. AI is shaping the future, and currently people without knowledge of AI are many steps behind.
9	don't be [REDACTED] prioritize students above and foremost. don't try to hold them back in the name of protecting us. let us strive and become the best versions ourselves.
10	many people including students are not very trusting or have not that much faith in the district board, so rebuilding that trust is a big goal. There is generally a sense of
11	We are not going to be an easy district to be the superintendent of. We face almost-yearly suicides, and there is a long history of distrust for the board among students, parents, and teachers alike. We hope that the new superintendent will bring some much-needed change in the board's historic complacency towards bad behavior. There have been incidents with school principals severely mishandling student harassment, and the board has done very little to address or punish these violations of the law.
12	Conocer y acercar más a la comunidad Latina como distrito escolar público Igualdad de derechos y atención para todos los estudiantes, sin importar lugares de origen o idioma, estado financiero / To know and bring the Latino community closer together as a public school district Equal rights and care for all students, regardless of place of origin or language, financial status
13	toxic overworking culture
14	I think there is a fundamental disconnect between the goals of the district and the expectations of the community. I think the district has lost the community's trust. Whether or not the district's decisions on recent issues were correct—issues like math placement, funding, student mental health, and the recent legal and leadership contentions—it was not clearly expressed what factors affected those decisions, causing the community to assume the worst. Even now I am not sure whether the results of this poll will be pruned to fit whatever motive the district has in creating it. I'm not trying to insult the district, I merely think that speaks to a lack of transparency and a community vs. administration mentality.
15	struggles with suicidality as well as the fact that all mental health help is mostly performative and about statistics rather than actual help.
16	our district climate, prevalent bullying issues, and the community culture.

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17	People can get caught up in conflict because emotions can be strong (which can be deescalated by listening, acknowledging both sides, not hiding, and by putting together plans to address issues when they are reasonable)
18	there are too many fights about everything. parents without sufficient awareness about the purpose of education and the history of education in this state become over-involved in decision-making. there is also a "resource curse": too much money spent on unnecessary tech improvements before they are proven to be helpful. most of them turn out to be wasteful and even harmful. would prefer funds to be spent on better pay for our faculty and staff
19	Lots of mental health issues at high schools, teachers being reported but nothing being done
20	El bullying escolar / school bullying
21	In Schools many of the student bathrooms are unpleasant
22	The community has zero trust in the district. Admin needs to display respect for others. The pay discretionary between staff and admin is atrocious!
23	Come to each school at least once a month and talk to teachers, come to PTA meetings and talk to parents. Listen to achievements and concerns. Put emphasis on the lower achieving students. Catch their problems early in Elementary school so there is a more even playing field in Middle School and beyond
24	Suicide and teachers pay
25	- mental health advocacy - better staff training
26	Students' parents are highly engaged.
27	Kids want quality food. This has been an issue for some time and has improved slightly but not completely. There are a lot of kids that take extracurricular math and might need to be challenged more in school, while of course not excluding those who don't take such classes
28	See above - a superintendent who has a communication skills. A superintendent who believes in transparency. And a superintendent who can keep the board in check, given how clueless the board is.
29	The school community (at least at paly) can feel very cliquey. While there is a community for every type of person at school, each group hardly ever interacts and it feels like there is a strong divide and many preconceived notions about each other. Also, there is a very strong lack of trust between the students and all of admin. Finding a way to bring yourself to our level and foster trust in the student body is something that should be prioritized.
30	Mental health, suicides.
31	- Some teachers do not try to help students succeed in their class - Some classes have a mix of students who need different academic learning plans while others don't which leads to a slow, boring class for those who don't need it.
32	The environment at Paly is very stressful and competitive.
33	They need to have experience with pause so they know what they are doing.
34	Having more teacher and board connections and communications.
35	The outstanding issues with the math program, the lack of trust between teachers and the admin, the delaning of basic courses, and the cookie-cutter fixes given to intricate and crucial problems within the district.
36	I feel that many issues we have in this school district stem from the lack of acceptance of different pathways after high school. Slides and assignments given in advisory class act as though the only option we have is to go straight to an elite university, despite the Bay Area having some of the top community colleges in the country. During the recent Sophomore assembly, a speaker said that people

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	act as though getting a high GPA and SAT score will automatically get you into college, but really, that's just "lazy". There's also the issue of suicide and bullying. I was close friends with Summer Mehta and I feel as though if she felt more valued by the culture at Paly and supported after losing Ash she would still be with us today. There's immense pressure to continue to be exceptional even when you're at your lowest, something I am currently feeling. Please have counselors and teachers check in more often and be aware when a student is struggling, or else they will feel invisible.
37	All of our students are under a lot of academic pressure because of the environment we are in and the expectations we have to live up to. Paly is very competitive and high academic, so it can be really hard to keep up.
38	Don't lower the rating of the schools, its getting lower
39	Student stress relating to school and academics, and elective space is super limited.
40	Uh, I don't know :)
41	The lunch food
42	There are teachers who bully students.
43	Some people who work at the district aren't smart.
44	People in different schools have a rivalry, which is normal, but could be less. Also, Gunn has a big representation of academics, Palo Alto High School should get the same. It does have great academics, and it should be recognized as such! Gunn should ad get a better campus and sports. Also, a giant issue I have is that Gunn does not have a field hockey team. If I go there, I would be very bummed out. However, if I go to PALY I would be fine. Also, and issue that I have, and if not solved, it will ruin my life. I would be accepted into better colleges, get a better job, and be way happier. So, the revision for applications for inter district transfers should not just be if its dangerous or harmful to the student, but also for other reasons. If they want to take sign language or field hockey, they should be able to.
45	listen to students, older people went to shocool in like the 90s so listen to us
46	Many students would like picture day to be pushed back towards the second semester.
47	The suicide problem and the mental health issues that plague our community
48	improper funding in the wrong places
49	In the past, PAUSD has attracted some of the top teaching talent in California. This was attributed to the extremely competitive pay and benefits, as well as the fantastic working relationship between the Teachers' Union, the PTA, and the District Admin. The relationship has deteriorated significantly, and from what I understand, in large part due to the defensive, retaliatory, and nontransparent leadership that has plagued PAUSD recently.
50	The school district is currently running a \$5 million dollar deficit, should be good at running a balanced budget.
51	friendly community
52	People are very loud and annoying in the hallyways
53	They should step down
54	I think that the new superintendent should work their hardest to prevent any more suicides that may happen at either high school.
55	There's still a lot of issues with mental health at schools; We have talks going over it now and then during SELF (for high schoolers) but those talks feel so formal they don't have much effect, students are already aware about all material that is talked about. What would help more would be time consuming but to connect or at least try to connect to the students to help them feel like these schools

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	are a safe place, so that even if the situation leading to mental health issues cannot be resolved, school can feel like an escape or safe place for students to breathe.
56	Rising antisemitism, Mental health problems, overwhelming shifts to the left side of the political spectrum
57	They should improve the quality of our school lunches.
58	make better food
59	old followers of ██████████ may criticize him
60	The food in schools is really bad.
61	more school sports teams
62	better sports equipment
63	Mental health/suicide prevention needs to be better. Classmates dying at this rate is not okay, and so many of these students are queer/trans. This should be priority number one, nothing is more important than life. Early childhood education also needs to be better, what we have is great, but we need to get to true universal childcare, and it needs to be really good if we ever want to call it equity.
64	The Superintendent should definitely know about the mental health crisis in the district before coming into the position. PAUSD is framed as this "great district" with insane rankings, but as a student, almost everyone is struggling even if they do not show it. Rankings aren't everything, and valuing a student body does no good. When Paly was ranked lower than Gunn 10 years ago, there was little issue in regards to mental health at Paly, part of the reason why my parents chose the zone to move too. Gunn was considered the pressure cooker. However, with the current priorities of ascending the ranks, the mental health crisis at Paly has gotten significantly worse.
65	Delaning, bullying.
66	Suicide(s). Incidents at school. Students who are actively taking therapy with the school. Students who have committed offenses which have been recorded on Infinite Campus.
67	school lunch isn't that good
68	Make sure that the teachers know how to teach well.
69	the people who want to kill themselves
70	More honors programs in middle school.
71	I feel like a lot of kids especially in high school are stressed because of the workload.
72	there are some mean kids that I HATE!
73	MVC - Intro to Proofs is a joke and we all know it. Bio H - Bring it back. Also, we need more APs and honors courses. Other - Make the skip test align to actual standards, huh? It's currently just bulls--t. As someone who passed it on first try, even I can say it's messed up. (Congruence in 6TH GRADE?)
74	Early literacy, mental health, and understanding the history of pressure and suicides in the high schools.
75	very bad hot lunches
76	I think we need to be more aware about how we allow teachers to use AI in their classrooms. Already, I've heard about a foreign language class where the teacher is relying solely on AI tools to run class, and it is clear from what I've heard that not only are the tools largely unhelpful, but that students who try to find other tools (Web dictionaries, for instance) are pressure into not doing so, even if their own tools help more with their learning. Students were even pressured to chat with an AI chatbot to support their learning, even though you would think the teacher should be their primary resource!

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	Additionally, as of late, the board has seemed to be making decisions that they revert soon after, which gives me the impression that these decisions are rushed and not thoroughly thought through.
77	NO BACKLOCKING
78	Palo Alto students often agree with each other on issues. It is important to prioritize student opinions rather than opinions of those who are not in the school system. Furthermore, the superintendent will know about the high suicide rate of palo alto and should be prepared to tackle the issue head on.
79	Giving us therapy dogs after our friends die isn't gonna cut it. Having a mandatory advisory meeting for mental health postpones actual homework time and makes us more stressed out. It's clear wherever the medical trials for that mental health program were run, its a very different ecosystem than in PAUSD.
80	The schools, especially, the middle schools need more, better designed athletic facilities.
81	Mental health and access to more classes.
82	Climate Change, we need someone who encourages doing things that are good for the earth.
83	He or she should know that this job is very serious and should be very important to them.
84	Better quality school lunches, more break times eg. lunch and brunch, more rigor classes and ap's regarding 9th and 10th grade.
85	removal of higher classes like Bio H for 9th grade is something that we students don't like
86	please bring back the opportunity for students to choose more difficult classes
87	Nothing. There are no issues.
88	bring back bio H for 9th
89	There are students who smoke in the bathrooms soooooo maybeeee do smth about it?.....?.....? (FYI, I'm saying this for other students'health)
90	EBG must go away as it does not display proficeincy, an example would be when someone made a error that is instantly approaching when normally it would be a 95. (it does not make any sense)
91	我别的不知道但是请把学校的饭做得好一点。太难吃了，如过要我做的的话我会有一部分是免费的有一部分是需要买的。这样没钱的家还能吃到饭但是有钱的家能吃上好一点的饭。/ I don't know anything else, but please make the school meals better. It's so unpalatable, if I were to do it, I would have some of it for free and some of it to be bought. In this way, families without money can still eat, but families with money can eat better.
92	Students often find that their voices are not heard. Also, REAL solutions to the mental health problem have never been successfully addressed. There are definitely problems with the special education department and how the district provides/does not provide support for students with needs.
93	Mental health, pressure
94	Teacher salary negotiations.
95	Mental health, lack of transparency, teacher pay, academic pressure
96	1) The student body cares a lot about academically advanced courses, 2) We have a high quality journalism program, that values it's freedom of the press
97	Many high schools whether in the Bay Area or U.S., have had their journalism programs silenced and we would love for superintendent to know the student press laws.
98	They should know that lately our school district has been struggling with mental health and how to tackle it. Unfortunately it is not easy and there is no easy answer. They should be prepared to act in the best interest of the students here at PAUSD and always put them first.

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99	1. Importance of academic rigor to our community - students as a whole do not want advanced courses removed, and even more so do not want the courses to be blamed for tragedies in our community instead of other things (bullying, etc.) 2. Student press first amendment rights 3. Importance of cooperation with teachers to maximize the time that gets put into student learning
100	school lunch is unhealthy and we need larger portions, teachers shouldn't be able to give out lunch detention with out evidence one did something wrong, there should be unlimited ketchup during lunch, we should end school earlier and prime should be optional
101	Some teachers aren't trying hard enough and are very unprofessional.
102	Suicide is starting in elementary schools.
103	Suicide, academic rigor, drug use, mismanagement of funds, teacher comp
104	Socially, there is a pretty obvious divide between everyone regarding academics, race, gender, etc.
105	People in Palo Alto aren't very friendly or community minded. The school district is one of the few places that community can thrive.
106	The new Superintendent should know that the curriculum needs quite a bit of work, for student who are ahead are not getting nearly enough enrichment and attention needed for them to succeed. Mainly, the students who are failing get more attention, but kids who are above average deserve more than to be neglected.
107	Corruption, toxic authority, this district is a burnt cake that people need to stop trying to squeeze icing on because it still tastes bad and is now overly sweet.
108	Sports are kinda expensive to participate in, there can be racist and sexist jokes around campus and like SEL lessons dont really help or like expectation talks.
109	Budget planning-a lot of funds don't go where it would be helpful and others get drained into resources no one uses or needs
110	nothing
111	there is nothing
112	Bathrooms are really dirty some things are blocked (not games) that should not be blocked
113	Teachers bringing politics into the classroom.
114	School bathrooms are absolutely disgusting. Using them is absolutely mortifying. Every time you go inside to do wash your hands or use the restroom, I keep seeing hand dryers that don't function, toilet paper on the floor, soap on the floor, and the soap dispensers don't even give soap sometimes! It's like staff doesn't even clean the bathrooms. Lunch is absolutely terrifying. If you go inside the bathroom stalls to wash your hands and use the restrooms, you see other peers singing, screaming, jumping up and down, and trapping other people in the bathroom stalls while your simply trying to survive. School lunches are also terrible. I see people eating non-nutritious foods meant to simply be filling, such as burgers and fries. In-fact, i'm pretty sure that's the only thing I see my friends eating everyday for hotlunch! If the school lunch is ever nutritious, it looks disgusting. Literally! In the caesar salad, they give out bread, but everytime i see it, i see yellow stuff on it!
115	lots of weird kids and dont be a weirdo superintendent
116	prob that the 500s bathroom smells really bad all the time. also the skip tests are harder than the course were trying to get into. no sense
117	How to handle student suicide. Most students will say the same. We need an SI who isn't flippant or disingenuous when it comes to the loss of a youth's life, not to say that [REDACTED] was, but to encourage improvement in how the district responds to the repeated and preventable pressures that drive kids to do this. We want someone who will hound the city into lessening access to lethal means,

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	and more than that, we need someone who will shelter us/make it very clear from the pressures of other parents, teachers, and students. Also, can we please push back against microaggressions? I've dealt with backhanded comments about my skin tone, ethnicity, and accent as a white Canadian. There's a lot of good work the admin has done, but this needs to be made obvious to parents.
118	Some parts of the school does not have a roof, and there is only one way to somewhere, I have to run across in the rain.
119	Teachers' pay rates
120	That it will be hard to manage lots of people and problems
121	recently, there was a lower score in the panorama surveys than the district aimed for
122	keep the old one
123	umm idk
124	The school lunches and field trips are not very plentiful/taste good
125	The schools do their best to educate students, but throughout the school day can make classes seem dull. It is difficult to please all the students while still teaching well. Studies show that students who come to school happy and open-minded perform better in school than students who do not look favorably upon learning. Perhaps setting up an environment which causes students to love learning will allow for better grades and performance throughout classes.
126	We might still kill ourselves
127	Mental health, cultural toxicity
128	mental health, teacher funding
129	THE FOOD IS ASS PLEASE WE NEED BETTER FOOD
130	make brunch 5 minutes longer and bring back candy thank you
131	Everyone is terrible AND PAY YOUR TEACHERS MORE
132	roaches
133	IDK
134	In PAUSD, with [REDACTED], it was noticeable, even in regular classes, that the school district is very afraid of being sued. It prevents some aspects of fun, education and disconnects students from reality. Woodworking, electrical, all of the more physical things are being undervalued and worked against. The school district focuses too much on academics.
135	Get teachers that are kind while teaching to students, better lunches,
136	dumb kids
137	not tripp
138	Not having [REDACTED] at the school
139	There are bullies in the schools, and there have been fights, so expect that. There are some teachers that have little patience or teachers that are very strict.
140	Know that all the [REDACTED] at JLS excluding [REDACTED] are corrupt
141	Suicides, budgeting, MVC
142	There is a great disconnect between the students and administration. Students feel as if their opinions are not being heard, but more importantly, they don't see the change happening. Even if administration has heard the student and acknowledged that changes need to be made, it feels as if nothing ever happens beyond that. It feels patronizing and hypocritical, since the district claims to really listen and

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	follow student needs, but all the students see is that they claim to listen in order to make PAUSD "stand out" while no change that the students really want is being made.
143	More sustainability though it is nice we have a sustainability director now:)
144	Bathroom cleanliness
145	See both sides of the equation
146	there is way too much pressure on students to take 10 or 11 AP's each year for college caps and that can have a bad mental toll
147	ES
148	First, the suicide problem has been a major issue within this specific school district. Understanding that the issue exists, and that it's complex, is necessary for a superintendent to be able to potentially solve the problem.
149	People vaping, bullying, and others.
150	School lunch kind of tastes bad, some of them, not all. Give us better food please:)
151	There is much disorder and chaos.
152	racism, sexism, homophobia
153	Mental health issues
154	The immense pressure Palo Alto schools provide. Many classes you almost need to know what your supposed to be learning before the class starts just to even pass. Its unfair to students and is a horrible system. Many people feel this way too. Although its normal for classes to be semi stressful, it shouldn't be to the point where students are having suicidal ideations.
155	no more corruption, its lame
156	teachers have to pay for tissues and erasers (in art) with their own money
157	Sometimes the teachers have are hard time controlling the classes at PAUSD
158	They should know about the bad school lunches which do not ensure adequate nutrition.
159	The students can be...Hard to control.
160	There is quite a bit of mistrust about the handling and decision making behind the scenes. It has appeared to be a group in power making decisions that may not reflect the interests and concerns of the community. Staff who have clearly mishandled situations of safety continue to be relocated within the district. The process staff needs to complete to get the support they need for safety in classrooms appears to be ridiculous. Specifically there is a child who has been in dire need of support and while the school tries very hard, it is clear to the rest of the parents that this child is a danger and has grossly affected each classroom he is in, forcing the teacher to focus on safety above educating the remaining 20+ students who deserve to have the education of that level.
161	<p>En si debería saber que es una responsabilidad enorme! El tiene que estar ahí para atender y apoyar en cada cosa que los padres o alumnos maestros necesiten. Como responsable tiene que tratar de resolver intentar cada petición que se le haga, y si no puede siempre comunicarse con el peticionario y no dejar las cosas a la deriva./</p> <p>In itself you should know that it is a huge responsibility! He has to be there to attend and support in everything that parents or student teachers need. As a person in charge, he has to try to try every request that is made to him, and if not, he can always communicate with the petitioner and not leave things adrift.</p>
162	Not sure.

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163	Mental health, Phone policy, (some students still bring phones to classes even though it is not allowed,)
164	Mental health issues with students, learning inconsistency
165	Big mental health problem, high school students often put a lot of pressure to preform well and get into college, a lot of hard classes resulting in stress for high schoolers
166	they should know that it's really annoying when kids wear pajama pants to school and they should definitely ban that
167	Teachers pay.
168	One of the most important issues that the new Superintendent should know about is AI use in school; students using AI to write papers, do homework, or even "socialize".
169	Sometimes schools are unsafe when there are fights and certain kinds of kids with certain kinds of issues.
170	trash issues, rotten food, and racism problems
171	green has a lot of problems on the bus they go on they say bad stuff like the n word and they have a lot of drama
172	Bullying especially racist, homophobic, transphobic bullying including "jokes", lots of academic pressure and stress.
173	PAUSD stopped chasing academic excellence for it students. Everything has been dumbed down, so more kids can graduate with really poor grades. Don't slow down the hardworking and ambitious kids. Let them chase excellence. Don't have a theory that public education is for catering for the lowest common denominator. We want to hear from the administration that take your kids to private school when we demand excellence from teachers and PAUSD programs. Cater to *all* students. Don't penalize kids who want to do more and be more. Cater to kids who are struggling and need support without penalizing the hardworking, ambitious kids who want to push themselves. Also, why does PAUSD Middle School math be something no other school district in the entire bay area is following. Please go back have three distinct lanes, so it is aligns with other SD's nearby. We have a bespoke cram 4 years in 3, and putting all kids in this lane. The struggling kids are forced to do 4 years for math in 3. Why?
174	While it has not affected me and my friends, but there was an instance at my middle school involving the police and some students, and have heard multiple instances of bullying and teasing at other sites.
175	messes in schools
176	no idea
177	The MVC issue
178	Suicide, academic pressure,
179	Accelerated studies (mvc, etc), perception of lack of transparency
180	there is a big debate on acceleration versus not. there is a lack of transparency between the families and the school board.
181	Every kid wants to be the greatest and a lot of people are judge mental and you shouldn't care what others think
182	Obviously the most prominent one would be the overall mental health and wellbeing of the students that comes as a result of the academic pressure.
183	World History was a great class (even though it was basically European History) and we should get rid of Ethnic Studies.

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184	There has been some toxicity and fear implemented by [REDACTED] [REDACTED] that led to some form of a chilling effect. There is also a growing and resurging mental health crisis, related largely to the LGBTQ+ community that must be addressed. The community is conflicted and tense around academic opportunities expanding, including MVC.
185	I am not 100% sure, but I'll assume that certain students in East Palo Alto may need more funding or resources.
186	I think something concerning currently is the amount of pressure surrounding students about taking the best classes and being the most rigorous
187	At least from what I think, the school should works on teacher training and have more frequent teacher evaluation. Because some teacher inside the school is not doing their best, or teaching in a helpful way that will be able to helps students.
188	Students will not like a Superintendent who isn't proactive and supports their needs. They must put the students and faculty above administration or else things will end up just the same as they did in the past few months.
189	Currently, mental health has been an important topic within the community.
190	I think that certain extracurriculars could use more funding
191	I think making the schools cleaner, which isn't talked about a lot of times, but fostering a community where students learn how to keep the school clean, is very important.
192	I think the issue is that a lot of students don't really seek help from adults in the district when it comes to their problems because they don't really think that they can get help from them so they end up trying to deal with it themselves.
193	Teen suicide in PAUSD. Parents in PAUSD who obsess over higher and higher STEM courses. Not enough acceleration in humanities courses.
194	[REDACTED] suicide prevention effects have all felt very disingenuous especially pulling people from watching the tracks. The other major problem is a lack of trust of counselors, over and over again when my friends have problems they talk to anyone other than the counselors and talk to nobody over them. This is caused by a lack of trust in school counselors from elementary and middle school and a lack of good experiences from school counselors in high school.
195	This school primarily struggles with the environment that it is fostering, which I mentioned above, makes students feel small, worse than others, and feel almost like a failure. Naturally, in a school like this which is hyper competitive where parents and students are always pushing each other to the max, comparison, and the need to be better then others will arise. Students are always comparing their test scores, asking where people are going to college, comparing SAT scores and GPA, and basically doing everything in their power to prove to themselves and others that they are better. This obviously creates a negative environment for a ton of students, and it is not a simple thing to fix. However, I believe that by hosting more community events like the cultural assembly, and through constant reminders from adults and counselors that grades and tests don't define you we can change that.
196	This community has many parents and community members who want to be engaged. Including these people and making all people feel informed is paramount to the success of the district. If we are not all aligned, we must at least be informed.
197	I want the superintendent to be a nice person caring for the schools always trying to make it a better place
198	they should know that there are, in the past, students who want to speak out, and I hope that the new supe should make that easier

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199	He should be focused on expanding academics, adding more specialty classes that would help students hone in on particular fields they are interested in pursuing after high school, etc.
200	There are lots of passionate people. I think it's important to remember the smaller represented groups. The small minorities groups that aren't the loudest or demanding. There is lots of examples of bullying against minorities and people of color. The superintendent has to represent everybody and not just one or 2 specific groups
201	The community is really important to the city and it is helpful for many people.
202	I think many people (specifically other students) will say this, but the food is.. Interesting.
203	1. School lunch is really bad. 2. Also, there are some unqualified sports coaches (not Scedrick though).
204	people are way too stressed at school, teachers have to pay for tissues in classrooms, art teachers sometimes have to pay for their own supplies, suicide rate
205	El bowling, hay muchos niños que están actuando groseramente con otros niños en especial con los niños de clases especiales, yo tengo 3 años sufriendo con mi niña. / Bowling, <i>bullying?</i>) there are many children who are acting rudely with other children, especially with children in special classes, I have been suffering with my daughter for 3 years.
206	I think access for people of all needs. If you have a kid with higher needs, they can't attend a choice school, because choice schools don't have the mod-severe learning centers. They previous administration took a learning center out of Ohlone and put it at Nixon. The decision was made in terms of space, (Nixon had better room availability), the meaning was that no family with children with mod-severe children can attend Ohlone, it also means that families who get the lottery for other children, have to decide to move all their children to another school or have children in 2 different schools. Ohlone is the perfect environment for kids with special needs, no loud doorbells, no homework, no typical grades and a very accepting community of parents. In the Ohlone environment, the differences between neurotypical vs neurodiverse children are less visible and I think special needs families not having access to this beautiful ideology is a shame. Teachers and aides should be better paid.
207	The school district seems tone deaf to parents and students. This has been a long-standing problem. Obviously, there are pockets of parents that are vocal and perhaps less constructive, but that doesn't mean the district shouldn't be regularly having genuine input from parents. I don't count surveys that lack open ended discussion to be sufficient.
208	- All kids' education is important, whether they are low performers or high performers. Do not close the ceiling, raise the floor. - Introduce more books and less screen time. - Bring back separate lanes for math without the skip-level test. It should be based on the students' caliber to learn. example past performance - Parents are pushy, and so is the administration. Please focus on education and not egos.

Q 1. Which of the following best describes your relationship to the district?: Former Student/ Alumni

Q4. What are the issues that the new Superintendent should know about when coming into the position?

SR No.	Response Text
1	Teachers are unhappy, they don't feel supported or valued. Their voices are not heard when given regarding curriculum, class, school, district needs. You have many experienced and dedicated teachers that have the answers the Board needs but the Board seem to want to seek answers from elsewhere. The Board is not united and not all members have the students and teachers best interest at heart. It has been a toxic District Office with favoritism and questionable hiring.
2	Palo Alto in general is a subject based community that runs hot/cold very quickly. Everyone believes they are an expert, but they do not necessarily "hear" the others's perspective and instead focus on

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	their echo chamber. The City is the heart of the Silicon Valley but does not always cater to the most needy/most disadvantaged people.
3	A priority of this job should be building back trust with the teachers as well as with the parents, students and greater community. Better /timely responsiveness to emails
4	suicides. The counselors/break room are known for snitching to parents, so no one goes. The classes are too hard. I changed schools and the normal classes at Paly are equal in difficulty to honors classes here [REDACTED]
5	The superintendent needs to CARE! There are many issues with math lanes, AP classes, ethnic studies, a lack of trust with the district as having our kids best interests at heart, a terrible [REDACTED] at Paly....
6	everything that could possibly be wrong with a school.....is.
7	Parents in this district accept nothing but the best and the superintendent should stand strong on making sure the kids are well rounded in their education and have strong sports, electives to be part of and not just concentrate on academics alone.
8	Mental health crisis. Low income children need to be better assessed and served. Parents care deeply. We have the resources to make a difference.
9	We're a highly charged politically motivated and well educated community who focus on dissenting opinions. The Board is seemingly in touch with schools and out of touch with the community it serves. The parent school community has seemingly weakened post-covid. PTA & PiE Donations have systemically dropped and parent school volunteerism is a shadow of 10 years ago. Children are over-tasked with after school programs. The Palo Alto School District is overly focused on being academically 'number 1' and ignoring that children of the district are killing themselves because of it. A minority of overly competitive parents pushing higher academic curriculum at the cost of student community well-being and belonging. Suggest checking that the PAUSD academic system is the number 1 per student capita at creating suicides in the nation. The joke is on us - the number one comment from college freshman heard when they return each holiday is 'college is so much easier than (Paly/Gunn).'

Q 1. Which of the following best describes your relationship to the district?: Parent/Guardian of a current student

Q4. What are the issues that the new Superintendent should know about when coming into the position?

SR No.	Response Text
1	Be teacher friendly they know what is best don't be swayed and easily bought by the bad apples in the district
2	I don't want more money wasted! I want differentiation.
3	safety: drug prevention, prevent suicides, bike safety
4	We demand excellence- academic, and also value teachers who care and who have empathy. They need to be aware that people at the [REDACTED] [REDACTED] are anti Asian and anti merit, and in this community, it's racist. They need to know that people at [REDACTED] are insidiously peddling racist practices. In this community of majority Asian, it is absolutely racist. They need to counter that.
5	Más apoyo para los niños con necesidades especiales / More support for children with special needs

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6	Avoid bullying Suicide prevention Inclusion Mental health
7	Hidden process of math placement and no advanced math offering.
8	We are relatively new to the district, but the parent “involvement” and pressure seems intense, and not always in a good way. I also wish the district were more committed to developing the whole child, even through high school, instead of such a myopic focus on traditional academics. The mental health crisis that is nationwide but especially pronounced here is related to this. In my professional role in education, I hear a lot about how the district has a reputation for being difficult to work with and resistant to change. I would hope that a new superintendent would be more open to change and able to empower staff to do the same, but at minimum they should be aware of how to navigate this reputation.
9	This area is neurotic and unwell
10	不知道 / I don't know
11	Addressing mental health issues, ensuring that the school community is inclusive, address student concerns in a thoughtful and productive manner, teacher evaluations (my kids have had some not-great teachers who have been around for decades)
12	The [REDACTED] did not believe in consensus building nor did [REDACTED] take parent's concerns seriously which has led to a breakdown in trust. Additionally many families with special education students feel like the district has not prioritized their education for a long time now.
13	A large portion of students and parents do not feel their voices and interests are respected
14	That there is very little trust between the parents and the district office. We love our schools and teachers, but there seems to be a huge disconnect with the bigwigs at the District who are often negative, volatile, and have very little to do with the success of our schools.
15	Families move to Palo Alto to give their kids the best opportunities. But Palo Alto consistently makes it harder for high achieving students to do well, including giving them more stress by making it harder for them to take the classes they want. Some things, like no APs freshman and sophomore year, make junior year harder. No MVC on campus makes things harder.
16	That all voices need to not only be heard but also have action taken on. Don't just say that so will happen in the future. That all children no matter their sexual orientation are welcome and valued in our community. [REDACTED] should never be allowed to continue working after specific students have called them out for bullying them and making them feel less than. Aware of the background of this community, and how our recent past and shaped some of the students who feel unsafe. We need to be able to provide more “safe spaces “ so that our children who have mental health issues feel able to communicate without fear or being ostracized.
17	The superintendent must realize that she or he is in their position to work with the school board, the teachers, the parents, and always be mindful that the students are the main focus. The superintendent needs to work with all these groups and not work in an adverse way with their own agenda.
18	How to deal with a diverse group of passionate parents on a wide cross sections of issues. Such as safety, student stress, student mental health and well being, diversity, and trust. The need to clearly explain the complex PAUSD budget in format that is more typical of a corporation. The current PAUSD budget is filled with complex and opaque line items that make no sense unless you work for the district or are a state employee.
19	There is a great diversity of educational needs, and the Superintendent needs to focus on the welfare and education of the student body as a whole. There seems to be a lot of noise about specific topics (e.g., advanced math, specific aspects of mental health) at the detriment of considering more bread-and-butter issues that affect more members of the district. Supporting and retaining our talented educators, ensuring equity and safety of our facilities (e.g., there is great disparity between the

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	playground facilities at different elementary schools). Additionally, more evidence-based approaches need to be incorporated, rather than being beholden to specific vendors and their products.
20	This is an incredibly challenging place to be superintendent. We have many problems and a parent community with very very high expectations. Teachers and administrators that don't like to be told to do things differently than they have in the past. [REDACTED] School is an example. We have been here 8 years and they have had 4 principals in that time. The teachers there know they can keep doing things the same way...and just wait for whatever current principal to leave. So, they know they don't have to change. There is a lot of good here. A lot. But there are some incredible challenges that will require someone that can be strong and careful at the same time. We have a student suicide problem. The community is fractured with folks that actually hated [REDACTED]...and now hate the school district as a result. This makes parent engagement tough. Our board of Ed is a mess right now with one member committed to burning down the leadership in the DO.
21	The student and parent population is actually quite diverse - socio-economic, cultural, ethnic, political, While this can be challenging to navigate what I've heard from parents consistently is that transparency, timely communication, and insight into the analysis and decision making process would make some policies and decisions more palatable.
22	There is a strong commitment to being a school district with amazing academic outcomes AND amazing social-emotional development. Prioritizing academics at the detriment to mental health will not be accepted in our district. We raise whole people, who need the arts just as much as STEM.
23	Teaching methods outdated- still most of the time in classroom devoted to students learning by listening, increase more discussion time, more hands on building time; increase more paper based learning and physical interactions, yet increase the use of online and AI resources to make the process of imparting information and evaluation/ analysis of each student performance more rich
24	Special education families are telling other families to leave or not move here to receive services. Most sped staff are wonderful and caring and want the best for their students, but their hands are tied by the district. The district has increasingly taken an adversarial approach to sped families who ask for anything more than they are being provided; rather than treating parents as true members of the IEP team, often services and placements are predetermined. Rather than truly taking into account the parents (who know their kids best) and private medical professionals' recommendations, the district threatens to take the families to due process. The money spent on their expensive special education attorneys should go toward serving the students themselves. The district also is erroneously trying to bring most of the autism and mental health expertise in house to minimize outside placements, but it is impossible for the district's own staff to truly be able to serve all needs.
25	Como protegerse los alumnos de las personas desconocidas dentro de la escuela / How to protect students from strangers inside the school
26	The primary issue is the potential for 'mission creep' and the allocation of resources toward initiatives that do not have a direct, measurable impact on student achievement. There is a need to move away from performative actions and focus strictly on academic and operational ROI. Every dollar spent must be tied to a specific, desired outcome.
27	I believe [REDACTED] didn't take [REDACTED] time to build trust amongst the teachers/teacher's unions and the community. Productive communication channels with a foundation of mutual respect and trust did not appear to exist between the District, Board, the teachers and the community that financially supports them. More often it looked like everyone was in the right place, but there was no actual listening, acknowledgment of issues and a spirit of collaboration to get things done. Tops down, behind hidden and closed doors may be efficient and quick and has a time and place, but can't be the only modus operandi for such a large community and school district.
28	Baggage with [REDACTED] who was perceived as a bully. Many parents with strong opinions. High school suicide clusters, partly due to train adjacent to Paly High School - reasons may be due to

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	academic pressure, but also possible bullying environment for LGBTQ+. Transparency has been an issue.
29	There are serious community rifts that need healing: between district and teachers; district and parents; district and students. Teachers, administration, and parents need to all be a team in supporting students and they currently are not.
30	Behaviors that are on the rise make it hard for some classrooms to function for our children. Cell phones are a real problem in High School--more opportunities for parent education. The strength of the district lies in the teacher, and the community would like to see more unity and respect given to those people in the classrooms. In fighting is terrible and divisive.
31	That our district has been bullied by [REDACTED] and the people [REDACTED] [REDACTED]. That communication has been horrendous, and most of the families and employees have lost trust in the school board and the district.
32	There is huge diversity to the students so need to weigh how to help both the highly academic (particularly in math) as well as those who need the most help academically
33	El Carmelo has an unaddressed bullying issue. There have been many instances of children being physically injured, mostly during recess/lunch time when there is less supervision, without real consequences or change occurring. The kids are learning that they can get away with physical violence so it continues, even in the younger grades.
34	Racism towards students of color by other students and not much concern coming from [REDACTED] [REDACTED]. My daughter had a horrible experience there with incidents that should have concerned the [REDACTED]. Never met with her. When a child doesn't want to go to school because of racial slurs and being singled out due to her race. This should be seriously addressed.
35	This person should be appraised of the current and past challenges for leadership within our community culture. They should also be deeply aware of the passion and interest of parents, students, and educators for making this district the best place to learn and grow.
36	Teacher and student needs and perspectives were ignored under the bullying and intimidation reign of terror by [REDACTED]. The [REDACTED] is weak willed and only concerned about preventing potential liabilities when effecting change. They are ineffective negotiators and hoarding cash funds at the expense of paying educators a salary commensurate with the cost of living on the peninsula. The teachers union and student representatives should be taken seriously and considered first for all changes going forward.
37	Number 1 in academics isn't the only priority. There's a lot of pressure for top academics but it has stressed the system in a harmful way. Inclusion, kindness, hands-on interdisciplinary learning, and providing differentiated learning for both high achievers and students needed extra support is all important, as is working in good faith partnership with teachers, parents, and community partners.
38	The district desperately needs better analysis and feedback and TRANSPARENCY on how the school district uses funds, staffing, etc. Ex. Full dependence on PiE and PTA- we Finally had a student aid in the classroom it was for a few hours one day a week, and was uneven with the other rooms. Only highly needy students received support. The 'art program' was sporadic- 2-3 x a month. This was totally disproportionate to the donations we were paying to PiE and in taxes, so more and more parents decided they were better off just to pay for their own extracurriculars and private schools. This is counterintuitive to a community benefit for collective good. The school decided to reduce the number of classrooms for bigger class sizes "to be fair to the teachers." and to not set a small class standard Thus reducing the number of classroom teachers, instead placed on leave and given administration work- the school has no motivation to utilize the resources our taxes pay for to benefit the students.
39	Special Ed is a distasteful. Early childhood education needs to be prioritized.

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40	- Recognize that each school site has unique needs and avoid a one-size-fits-all approach; too much standardization across the district can be limiting. - Support flexibility at the school level so individual communities can thrive in ways that work best for their students. - Review and streamline district-level administration to ensure resources are being used efficiently and directed toward classrooms. - Be thoughtful about reducing non-essential testing, focusing on what is truly required and valuable for student learning. - Develop a school calendar that is considerate of families, while still respecting staff and union agreements, and strive to maintain a balanced approach that supports the broader community. - Takes student safety seriously, including addressing concerns such as those related to the train tracks.
41	Fragmented community. District that does not work to help students, rebuild trust. Open O P E N communication and transparency. Reconnect teachers to the core values through trust. Engage community through honest discussions and build a strong follow through with students from k-12.
42	We are terrible at communication. Listen to your specialized groups that aren't as large or as loud.
43	Safety
44	My own observations: There is tons of infighting and hatred; it's distracting. Most people are just screaming all the time and there is no polite discourse or civility left. Teachers have an inordinate amount of power (it seems to me), and the students are incredibly competitive (particularly once in high school). The variability in the grading systems applied is beyond frustrating - pick a lane and enforce it. Mental health issues are an epidemic - not just the suicides, but everything in the mental health space (which is not special to only PAUSD, it is generational). Having attended many school board meetings in recent years, this is not a job for the faint of heart - be prepared to consult the public (or be prepared to defend why you didn't), and then make the difficult decisions anyways. The kids are really really bright - engage and listen to them.
45	We may need to balance the finance between different areas to keep them function
46	- The community is looking for a leader who will be transparent and sincere in working together with parents and community to form policy and to do the work which helps all students first and foremost. - We need a leader who sincerely and genuinely listens to students and the community and translates that into action together. - Being for math and being for all students is not a zero-sum game. There can also be compromises for all parties involved.
47	Supervision issues during lunch/recess, resulting in repeated bullying; lunch and recess being at the same time means many children don't eat lunch bc they prefer to play (Ohlone)
48	We Palo Alto parents always want more: it is never enough.
49	Parents want a high achieving academic environment for their children, but balanced with mental and emotional health support. As well as a lane for those students who do not wish to do advanced studies in high school.
50	Palo Alto parents are a pain in the neck! Lots want everything to go faster; lots want everything to go more slowly.
51	For me the top one is Ed Tech. I have deep worries about how we are throwing our kids into this without the evidence showing that it's enhancing learning.
52	Character, kindness and mental health
53	History of student suicides. Current politics in the school district.
54	I think at first glance the district is doing great - there is incredible success and learning going on at our schools. But parents are deeply skeptical of the district, they don't trust the decisions that are being made. Much of that has to do with transparency and communication.

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55	Suicide prevention, keep academic quality without unnecessary pressure, keep a good pool of bilingual teachers
56	quality of principles varies, some are insecure and not willing to work openly with parents
57	Students and teachers first - start actually serving the needs of our students (this includes our special education students!
58	Bullying still occurs, however, student stress is covered up by the catch all of stress due to academics rigor. The program is not that rigorous
59	学生关心的问题 之前的问题 / Students' concerns Previous questions
60	Parents putting pressure on kids, especially as related to STEM classes & getting into highly selective colleges
61	Na
62	Studentbody is diversed. Some alm high and want intense curriculum. The district should respect and encouraged that.
63	To stay strong against antisemitism. Continue to improve quality of teachers and principals
64	1. The [REDACTED] was more concerned with his image than with addressing actual problems, and actively suppressed voices of parents, teachers and even students. This was becoming more widely known and was really pissing off parents, teachers and students. 2. There's a contingent who believe that Palo Alto should support every student in achieving the highest levels of excellence and achievement. There's also a contingent who opposes this because they believe that it's elitist and creates an atmosphere of stress leading to student suicide. This is not correct. Achievement provides inspiration. 3. We still have a shocking achievement gap. We need to set the expectation that every student will achieve full competence and literacy. We need a fierce determination to achieve this for every student, including those with terrible home environments, and we need to do whatever it takes to bring each individual student to fulfill their highest potential.
65	Be balance and fair in serving each of the community. Resources should be spent across the needs, not just focus on certain specific area based on his/her own agenda. Push the City to improve traffic safety. Improve traffic education and enforcement.
66	History of student mental health challenges, high lawsuit payouts, various parent factions regarding curriculum (especially math)
67	There needs to be more volunteering and engagement by all families in the schools. Every family must feel comfortable to contribute to the community and feel they matter by accomodating all families in the school programs and events.
68	The tone for the past few years has been overly negative and retaliatory. As a parent when I raised concerns or questions about something my [REDACTED] has responded with "I don't control that. Speak with the district". When I then escalated them to the district I was told "you're a parent not an employee. We don't need to run our decisions by you." The people in the district have put into place an unhealthy network of 'Yes Sir' employees who are not looking out for what is best for children. Additionally, the mental health crisis PAUSD has is not being addressed at the root. For example, policies put into place for adult ease and data collection such as online grades checked after school vs. in person returning of grades leave children feeling defeated, isolated, and alone with stress (in this case academic stress). Bullying happens at the top with admin, so when it shows in students it is brushed under the rug.
69	There is a divide in our community regarding math. Many children start taking outside math courses starting in elementary school to get ahead on math causing problrms in the classroom (students teach to kids who are taught info out of class rather than strenghtening basic math skills. Move for having

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	MVC in high schools is yhe agenda of a small part of the community. The result is a large number of kids graduate feeling inadequate in math , even though in most districts they would be high achieving. These math wars are unnecessary and unhealthy and contribute to a stressful environment. In general parents
70	That there is high mistrust between stakeholders: district office, teachers union, parents, principals, community partners and nonprofits. The [REDACTED] led with an iron fist, and made people feel dismissed. That culture has trickled down. Active efforts will be required to restore a culture of collaboration. In addition, we have unresolved issues around mental health/suicide, a very gung-ho approach to Ed tech that is leading to distractions in the classroom, and a false dichotomy between excellence and equity. For the latter issue: Some people think we improve outcomes for underprivileged students by taking away opportunities (eg “delaning”) from high achieving kids. This just creates more stress and frustration without helping lift up kids who really need it.
71	Leading with warmth and putting children and teachers (the people on the ground doing the WORK) first has been lacking
72	While there are many programs and resources available to support mental health, they often feel superficial. For example, if a student is experiencing stress, they can visit the wellness center, but only for about 10 minutes. We can all agree that students face significant pressure, whether from academic expectations or social media. If a student feels overwhelmed enough to leave the classroom, a 10–15 minute break at the wellness center is unlikely to be sufficient. The SELF course offered at Gunn also does not appear to be meeting its intended goals. Many students express dissatisfaction with it and often choose to skip the class.
73	Great discrepancies in the student body - very high achievers and on the other side English learners, students with disabilities, challenging to accommodate diversity and keep all students happy and engaged.
74	The [REDACTED] to some degree have been quite dictatorial. There was not adequate collaboration with the teacher community and they were not in alignment with the parents wishes. They were a pull choice that most parents regret. There is a lot of healing and repair of trust that needs to take place for optimal function. The parents and students of this community are bright and capable. Somehow it is too much of a “pressure cooker” especially for the teens. Despite that, it is important to offer a variety of oppourtunities for students and mental health support is highly important. I also think we have enough funding that teacher positions/ teachers assistant positions should not be cut.
75	The new Superintendent should be aware of concerns around academic flexibility and access to advanced opportunities. For middle school students, there is a need to provide more flexibility in math acceleration, including allowing some students to advance more than one time when appropriate. For high school students, the district should consider expanding access to advanced coursework (such as MVC) and reducing limitations on the number of AP courses or exams students can take each year, ensuring that motivated students have the opportunity to reach their full potential.
76	We finally got rid of [REDACTED] and you're messing up the search process with one quick appointment after another. We're paying so much for a Superintendent, please do the hard work of finding great candidates and hiring the best person possible. Don't just appoint another PAUSD lifer who's not able to lead. Our kids deserve so much better!
77	the parents in PAUSD can be difficult and think they know how to do everyone else's job. understand that no matter what you do, someone is going to be unhappy and they might be very loud about it.
78	Vocal parent community who values transparency and continues to feel like we’re not getting it. District also needs more democratization — seems to mostly act on loudest parental voices

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79	PLEASE compensate teachers and counselors well. They play a crucial role in shaping the future of our children. Cuts can be made in overinflated salaries for administrators. Listen to the students more! They will tell you what is going on. I attended PAUSD board meetings, and it was disheartening; only the adults spoke, leaving little room for students. PLEASE focus on managing mental health issues! With so many suicides in Palo Alto, the pressure is enormous. What can be done besides meeting after meeting discussing the same topics? Maybe some AP classes shouldn't be Harvard level. Yes, challenge the kids, but also let them have a life. Students with IEPs and 504 plans are still falling through the system. Yes, they do get more time and accommodations, but many teachers still don't get it. Neurodiversity is a genuine phenomenon, and Stanford University exemplifies this. 37% of their student body are neurodiverse. They offer special curricula, courses, and study halls.
80	Need to listen to parents and student feedback. Also, stop the PC crap. So over it.
81	The Superintendent should know they cannot satisfy the entire parent community - they are quite challenging to deal with.
82	Low level of trust from families and teachers. No transparency. Cuts to classrooms without justification. Limited communication with families and staff. Too many new mandates and not enough support. Inconsistency in following through with the PAUSD Promise. We need someone willing to work with parents and teachers to make the best decision for students. Too many top-down initiatives.
83	Strong parent community that can have a hard time seeing other sides to an issue, students can feel lots of pressure from families who define success in a limited way
84	The issue of acceleration is a big one, obviously for the proponents who are rabid for it, but for those of us who see it as a lack of differentiation and possibly a contributing factor in the toxic, and literally deadly, culture of academic competition and pressure in this town/ district. Oh, also, there is a massive racism problem (from what I understand it might be a component at least of [REDACTED] student culture to be openly racist?) and it's really unacceptable and none of the schools are doing enough to take on the issue holistically, proactively, and get to the root causes. Project Cornerstone will not cut it at this point. I have no idea why the district isn't doing more and the school sites are not doing enough- it is all on a case by case reactive basis and it's maddening and what makes us consider leaving the district. We don't want our kids to grow up with this normalized/ internalized from their peers.
85	Que somos una comunidad multicultural que la transparencia es muy importante y que necesitamos apoyo y programas para las familias de bajos recursos. / That we are a multicultural community, that transparency is very important, and that we need support and programs for low-income families.
86	entitled parents, suicides
87	1. Teachers at Paly (9, 10th grade) seem unwilling to help kids or to go out of their way. I have seen this across math, chemistry, and history classes. The language classes also seem to be very poor. 2. Academic counseling experience at Paly was abysmal depending on who counselor is. [REDACTED] Lorenson is amazing! 3. The step up from Greene MS to Paly HS is too extreme. Greene needs to be tougher on 8th graders to get them ready for Paly-level academic expectations from teachers.
88	The community is tired of lip service. We want genuine action. Not a well-worded and wordy weekly newsletter.
89	Math: A 2023 court ruling found PAUSD violated state placement law. De-laning increased students not ready for 8th grade algebra from 30% to 40% — harming the students it claimed to help. In 2025, the board voted 3-2 to eliminate honors biology; Congressman Ro Khanna called it "an assault on excellence." Over a decade PAUSD removed 9th grade honors English at Paly, math pathways, MVC credit, and honors biology — cutting options while outcomes worsen. Governance: 2025 saw recall petitions, a Brown Act lawsuit over ethnic studies, security guards at meetings. Outgoing superintendent said "we are in a bad spot." Teachers: First impasse in 15 years — PAUSD pays up to

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	\$37,000 less than MVLA, driving departures. Special Ed: Chronic vacancies, families reporting three case managers in four years, consolidation forced over parent opposition. Access: Lotteries, waivers, skip tests, and placement appeals reward connected families and leave others behind. That is the real equity failure.
90	For children who struggle socially or lack confidence, especially those with special needs, it would be helpful to build at least one strength they can be proud of and provide extra support in social skills.
91	There are serious issues with lack of transparency about funding, spending, and decisions about the curriculum. The district is missing programs for students who want to learn more (MV calculus, advanced math, AP biology). The district's stand on the topic of ethnic studies was also very non transparent, unclear, and in contrast with state standards. In board meetings it seems like many voices are silenced and decisions were made in closed doors.
92	Palo Alto community is also very pushy and sometimes not in a good way or not in a way is best for ALL. There's a lot of division right now from ideologies and religion related to what's going on in the world. Also some obsession from groups of people to dismiss or diminish the majority to serve to only a small percentage of the population.
93	1. There was broad mistrust of the prior administration. That will make it all the more important to have very intentional and transparent strategy, with stakeholder input. 2. The academic pressure in our community – particularly at the high school level is extreme. Weil some parents fight against that climate, others (and other community members) reinforce it. Balancing the importance of academic rigor with the well-being and well-rounded of our students is a particular challenge in this school district. 3. The sad reality is that our school district is also known for student suicide. Addressing this mental health crisis in our community needs to be a top priority for our district. Mental health is a very complex and multifaceted issue, but real attention given to prioritizing student well-being is paramount.
94	Over emphasis on Social emotional and not enough on building blocks education Kids need practice to build strong foundation No prep for middle school Middle school reputation is horrendous especially for Greene. Many families are talking about and advising us to leave for middle school because it's so bad.
95	Strong parent participation and partnership, do not make wild changes without community support, expected to prove ones self, don't be a [REDACTED], stop paying so many consultants and lawyers and put the money to the children
96	Elementary school curriculum is not ambitious enough. Kids don't learn any study habits and struggle when they get to middle and high school. If you help them earlier in their education, you may have less kids struggling later. I've seen this with both my kids and have discussed this issue with many parents. If all kids learn study habits and get homework you allow the kids the chance to potentially Close the socioeconomic driven educational gap too. Another issue is teachers getting substitutes very often. It is very disruptive for the kids and their education.
97	The [REDACTED] built a toxic, top down, oppressive atmosphere in the schools. Stakeholders had little say in district matters. Decisions were made without consulting teachers out in the classrooms. We used to be the "Lighthouse District". Now we just seem to be a district concerned with high test scores and keeping up real estate values. The new Superintendent needs to know that they will be dealing with a demoralized and bitter teaching staff and parent community that does not trust anything coming out of the district office.
98	Surveying people is going to produce so much noise... have a North Star and follow it. Get stuff done and adjust as you go.
99	Putting aside mental health issues, which are discussed at length. At the high school level the biggest issue is the inability to fire underperforming teachers. [REDACTED], in particular, has a growing number of

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	disengaged to downright terrible teachers who are doing the minimum to get by. The administration knows who they are, the students figure it out fast, but the teachers' union contract protects bad teachers, esp at the HS level where it's easier to hide.
100	The suicide rate is unacceptable and needs to change. If it doesn't we will leave the district before our kids enter high school. The pressures are too high. There are issues with computer use. Elementary kids are using Google Docs like instagram (which they don't have) instead of learning how to write and no one was even aware of this. Computer use needs to be reduced significantly if you can't monitor it better.
101	The athletic development opportunities for youth (early Elementary age) are extremely lacking, a striking shortcoming when compared to other states.
102	Mental health and student suicide is more driven by bullying. No one should use these issues to diminish the importance of academic performance.
103	The school system seems to believe that DEI and student mental health means slowing down progress and removing differentiation. This is particularly obvious in math where students are not differentiated until 9th grade, the ridiculously hard math placement tests (eg a 5 hour test for an 11-year-old). In high school, the recent removal of honors biology, zero APs until 11th grade, and limited access to math beyond calculus.
104	Large portion of student body values opportunities and pathways that academically challenge students that want to be challenged.
105	They are tell me that they are vaping and my kid got hig for the first time in his life you guys are doing nothing to help or look in the bathroom
106	I think carrying a big stick is not the best approach - we need a balanced/informed collaboration that listens and acts
107	There is way too much administrative bloat, and ■ leadership is not doing a good job of prioritizing what matters - or even answering their email for that matter. Instead of focusing on meaningful academic outcomes, attention seems to be directed toward DEI initiatives that are performative and not helpful for anyone. Come to my child's elementary school and you will see 5th graders who cannot read. There is no excuse for that. There is also an over-reliance on technology in early grades, including in TK and kindergarten - with the ■ people in charge unable or unwilling to even consider the negative impacts of such ed tech - the new superintendent should replace a lot of the current admin with new, motivated, smart, and caring people.
108	transparency
109	The district has done extraordinary work to foster student wellbeing. I would like the candidate to know that work needs to continue.
110	There is a need for increased transparency and intentional efforts to repair trust and strengthen connections with families. Open, timely communication and accountability will be critical. Academic excellence should be valued as highly as other important areas such as sports and the arts.
111	We are no longer that competitive meaning the value of our education is. Is diluted no one stands out as unique Students from private school get more opportunities at higher caliber colleges The jump from middle school to high school in terms of preparing children for schoolwork and homework is lacking
112	The community is divided along lines, such that sometimes disparate issues that are unrelated go together - eg advanced math and ethnic studies and gendered bathrooms - and people do not have a chance to think individually about these issues on their own merits. The Superintendent should listen to student voices, and hear what they are saying about bullying and anxiety and climate change, among other issues.

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113	high legal cost
114	The majority of people in [REDACTED] roles were selected by [REDACTED] because they are unethical and it has negatively affected staff and student morale It will take honest and strong leadership to change things around
115	Needs to be 100% aligned with the new board taking office in December 2026. After losign a superintendent on Feb 20, again on Mar 17 and then again on Apr 21st it is critical that the new superintendent be fully aligned with the new board that will take office then in order to ensure that they get off to a smooth start and don't have to change course or be replced due to a mismatch in philosophy or direction.
116	Enfoque integral de todas las familias y ayuda mental también que escuche la comunidad apoyar los programas escolares, respeto y apoyo social / Comprehensive approach to all families and mental help as well that the community listens to support school programs, respect and social support
117	Stop solving the broken college admissions process by putting breaks on student achievement. Equality of outcomes has been proven to be detrimental to everyone.
118	1 学生在课堂中的学习是否顺利？ 2 教师在课堂中是否得到足够的支援？ / Are students learning smoothly in the classroom? 2 Do teachers receive adequate support in the classroom?
119	Parents put a lot of pressure on their kids to succeed and we should care more about what's best for our students than what parents think is right.
120	I understand this can be a challenging community to interact with/please/appease. But I think focusing on instructional success and goals - rather than selling some vision that invariably falls short - is the key to meaningful success. And we continue to wish for more balance in the curriculum; over-emphasis on STEM is not the answer. More humanities, especially at Gunn, please.
121	A small but vocal group of parents have been drawing too much attention to niche issues, like multivariable calculus and the new ethnic studies curriculum. We instead need to focus on those students who are struggling, areas that need improvement, and on issues that affect a broader range of students. For example, rather than spending lots of time discussing how to support students who are ahead in math, we need to address the larger issue of improving math instruction in the district for all students. As a parent of students who have been at PAUSD from kindergarten through high school, I feel that the middle schools are neglected and deserve more attention and resources. I am also concerned that trust has broken down between the teachers, the Superintendent, and the school board. The new Superintendent needs to strike a balance between winning the trust of the teachers union and also remaining independent.
122	Student alienation appears strong and needs profound attention. Counter superficial respect for student reps on the board or when students suggest healthy changes. Listen. Beware of "One size fits all" teaching that inhibits individual development. Shoot for student excellence without guilt; not statistical averages. Encourage a full rounded range of extracurricular activities from sports to the arts. Support teachers with unique talents and interests wanting to help students grow whether in the Arts, Mathematics or what may evolve. Encourage "how can it be done" thinking; not "this is not normal and uncomfortable". Encourage student and teacher excellence to assist each student to reach for their individual capacities to their capacities whether mentally challenged or exceedingly gifted. Encourage students to view teachers as fellow humans who are there to them to get the best out of their lives. Fight silly regimentation and encourage self actualization. Be positive in outlook.
123	We must foster a culture that respects and supports both teachers and students, ensuring a safe, focused, and effective learning environment for all. Reduce unnecessary litigation and prioritize academic focus. Surveys should be conducted among parents and students on major or potentially

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	controversial topics—such as ethnic studies and the balance of subject offerings—to ensure decisions reflect community input.
124	Teachers, as a unionized group, like to exert their power in ways that conflict with students' interests and parents' desires.
125	- How expensive Palo Alto is and how some parents forget how privileged they are. How it is impossible for teachers to live here. - The issues in math in middle and high school. Students can skip a grade in math, but that's only doable for students with parents who can help, or who are able to pay for external courses. Laning students would be so much better. - How much money is spent on lawsuits and to pay the precious superintendent.
126	1、学区学生的组成情况；2、学区最主要需要解决的问题；3、如何引导学生平衡学习压力；4、让学生们有更多的发展道路，而不仅仅是学习功课；/ 1. The composition of students in the school district; 2. The most important problems that the school district needs to solve; 3. How to guide students to balance learning pressure; 4. Let students have more development paths, not just study homework;
127	Need for Greater support for both students and teachers of students in the SPED program (such as those with dyslexia), as well those with ADHD, anxiety, etc. Support for Borderline performing students is the lowest. Support and even a culture that invites Middle income families (and their children) is missing .
128	Academic excellence and rigor are not part of the goals of the district. The district has been focused on bringing politics to the schools and has cared about the optics, not the real outcome. Kids performance is masqueraded under bogus performance cards, tests, and reports. Kids don't struggle, they are not challenged, and hence they don't learn neither skills not competencies. They are not ready for the mean real world they will face after high school.
129	I believe the main issue to understand is there are many ardent and diverse voices in this district. They care deeply. They are advocating for the best for their particular child/group/cause. This has led to much passionate debate and strong feelings about issues. This is not a negative thing. This is something that the new Superintendent should be aware of and embrace, since that is a strong feature of our community that I don't see changing anytime soon.
130	Paying teachers more, supporting special education and mental health, and listening to teachers and students voices
131	parents always think they know better, but no, they don't. please listen to the students and the teachers
132	Lack of support and gaslighting of high potential students, stereotype of parental/peer/community pressure applied to actual highly/profoundly gifted students
133	The vast majority of the elementary students are capable of accomplishing a lot more than they currently can. The curriculum needs to be stronger, more informative and more homework/practices at home should be given.
134	Suicides, anti math, too much rainbow lgbtqabcdefg crap. Get rid of the rainbow benches. Nobody wants boys and girls to go to the bathroom together. Stop blaming the victim. Stop bullying and threatening parents. Stop transitioning children. Fraud and waste stop overspending especially on lawsuits
135	The current schism surrounding the implementation of more & more advanced classes (specifically math) and "skipping" grade-level coursework. It seems that there is very vocal minority of parents in the District pushing for more advanced courses in order for their students can demonstrate unique academic achievement to gain an edge in college admissions. This has resulted in a culture of parents/students feeling they must enroll in additional tutoring/classes not due to a particular talent/passion/interest but simply to "keep up" and seems to have played a role in the tragic "suicide

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	clusters" among our children. Telling anecdote: The 1 family we know with a child truly gifted in, & passionate about, math (a 3rd grader who easily grasps math concepts his middle & high school siblings struggle with) support their child by presenting him with math books & puzzles "for fun" outside of school & are not looking for the public school district to cater to their 1 child.
136	The new superintendent should support students of various levels: 1) not trying to suppresses students who are more advance and provide learning opportunities (advanced classes) for them ; (2) Not to ignore those who needs extra help in learning by providing extra help to them. In addition, the issue of bad school lunch should be on the top list.
137	Teachers lower the ceiling for high achieving kids in order to mask the gap between them and lower achieving kids. Hi achieving kids are left to tech themselves in high school. Disproportionately more resources are spent on students with problems than on those without. Teachers seemed to be the ones who pushed the hardest for removal of [REDACTED]. Teachers seem to think they know better than parents what's best for their kids. There isn't enough culture of stewardship for tax payer money amongst teachers and staff - there is a common notion that Palo Alto is rich and so "they" should just pay - many staff members don't purposefully care to treat resources the same as they would if they were coming from their own pockets. New superintendent should foster a new culture where teachers and staff treat resources as stewards rather than consumers. Transparency is needed for money spent on settlements and law suits.
138	There is a huge divide socially and emotionally with the kids. It is my hope this new SI will not pride his/herself on having a perfect school system based up on test scores but would rather take pride in an emotionally accepting community. The suicide rate is the school's fault. They need to stop letting the kids know they are the best in the area and the kids should be thankful they are there. It really hurts the kids with average grades to know they will never succeed. My daughter came home saying she will not get into an Ivy League school so she is stupid. She learned it in school. We told her she is smart and certain subjects are struggles for her but she said according to school she's stupid. This is unacceptable and a direct cause to the suicides.
139	a) demanding, entitled parents b) parents who focus too much on high-achieving students as opposed to those who need more help
140	Some students feel excessive pressure...not sure what to do about it. At the same time, our community is rich in intellect and expertise.
141	Student suicide due to academic pressures and the schools inability to care for students of different backgrounds
142	The [REDACTED] has instilled school leaders [REDACTED] who are not aligned with the community priorities. We need a leader who is willing to collaborate with parents and students and not push the political agenda of the board that hired him/her. The new superintendent has to be aligned with parents and students' needs and should be able to persuade school leaders to align with students/parents need. Perfect example is the delay in adopting MVC in high school and skip test which is designed to hold back kids in middle school
143	Parents have to supplement a lot due to lack of differentiated learning and manage their student's education. Parents and students sometimes have to advocate a lot to get attention.
144	The incoming Superintendent should be aware of several ongoing challenges, including long-standing differences between the district and parent community regarding academic priorities. These include differing perspectives on the balance between academic excellence and equity initiatives, as well as the availability and structure of honors and advanced coursework. Additionally, there are concerns related to the prioritization of diversity efforts, particularly perceptions around focus on specific student groups, and how resources are allocated across various programs. Student mental health has also emerged as a significant and growing area of concern that requires sustained attention and strategic support.

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145	The biggest issue in our schools is that of suicide and high pressure on students particularly in middle school, but in all grade levels as well.
146	We need a leader that 1) listens 2) is attentive to the community 3) good at gathering information and making strong, thoughtful and informed decisions.
147	that some parents are impossible. That many have lost an understanding of what a public school district is and what it's obligation is. It is very sad.
148	The math tracking has been a lot of drama. My kids attended private schools when all of that was being decided, and a lot of parents applied to our private school b/c they did not want their kid to be limited in their math opportunities. I don't know much about [REDACTED] reputation, but it seemed like [REDACTED] leadership and policies resulted in more fear than trust.
149	Some parents worked hard in school, worked hard at work, appreciate what good public schools can offer, understand that PA's taxes help fund those schools, heard PAUSD has "the best schools", paid for a house in the district, and want their kids to have a good experience. Other parents skated by in private school, skated by at work, understand the value of "a good school" but not how taxes or responsibility works, heard PAUSD has "the best schools", paid for a house in the district, and want their kids to have a good experience. These camps disagree on what should be happening in the schools. They might even be wrong! The superintendent might hear complaints from each group, but it is lazy to dismiss both camps in the same breath. Same for when these parents stop being in K-3 and get to 9-12.
150	PAUSD is facing a significant crisis in accountability and operational transparency. We have observed a pattern of dysfunctional processes and inconsistent communication that often places administrative convenience above student-centered outcomes. Unfortunately, the current culture is often perceived as dismissive—or even hostile—toward parental engagement, rather than collaborative. The Ethnic Studies rollout serves as a primary case study for these systemic issues: Lack of Transparency: There has been an absence of clarity regarding the selection of external consultants and the specific materials used to develop the curriculum. Marginalized Stakeholders: Parental input has felt like a "check-the-box" exercise rather than a meaningful dialogue. The community was not provided a substantive opportunity to review the curriculum or the decision-making framework behind it. This is also a good example of missing standards and guardrails as well as having procedural issues.
151	The district faces a crisis in accountability and transparency. Stakeholders observe dysfunctional processes, inconsistent communication, and prioritizing administrative convenience over student outcomes. The current culture dismisses or even hostilely engages parents, rather than collaborating. The Ethnic Studies rollout exemplifies these issues: - Lack of transparency: The selection of external consultants and curriculum materials are unclear. - Marginalized stakeholders: Parental input feels superficial, lacking substantive dialogue and review opportunities. - Missing standards and guardrails: Clear course standards and academic guardrails are absent. The district lacks a complete roadmap for integrating the course into the 10th–12th grade social science pathways. - Procedural concerns: The expedited approval of the course, using contested data and deviating from professional standards, suggests disregard for district policies.
152	The current [REDACTED] at most schools have not been held accountable and many were either brought in by the [REDACTED] who prioritized having [REDACTED] who don't engage with the kids but mostly stay in their offices. This is true at [REDACTED] for sure even though parents and teachers have repeatedly made it clear that the campus is not a place that is good for teachers and therefore not good for parents. Making sure that resources go to all students and that we support programs that are meaningful to kids like extra support and strong elective experiences. Community negativity about our schools.

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153	The nasty politics. Low teacher morale from the [REDACTED]. Same problems are still festering (suicide clusters). There was always at least 1 suicide a year at Gunn back in the late 80s, early 90s.
154	difficult balance between parents, teachers, students around priorities
155	Lack of transparency in decision making has plagued the district. Parent voices do not seem to be taken into account
156	Better management; focus on high academic standards.
157	Parents are very involved. If they can't handle intense parents with compassion and patience, move along.
158	The relationship between the district and union feels contentious. The teachers are the heart of the schools. The new superintendent should work to bring them together.
159	In elementary school, we have noticed several issues: - Very little accommodation for advanced learners. The district says it focuses on meeting grade level skills. There are many students in the district who are well above grade level in their academic achievement. This creates a tension with the district's priorities, which results in bored students, frustrated parents, and doing outside academic activities like after school math which is harmful for equity. - Need a reset on discipline policy. The policies on mainstreaming and keeping kids in the classroom even when they are having behavioral issues and being disruptive means that a focus on one student interferes with the learning of all the other students in the classroom. The teacher and students can't focus on learning when a student is walking around the classroom throwing things or shouting. And if there are few consequences to disruptive behavior it will continue.
160	Adequate measure and policies to support all kinds of learners
161	Community is divided
162	The [REDACTED] that intimidated students, parents and board members. He pushed his agenda with no transparency and faced no accountability. There is lack of trust between the stakeholders that will take time to fix. The best example is the ethnic studies introduction. There was no transparency- a few vocal and bullying stake holders pushed their extreme woke agenda with no clear understanding from the community of the actual radical curriculum. And on top of that, the actual process was rushed with no chance for parents to meaningfully comment and the approval happened in a hostile environment led by a few bullies.
163	We are new to the district this year but I am concerned both from what I have directly witnessed and from what I have heard from other parents in my community. First, my direct observation is that we seem to have been spending a lot of money on letting go our superintendent and our acting superintendent. I find those salaries and negotiations to be outrageous. I don't know why we have reached this point, which illustrates just how poorly the district has been communicating with parents. Second, I have heard from friends and acquaintances that [REDACTED] bully who did not care about student or parent voices. I find that rather shocking. I'd like to make sure our next superintendent is someone who is close to the community, who is respected by the stakeholders (students, parents, teachers, staff) and who respects them.
164	Ethnic studies and MVC
165	Academic excellence has been going downhill. Students achieve high despite the district's effort to take away learning opportunities. District needs to bring back the student centric culture and stop the bullying.
166	We want to keep our teachers happy and well paid so we get the absolute best teachers for our children.
167	Too much pressure. Too much focus on math/STEM. Not enough joy.

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168	Allow all students to reach their potential
169	Support parents, stop threatening them when they disagree with you. We need before school care. Suicides are not because of hard math classes. Most of them are trans!!! Lots of waste and fraud, too many lawsuits due to their failures.
170	You should take clear positions against bullism and discrimination to protect children and start by the adults because we adults are the exemple and judgmental and exclusive behaviors comes from adults : teachers and parents. Start by that . More compassionate and inclusive all district politics
171	I think the overuse of screens is hurting kids' learning. Middle school kids seem to spend a lot of time gaming during class, including really inappropriate games like 10 Nights at Epstein's. Too many assignments are given electronically where the kids seem addicted to clicking without reading and thinking deeply, and especially in math, it prevents them from showing work and explaining reasoning.
172	Superintendent should not be pressured by parents who want only STEM classes, especially very high level math. High school is not college.
173	There's talk about mental health and student development but stringent policies around attendance make both of those goals difficult to achieve.
174	1 - Figuring out why the suicides are happening and doing something constructive about it. Something more in depth than the old trope of "It's [redacted] tiger parents putting too much pressure on their boys." 2 - The trend towards one size fits all isn't working. When you force all abilities into one classroom in the name of equity, the advanced kids lose interest in school because they're bored, the at grade level kids struggle to keep up with the advanced kids, and the kids who are behind don't get the support they need. We're failing everyone. 3 - Parents are livid and in revolt over the lack of transparency and gaslighting from the administration and academic leaders. The teachers apparently are revolting too. 4 - Despite what I say above, the parents are crazy. 5 - We have a history of staffing failures. Why put a PE teacher in charge of the most academic school in the state? And why would she puts a water polo player with a political science teacher as the head of STEM?
175	Student stress, suicides, environment that is an academic pressure cooker
176	1. Entire corrupt board needs to be replaced as resistant to addressing advanced students focused on everyone same level. Not allowing school principals to determine whether multi-variable math class can be offered during the school day. only foothill college teacher was brought in after school hours to teach the classes. Honors biology taken away 2. School District Entered into settlements one sided without appropriate legal counsel review, allowing full release of the departing superintendant b/c board is not concerned how funds of the district are spent, since not their own funds. 3. Refusal to accept or get outside counsel legal interpretation of: a record of already taken, completed, and excelled at UC Scout Algebra's 1 class per Section 51224.5(c) of the EDC, student should not be required to repeat the same class Algebra in middle school. 4. Math placement test not transparent not standard like NWEA MAP 5. .Superintenant should not be able to overrule board. no voting
177	The [redacted] has sowed distrust among families in the district. Under his administration, the number of lawsuits against the district skyrocketed due to unwillingness to engage in conversation despite public rhetoric of "engagement". [redacted] administration was prone to touting misleading or outright false data collected from the district. Special education students in particular have been on the bottom of the priority list, despite publicizing the "highly successful" program of raising literacy metrics. Providing excellent education for our students is not a zero sum game. It is possible to serve the needs of students across all academic levels without pitting them against each other.
178	Parents are going to complain no matter what you do. It's going to bother everyone if the [redacted]

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	or is thinking of us as a stepping stone to higher office. They should know that PAUSD gets sued a lot.
179	Unique community
180	We had a highly [REDACTED] in the past who injected partisan politics. Need non partisan administrator and leader who stays off politics and his/her affiliation and is fully focused on their job. Dont abuse district parents, staff or students and treat them respectfully and solve the problem of mental health without just writing blogs and offering lip service with true outcomes. Uphold high academic standards and offer choice to students without holding back entire student body in name of equity. Delaning in math and injecting politics was an insidious example of recent superintendent
181	For the last eight years, the district has done great lip service, but doesn't follow through. They say the right words, but they don't actually listen. The [REDACTED] was arrogant and a bully. [REDACTED] thought [REDACTED] knew better than everybody else no one feels cared for when that's the environment.
182	Schools are not teaching students to be resilient. Too much focus on removing stress and pressure, rather than teaching students to manage those well. The district has removed academic opportunities for academically advanced students, leaving those kids bored and alienated. The district sends the signal that they are trying to prevent kids from achieving excellence.
183	Need to know the math is a very important way of learning for our students and have ways to prepare them or have easy ways for the students to get the extra support maybe with more 1on1 teacher. Work with the city to better have a plan for Caltrain crossing tracks, try ways to always offer after school care with in the district no outside agencies.
184	1. First and foremost, kids feel tremendous pressure, especially in high school, to perform at unbelievably high levels. This pressure is not coming from their teachers. It is coming from kids' parents who are highly successful themselves and from peers who have such parents. 2. Because of decisions made by [REDACTED], there has been a loss of trust between parents and the board. Transparency and listening to parent concerns are a way to regain some of that trust. 3. There is also some antagonism between the leadership and the teachers. Again, a focus of a new superintendent should be to repair that as well.
185	Conflicts between families & school board re the right balance of supporting all students to graduate & offering classes to students who wish to challenge their potentials.
186	Suicides, bullying, need for classes to meet advances students needs not being met as in other local districts (honors bio, honors English, advanced math: mvc, linear algebra) that means pausd students fall behind or go private. Special education services need to be more robust, poor transparency and controversy around ethnic studies, no transparency and controversy around 'separation [REDACTED] and [REDACTED], cost of separation w/ [REDACTED] was unacceptable
187	[REDACTED]
188	PAUSD needs stronger, genuinely qualified ECD leadership to meet P-3 obligations, reframe policy, and retrain staff in high-quality play-based methods — direct academic instruction is not developmentally appropriate for our youngest students, does not meet their SEL needs, and is not building the foundation for long-term success or a love of learning Middle school math needs a stronger, coherent curriculum — packet-based instruction and the absence of basic tools like graph paper in Algebra reflects a broader lack of developmentally appropriate, conceptually grounded math pedagogy Greater transparency around developmentally appropriate standards is essential for building community trust and guiding sound instructional decisions Top-down leadership is eroding respect for teacher expertise; community input should be actively sought, but must not be driven by vocal minorities advocating for the privileged few
189	Right now things are politically tense. There are disagreements on what fundamentally a public education system is for -- should the focus be on learning to work together to build a strong a

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	community, or work on maximizing the achievement of individual students? Everyone agrees that the right answer is "both", but there is strong disagreement on where the right balance lies when there is tension between services for students who are struggling versus services for students who are excelling. The district has lost too many youths to suicide. It is widely agreed that our schools play a major part in helping to solve (or at least) decrease this problem. Dealing with this issue will require a great deal of sensitivity and thought on the part of any future leader. The [REDACTED] has long taken an adversarial approach to negotiations. I think this is ultimately detrimental to the district. Finding a way to collaborate with them will be good for the whole system.
190	Politicization of our teachers unions, refocus on academic excellence for our district with top course options for our students while also providing enrichment opportunities for our students and more administrative efforts to compact bullying. We need to follow proper procedures and have a superintendent who can work with our board as well as principals and teachers.
191	You've got an increasing number of parents who are interested in academic achievement. But there is this whole push to equity. Believe there is going to be a lot of friction between parents who want more services towards the students who are excelling vs. the amount of services targeted at bring students to he bar.
192	parents want top quality education, especially in core classes like math, science and English. it would be nice to have a superintendent recognize the rights of students to excellent instruction. right now, you can get a mediocre, or worse, teacher and there is no recourse - you're stuck with an entrenched teacher who knows they are not accountable to any performance metrics.
193	Although there are different perspectives on what's best, just about everyone is thoughtful and wants the best for the students. The [REDACTED] earned quite a bit of mistrust from the community. My perception is that the [REDACTED] in this position considered [REDACTED] above following rules as well as above treating members of the community with whom [REDACTED] disagreed with respect. This attitude, combined with the mishandling of high profile maters, is a chapter that I hope the district can put in the past.
194	When there are consistently waitlist for choice programs, it means that many people want and appreciate the choice programs, and they should potentially be expanded.
195	You will be subject to scathing criticism on all sides by a minority of students and parents who believe that certain topics (e.g. math acceleration) are paramount to education. While you have the silent support of a majority of students and parents, you will have to walk that line judiciously.
196	Lack of equity, behavior and mental health services. Teachers should focus more on SEL in the younger grades. More time should be spend outside for play.
197	This is a long list but first and foremost... special education in PAUSD is, at best, a mess and, at worst, inhumane. the pausd sped culture is one of "no" when working with parents. it is short sighted, anxiety provoking, and harmful to our kids. the quality of [REDACTED] is poor in both understanding of law and compassion. the amount of financial waste in sped is astronomical. the trauma imposed on students and families is criminal. Sped needs a complete overhaul and things will get worse/more expensive before they get better... but it will eventually get better.
198	Big gaps between opportunities based on wealth People with more wealth have more access to the ears of those in power Our [REDACTED] robbed us blind with a severance package
199	The [REDACTED] superintendent was not a good match for our community. Our community wants to be involved in the decisions. The community is currently disgusted with the district because of some recent events (handling of situation of teacher who was accused of rape, huge payouts to that teacher and to two departing district level administrators). Our community is also at odds with the board (ex. the board had recently approved extending [REDACTED] contract for several years even though

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	they knew ■ was a liability). The district also needs to do a better job with contracts for employees instead of dragging negotiations out practically to the end of the school year and giving paltry raises.
200	1. The academic pressure placed on students from an early age and how their peers bully them. 2. Can education be made acceptable that isn't college level in high school? Not all students are the same and they shouldn't be shamed. They should be encouraged to learn. 3. Special Education needs to be attended to in more schools throughout the district so students are accepted and parents are not afraid to advocate for their children.
201	Parent community is strong and is very vocal, so they need to be able to listen and also discern wisely.
202	■ that go against community wishes ; a community group that is opposed to merit.
203	quality of education safety of students resistance to fascism
204	Students appear to be overly focused on academic activities, which limits their opportunities to engage in a broader range of experiences. I would greatly appreciate it if more support could be provided to encourage participation in diverse activities. In elementary school, all students had access to music and art. It would be beneficial if middle school students could also be encouraged to participate in music, art, or other areas of personal interest. In addition, strengthening writing instruction would be very helpful. For students with special needs, it is especially important to provide a wide range of supports to help minimize academic gaps. Encouraging these students to express themselves through music, art, and other creative activities can play a meaningful role in their overall development and well-being.
205	Palo Alto is one of the most litigious school districts in the broader Bay Area. This is unacceptable - when it cannot provide a services and settings to meet the needs of children, it should be more willing to consider non public and private school options for families. This is especially in scenarios where it is less expensive to do this than to serve the child in the district. The new superintendent should not create the same environment for families as other superintendents have in the past. These families are already struggling with health, academic and other challenges related to their children.
206	The issues start from early elementary. The message that "we are the best" is declared proudly and it's is an empty "compliment" entirely dependent on the shortcomings of others. If we changed that from the start it would help lessen the pressure and comparison that follows. Children want to be heard and seen for who they truly are and we should be celebrating and rooting for each other far more than currently happens.
207	Special education teachers and paraprofessionals have a high turnover rate, negatively impacting students on IEPs and their families. And, PAUSD spends far too much on defending against special education-related lawsuits. We should be looking for ways to better attract and retain special ed teachers and staff, and training general ed teachers to support special needs students, leading to better student outcomes and savings in legal bills and settlements.
208	Our district is located in Silicon Valley - many parents are involved in start-ups, in tech companies, in VCs - where "you fake it til you make it" mantra is rampant. Mental Health is a big hot button issue - many students have 504s and IEPs. Suicide by train is more prevalent then other communities. There is a very vocal cohort of parents that feel additional AP math courses are necessary for the High Schools to offer. Most families have the means to hire private tutors for their children starting in the early elementary school thru high school SATs - so standardized scores might not reflect the skills of district teachers - and students without tutors are left to feel deficient in the classroom. Students need social emotional support, they lack social skills - whether it is the lingering effects of COVID shut down, or the dominance of personal tech devices.
209	Mental health issue! He/she would have to be ready to hit the ground running immediately. This is a very competitive school district. The pressure is high for students, especially the high school students.

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210	Palo Alto has many parents who are motivated to help their kids be it for advanced learners or folks who want to find their own niche or need additional help. We need a superintendent who can include and make policies that are good for all cohorts of students not just raise the floor but also raise the ceiling and keep kids challenged. It is one of the most competitive school districts so we also want them to prepare our kids or success after school right from college admissions to New careers. We have a parent group that could sometimes be very opinionated, but at the same time they care there is a lot of baggage from [REDACTED] that this person needs to be able to handle neutrally. The location of our school district is so conducive for bringing in thought leaders, innovating and creating new models and pioneering these new models for education only here this is an opportunity and not an issue and we need a new superintendent who can frame it that way
211	1. Mental health and obsession with a narrow view of success. 2. Tons of resources are spent by families on extra classes, tutors, etc.
212	Parental input is often dismissed in a high-handed manner with little meaningful consideration.
213	One of our [REDACTED] cannot be trusted with confidential information. Not all of our board members make decisions based on input from stakeholders and staff that are grounded in the effect they have on our students. Our [REDACTED] is not a professional, reliable negotiating partner. Some of our [REDACTED] use their independence to skate by and not deliver for our students, and we've never had disciplinary procedures that have forced them to start doing their jobs or leave. A substantial portion of our population thinks their kids are in private school and the parents can dictate exactly what they want from our public schools for their specific, individual children. The entitlement is off the charts. Our marginalized students suffer when extra resources go to the already well resourced students.
214	The parents are over involved in the education of their children. The community members are willing to pass bond measures.
215	Incredibly high student suicide rate, poor outreach to families about review new teachers after students have had a year in their classroom, over reliance on digital tools rather than direct skill teaching, culture of bullying from [REDACTED] admin, high performing high demanding families in a high cost of living location
216	The parents tend to run the show, the Superintendent will need to be able to withstand scrutiny and hold their ground as to not get pushed around by entitled parents.
217	The community needs to be engaged. Many more families are here temporarily, district and school staff is increasingly not local, neighbors feel disconnected from PAUSD and unwelcome. The communication and engagement and partnerships are lacking.
218	It's important to listen to students' experiences, and to understand what is really happening at school sites by observing classes and meeting with students, teachers, counselors, and classified staff. I feel that prior [REDACTED] have been out of touch with the actual lived experiences of students and staff.
219	The district has a highly engaged—and sometimes highly divided—parent base.
220	Que siga apoyando a nuestros estudiantes especiales / That you continue to support our special students
221	That parents of students and residents of Palo Alto expect this district to be a high performing district and cater to the needs of the exceptionally gifted as well as provide great intervention for the kids who struggle. The majority of parents are happy with their schools, school community and children's experience, but the loud minority who are not satisfied tend to change the temperature of the community as a whole. It is important to improve communication at the district level so that the community members feel like they are being informed- but they often don't understand how a school district should operate and what are the proper levels of power for the board vs district vs principal. It

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	is not the districts duty to educate them, but it seems like attempting to do so might calm a lot of sentiments.
222	Open up more helpful resources to students both academic and non academic
223	1. Suicide prevention is critical. I appreciate the mental health resources but we need to think more creatively until the problem stops. 2. There are a lot of parents with good intentions who push very hard for opportunities for their kids. Overall, that can be a good thing at times. And I understand why they do it, now that I'm dealing with the college application process for my older son. But I think there has to be a balance and a meaningful conversation about how to both give opportunities to high performers and ensure that all students can access those opportunities. 3. Open communication has been a challenge since my kids have been in the district (over 10 years) 4. Too much use of devices for schooling. Need to limit electronic device use.
224	The Spanish immersion program at Escondido is extremely high-quality from my perspective as a doctoral student in Stanford's school of education. I have seen it under the last two principals and been extremely impressed by teacher leadership, expertise and collaboration. The best thing a new superintendent could do is to listen to and support teachers there with what they ask for. I wonder if more bilingual curricular materials would be helpful. I especially think the 1st grade teachers have done an amazing job in their literacy instruction in integrating "science of reading" concepts with comprehension instruction. They could be instructional leaders in modeling this for the rest of the district.
225	- Bullying needs to be addressed properly - excessive parental pressure about all the laning and Math issues needs to be addressed well - Excessive stress to high school students by some unreasonably strict teachers - Big jump from middle school to high school - middle school does not prepare students for high school post covid. No homework in middle school to 2 hours of homework daily in 9th grade is a big jump. - support for enrichment and competitive clubs - it's hard for kids to find a teacher sponsor and support
226	Do not take for granted families with high-achieving students. Certainly do not demonize them, as has been the trend in recent years.
227	We are a team and work to a common goal that is the best for our children. They should work together not against each other.
228	1. Racist attitudes and actions/policies from [REDACTED] specifically regarding Asians and immigrant students and families. E.g. dismissing and stereotyping any academic excellence as "tiger parenting" or blaming them for suicides etc. 2. Infiltration of radical politics/ideologies, e.g. framing any academic excellence as "racist" against a small % of [REDACTED] (when those families actually are in PAUSD for academic excellence but are afraid of saying so publicly), etc. Capturing of [REDACTED] by special interest groups pushing their own agendas, e.g. [REDACTED] who aspire to "prove themselves" to [REDACTED], etc. - all willing to use outside money and dirty tricks (propaganda, death threats, lawsuits etc.) 3. Condoning/lack of accountability for bullying of students by other students and teachers, and downplaying it as the major contributor to mental health crises and suicides
229	There is deep disunity within the community that can't be solved by focusing on issues. There is a great need for spiritual qualities (selflessness, truthfulness, trustworthiness, love) to overcome these divisions.
230	Test scores in math and English have continued to drop. Quality of education is deteriorating. Science camps for elementary school kids are being eliminated. Overall, kids that are testing above grade level are bored because the teachers only focus on the needs of the kids that are behind.
231	There are many ideas and opinions in our community. We must work together and not against each other!

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232	The huge amounts of anti-semitism expressed as anti-Zionism that is supported by [REDACTED]. The outrageous blood libels against Jews (and Israel) taught as "truth" by teachers. The fact that classes about the Middle East teach propaganda and lies about Israel. Especially proposed ethnic studies classes Rape culture that is increasing (along with support of jihadist ideologies that terrorize and virtually enslave women) Refusal to address institutional misogyny
233	They should treat everyone fairly(students, staff members, parents, basically everyone), be transparent about everything, and really get to know and communicate with our community.
234	Some parents are aggressive in supporting their kid no matter what and many are litigious, meaning lawsuits are relatively common in the district. Some may be well-founded (the special education program is known for not meeting the legal obligations of 504s and IEPS), but many are just entitled families flashing their money around. It's very hard for administrators to hold kids accountable; they seem to either do very little or throw the book at a kid—there's no measured in-between. Obviously, the issue of suicidal ideation is on people's minds; many support closing the Churchill access point. That would aggravate the already horrendous traffic getting to and from Paly. Some of the big news items—such as whether or not to offer multivariable calculus—have taken up a LOT of air time but only impact a very small number of students. I'd much rather the focus be on how to close achievement gaps with underserved populations, better support the special education students and measured discipl
235	1) Culture of fear, retaliation and rewarding sycophancy 2) Special Education - Erosion of well-established programs, resourcing based on numbers/service minutes, rather than building competence and mentoring (Ohlone, PSF, Grendell) - Attrition / inability to retain qualified providers Staffing of SpEd programs by inexperienced aides, AMFTs, SLP interns - inconsistency in quality of services, lack of continuity for child - Transferring the burden of "proof" to parents, needing to hire advocates / attorneys Inequity in outcomes, for SED families 3) [REDACTED] positions appointed by [REDACTED], need to be revisited - Set KPIs based on objective, incontrovertible data, demand accountability - Insist on looking at the whole picture, not just "good news" highlights in reports 4) Lack of transparency about key decisions - Take teacher and student feedback into account ! - Make ad-hoc committee meetings, recommendations accessible - Diversify parent representation
236	There is a push by a group of parents of current students (but honestly, mostly parents of alumni that have graduated high school and often times college) that promote a narrative that our school district is not rigorous enough and that we do not challenge our students academically. In addition and often because of this narrative, we have families sending their kids to afterschool programs (like AOPs and Russian School of Math) and expensive tutoring services to "get ahead" or to keep up with the Joneses - families with incoming Kindergarten students have asked me what math program their child should be doing after school. This then creates this self-perpetuating cycle of parent-driven acceleration, community-driven pressure that continues to fuel the narrative that we must provide more accelerated classes/ acceleration opportunities because otherwise we're "holding kids back". This is dangerous for all kids and has created a toxic culture. We also have a mental health crisis.
237	-Skip test should be administered at each elementary site during the school day and let students opt out. Equity issue for parents who don't know they can take it or can't make transportation work. But bring back math tracks and do away with skip tests all together would be best. -Field trips are not consistent experiences across the sites. Some sites provide an overnight trip for 4th and 5th graders, while others don't. This is not equitable. Some schools are better at providing them and others none at all or only stay within walking distance. -TOO much screen time during the school day. TK-2 should have NO screen time. They need to continue developing fine motor skills and have actual hands on learning experiences - NOT on a screen.
238	The district has lost its sense of being connected between teachers, parents, students, district office, etc. A lot of the joy the district once had as a whole has faded. To be a great leader, you really need to listen to others and empower the people working for you. The new superintendent really needs to

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	listen to the students and teachers. They also need to learn about the history of the district, good and bad. They would need to understand that they are coming into a disconnected district that is hoping for a positive, fresh direction. They would need to be very visible, present, and available.
239	- Provide advanced courses and more flexible math acceleration paths for students who are ready. Raising the floor for underperforming students should not be at the restriction and expense of other students. - Ethnic studies curriculum: Transparency to ensure viewpoint neutrality and should be offered as an elective. - Budget management: avoid overspending on consultants and legal fees, have clear priorities (such as teacher and staff retention)
240	We have many students who receive special education services in PAUSD. The new Superintendent must possess the knowledge and expertise to effectively support these students and their families. Furthermore, our community has been impacted by the tragedy of student suicides on the train tracks for years; the new Superintendent should be a proactive leader who prioritizes student mental health and safety. Finally, as PAUSD serves a diverse, multicultural student body, the new leader must be a strong collaborator who engages deeply with all local communities.
241	How am I (or the student) supposed to track progress and improve when it takes some teachers FOREVER to grade assignments? There should be some expectation.
242	That sense of belonging needs more attention. There are many students that feel marginalized despite best efforts from the community. Not everyone in the community is trying to position their kids for elite schools. Some of us are trying to keep our kids alive. My student has struggled with the competitive peer culture of “exceptionalism” that they feel in high school. They feel dismissed in classes where they offer up new ideas only to get shut down by teachers; they feel it in the air around kids that are stressed about being perfect; they feel it in classrooms where there is a tolerance for culturally insensitive comments.
243	I have observed toxic work environment for the teachers, unrewarding curriculum, terrible attendance policies, everyone is seen as a number and not an individual.
244	Difficulties with student health (aka Paly/Gunn suicides), constant over-achieving focus by segment of HS students creating pressure cooker environments leading to larger student body health concerns, uneven teacher curriculum/testing/support (students avoid certain teachers because of this since grades are against all student peers in a subject and not against their specific teacher's students only, leading to "better" teachers having a higher statistical proportion of higher grade students vs peer teachers); problems with high volume testing on specific days during crunch periods with teachers unwilling to spread student testing out across M/W or T/Th testing to better address specific student test load scheduling.
245	Mental health crisis often root in the students needs are not understood and met at school. Currently students who have special needs but don't have IEP being placed in general classroom with teachers who don't know special needs and expect the students the same. Add stress to students. It will be more worthy for the new superintendent whom would know social needs to rebuild a better staff system(reading, writing, counselors, special needs credential teachers and staff) to support students better inside classroom rather than increase admin staff.
246	The school district has generally been somewhat high performing but there are so many problems in terms of administration. - [REDACTED] was following and reposted a racist message that harmed the community and PAUSD's standing - Homework levels can be extremely high, with little consideration across classes for how this is managed across courses / on a curriculum-wide basis - There is mental health impact on students from the way difficulties are managed: suicide clusters, truancy/high numbers of unexcused absences being referred to the DA where on top of the high pressure school environment students are given limited guidance on how to manage; offering services is fine, but children typically don't proactively avail of these - The chaos at the board level, with superintendent

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	and then short-term coverage superintendent both leaving, is a stain on the district, as is the non-disparagement parachute payments
247	The math curriculum is so bad that most parents start supplemental math classes in first grade. The kids without supplemental classes are left behind.
248	This is a very spirited and engaged community. I find it hard to imagine anyone in this role will be well liked by the more vocal regulars at the board meetings or in public forums. Sorry for your luck!
249	Vocal and politically active parents who place a very high priority on their own children's academic achievement play an outsized role in setting the agenda and crafting the dialogue around the performance of our schools. I believe that baked into their engagement is often an assumption that their perceived career success or their belief in their child's potential gives them the expertise to know what is best for the full complement of PAUSD students. A successful superintendent in this district needs to be able to recognize this dynamic and welcome parent and student voices in a way that makes them feel heard and validated, yet commit to coherence around a clear set of goals and strategies in service of those goals. This is especially true for approaches designed to meet the needs of our most vulnerable students - those whose voices may not be reflected in public comment at board meetings and the PTO - and to elevate perspectives that have historically been excluded in this district.
250	Pushy parents who only cared about academic excellence Mental Health and Wellness should be rethought, instead of doing patch work on existing framework
251	The district has a culture and some of it is positive while much of it is not. The new Superintendent should understand that and develop ideas about the direction of the district. Also, the new Superintendent should know that the community is involved and there are many factions to the community so basically every decision will upset one of the factions and likely that faction will be vocal.
252	Belonging, community
253	Challenging and competitive academic environment, high pressure on students, serious support needed for LGBTQ+ kids and trans-students, suicide cluster
254	That the ██████████ thought that the parents and students worked for them. That the academic success of the district was their solely related to their initiatives. When in fact it was the parents, students, and teachers responsible.
255	Despite some negative comments about ██████████, I was a big fan of ██████ when ██████ opened up the schools to hybrid/in-person teaching when COVID hit. ██████ absolutely handled it nicely, while the majority of the US did not have any clue about the impact that the remote(zoom) teaching can give to especially young kids. PAUSD is a place where "smart" people from different background gather. I trust my fellow neighbors that politics should not influence the students' learning environment, but it is a tough crowd.
256	Families care about learning starting in elementary school, not just high school. There are needs for all learners at a variety of levels. It would be wonderful to focus on strengths and teach social emotional, not just academic. Students here are under tremendous pressure and mental health is vital.
257	Decrease in focus on top tier academics for those who want it, like project focused curriculums, providing additional learning opportunities for those who are high achieving, advanced AP classes for those who want it. PAUSD should be the gold standard of education across private and public schools in California. No focus or prep on the impact of AI and how our education forms and student prep should be changed to keep on top of it.
258	I'm not an expert in district matters, but having a good pulse on the community and what parents want for their children is important. Having transparency and seeking input from the community is great. Of course, sometimes too many opinions can lead to inaction or indecisiveness and that is not good either. The new superintendent should have a good sense on how to balance this. They should be able to lead

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	the district through various challenges. But showing empathy for students and their struggles is important. Talking to students, parents, and staff about what they need is important. Everyone needs to feel supported. It's not easy to be a superintendent with PAUSD because our community has high standards. But a superintendent who knows all of this and embraces the challenge will succeed.
259	学生的整体情况和学业表现，特殊教育与支持系统（非常关键），老师是否被支持？家长声音是否被听见？资源具体分配，风险与隐藏问题（新总监必须知道）/ The overall situation and academic performance of the student, the special education and support system (critical), and the teacher is supported? Are parents' voices heard? Resource allocation, risks and hidden issues (new Superintendent must know)
260	Need better teachers, need to emphasize "teaching" and not just showing up to collect a salary. Basically, need to focus on recruiting the best teachers. Don't be afraid to fire the poorly performing teachers.
261	PAUSD is the nation's steeple of excellence in public education. You must maintain and make greater. PAUSD's success is a huge influence on how the nation as a whole perceives public schools at large.
262	Highly competitive parents. Even elementary school children discussing who's smartest in class etc. Starting in kindergarten, we heard other parents enrolling their kids in Russian math etc - makes for a difficult environment to feel good about kids just riding bikes or shooting hoops on their own.
263	There is a culture of stress put on the students by everyone, families and schools alike. it has to stop.
264	Administration is bloated and overpaid. They need to be held accountable for their actions and decisions. And throwing more money at the problem does not fix anything. Students actual needs academically and emotionally need to be fostered. Also I support good teachers. But there are a lot of bad ones too. The tenure system needs to be addressed. Charter and private schools put teachers on yearly contracts. That might be too aggressive to implement immediately, but teachers that are not performing to standards need to be held accountable.
265	Parents get pushy when they are not being heard. It's frustration, not entitlement. Be open and transparent about decisions with parents and students & actively seek out input. Students need to be thought of as a resource for problem solving rather than a cost to be managed. They have great ideas solutions for most of the problems in schools, including how to improve mental health, academic performance, and what costs to cut. Many activists speak for POC, but they hardly ever have a seat at the table. Palo alto hides behind its reputation of excellence, ignoring gaps between the best and least effective teachers. For example, many teachers in advanced courses do not return test results for weeks, leaving some students in the dark about their performance in the class. Some classes are dull. Students are using AI. Develop unified policies on responsible use, and instruct on basic coding for all, and critical thinking about AI's risks and social impact starting middle school.
266	We are three years into elementary school and already know about and have encountered teachers that are bad. Most are tenured teachers who don't care about educating kids. They seem to be just doing the bare minimum to get students to grade level.
267	History of suicide clusters Lack of rigorous science and math classes at all levels, despite Board interest in offering them
268	As students move into higher grades, there tend to be more incidents where vulnerable children—such as those who are physically smaller or weaker, girls, students with disabilities, or those who struggle with language—become targets of teasing or bullying. When there are limited opportunities to seek counseling or support, these situations can be very distressing for the children involved. It would be helpful to establish stronger systems to protect these students and ensure they feel safe and supported. At the same time, all students would benefit from clear and frequent reminders about expectations for respectful behavior, rules, and social responsibility, so they can better understand and follow them. Additionally, when issues arise, it would be beneficial to first understand the reasons behind a child's

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	behavior rather than responding immediately with punishment, and then provide appropriate, constructive solutions. Finally, fostering a culture of encouragement and mutual respect
269	Parents value good teachers, and that should continue to show through compensations. Finicky rules or pettiness are not valued by the community.
270	The special ed program is struggling hard with retention of good teachers and administrators. There is not enough of a focus on academic achievement for these kids. Parents get frustrated and take the district to court and win which costs the district a ton of money. All these parents want is an education for their kids. Some parents create a toxic culture of academic achievement that pushes their kids into anxiety and depression and self-destructive behavior.
271	Cont from q 5 in education Selecting a Superintendent who is bi-lingual and versed in dual language immersion education demonstrates PAUSD's commitment to supporting the goals and future of the Spanish Immersion program. It would increase confidence that the district is committed to stewarding this gem of a program with the utmost care.
272	We are extremely concerned about the future of the SI program at Escondido due to a lack of district support over the last 5 years. Continually pushing our children into combo classes and changing the format each year has taken a huge toll on our students, teachers, and community. We are extremely unhappy with the way the district has handled this issue, claiming it is due to budget when other elementary schools at PAUSD are allowed to continue with smaller class sizes and no combo classes.
273	Many parents have strong opinions and are quick to make them known.
274	The new Superintendent should know how the Palo Alto community is and should have a good pulse on what our preferences are. Palo Alto can be a tough place to be a superintendent, but if you mean well, always put your best foot forward, and be transparent, then you can succeed.
275	There is a divide between the admin and teachers. It is no longer a collaborative relationship. It should be a team to lift the students.
276	Academics for the elementary school is weak. Kids get lost. Lots of issues fall under the cracks because teachers are stretched.
277	That the Spanish Immersion program is extremely important
278	1. Curriculum leans on Biblical narrative over historical scholarship: Teaching about ancient Israel relies heavily on religious texts rather than academic history. This needs to be corrected to meet secular public school standards. 2. Palestinian and Muslim perspectives are missing: The history, culture, and contributions of Palestinian and Muslim peoples are largely absent from how the levant region is taught. A complete, honest curriculum must include their stories alongside others. 3. Pro-Palestinian voices are being suppressed: Students and staff expressing support for Palestinian rights have faced unequal treatment. The new superintendent needs to ensure free expression policies are applied fairly to everyone. 4. The secular character of our schools must be protected: No single religious tradition should shape how history is taught in a public school. An early curriculum audit would demonstrate that commitment. 5- Muslim students and families should not face marginalization
279	Specific to Escondido, the amount of turnover at the top is concerning, and creates uncertainty around the direction of the school and the Spanish Immersion program. Also, related to the SI program, we have an issue around dwindling class sizes over time. Students/families leave over time naturally, causing class sizes to diminish to the point of ultimately requiring SI classes combined across grade levels. This arrangement, while making the best of the situation, is not ideal as it tends to isolate those combined groups (ie. 3rd + 4th graders in a combined class) from the remainder of their respective cohorts, stretches teachers thin as they need to work through 2 curriculums across the grade levels, and naturally raises questions as to how adequately each cohort's needs can be met. (Not at all commenting on the teacher's abilities, but rather highlighting the obvious challenges in managing two classrooms.)
280	balance, belonging (or lack of), fight for normalcy importance of inclusion

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281	The school lunch program needs major improvement. Students complain about poor food quality, small portion size, and sometime they run out.
282	There is a significant rise in antisemitism in the world overall, including in Palo Alto. This has not been addressed and needs to be addressed with antisemitism training and learning how to respond to incidents.
283	Creo que el o ella ya tienen una idea y un enfoque académico. / I think he or she already has an idea and an academic approach.
284	Continuing disparities between underserved groups' performances and high achievers. Undue pressure by parents to demand advanced classes when there are glaring issues with special education teacher retention, D and F rates, and frequent student absences. Bullying and suicide, particularly for the trans population. It's important to focus on solid educational goals and providing a safe environment for students. Also, very important to look at current school facilities, plan for future population shifts, and ensure that the district is working efficiently, conserving resources, and cutting its carbon footprint.
285	Like the rest of our post-pandemic society, PAUSD is struggling with how to re-define itself for our polarized, contentious and uncertain era. My experience as a parent is that much of the institutional knowledge and shared assumptions between parents, teachers, the community and staff about how schools work was lost in the pandemic. PAUSD struggles with how to support its most advanced learners, of which there are a considerable number.
286	multiculturalidad, problemas de salud mental, distrito con alta exigencia y poca tolerancia . multiculturalism, mental health problems, district with high exigencia and little tolerance
287	take the pressure off the kids! support students of all academic abilities do a better job with special ed/dyslexia
288	Budgeting schools for additional support such as learning skills, special ed, and math support.
289	Communication and Trust.
290	We appreciate the school's meaningful progress in supporting grieving students — this was a major concern for us, and the growth has been noticeable. Support for LGBTQ+ students remains an area we hope continues to receive attention. We'd also encourage the school to broaden how it celebrates post-graduation pathways. While Ivy League acceptances are impressive, students who choose trade school, community college, or other directions often feel overlooked. Publicly honoring all pathways — not just the most academically prestigious — would send a powerful message that every student's future is worth celebrating, and would meaningfully support overall student mental health. Our student noticed a lack of diversity in the speakers at the college prep assembly and thought their messaging increased stress regarding preparations for University, rather than decreased.
291	Teacher salary needs to remain competitive and enticing for teachers to stay. Need a heavier push for science of reading based literacy instruction.
292	Many kids are bored. There should be more differentiation in the level of classes, not one model fits all.
293	The district makes getting the appropriate accommodations for a special ed student very very difficult. In a district that is as well funded as our parents should not need to spend hours and argue. Hard to get with their children need. I was uniquely suited to be able to do this for my child, but many parents do not have the capabilities to advocate as hard as I did.
294	The [REDACTED] are toxic bullies The parents do not feel like they have a voice
295	1. Chart a clear academic path, the 3 pathways seems reasonable. 2. Better solutions about students mental health 3. Fund a long term crossing guard at the train tracks - all the money spent on development plans that went nowhere could have funded 24/7 coverage 4. Better evaluation of

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	teachers and their ability to teach and remove bad teachers, listen to student and parent critique 5. Complete the teacher housing program to better attract better qualified teachers
296	<p>新任总监可能首先要了解社区的历史。其次，可能需要了解社区成员以及社区学生的构成。再次，也需要了解一下学区最主要的矛盾和最挑战的问题，以及社区成员对这些问题的看法。最后，他也要了解一下社区成员对学区未来的展望。我知道这很复杂也很难。/</p> <p>The new superintendent may start by understanding the history of the community. Second, it may be necessary to understand the composition of community members and community students. Thirdly, it is also necessary to understand the main contradictions and challenges of the school district, as well as the views of community members on these issues. Finally, he also wanted to understand the outlook of community members on the future of the school district. I know it's complicated and difficult.</p>
297	The loud voices of a few often overpowers the views of the majority. Be sure to get to know the community and hear those who do not have a voice or are afraid to voice their views.
298	There is a history of poor communication and antagonism, which has led to a number of lawsuits. We really need a cultural reset where we focus on honesty, transparency, clear communication, and dialogues based on logic, data and evidence.
299	Tutorías y más ayuda para los estudiantes que se les dificulte la escuela / Tutoring and more help for students who struggle in school
300	academic and lunch quality
301	The support for the facility and devices are under staffed. With higher number of students needed additional services and paperwork that goes with it, not enough resources and people to get this done without taking away from something else. Too much is asked of the teachers to protect the district but administrative support is not there so they have to make choices on where they spend their time. Paperwork or students?
302	You should know that each school experience is Very different, and they all claim that the district is the reason that they don't have the options/resources/experiences that the others do. The relationships with the district has become contentious with most every group that should be partnered with. The district has used the union or covid as an excuse to eliminate almost all resources. Dig into the funding to see where it is being spent and how much administrative bloat there is vs classroom enrichment.
303	School Counseling is a concern and it needs to be fixed
304	1) Loss of Trust and Transparency between the administration and families. This must be fixed. Palo Alto families fund PAUSD. At some point, the district seems to have forgotten that it is here for the families of Palo Alto and that the elected school board members represent our voices. When the school board asks for a class and the district refuses, there's an underlying problem that needs to be addressed. 2) Broken Budget. The district has become top-heavy in recent years with too much of the budget going to administrative positions instead of hiring more teachers and aides. \$24 million/year goes to mental health services with no quantifiable results and a continuing problem of suicides. And so many lawsuits because point 1 above! 3) Weakening of Academic Excellence. Cheating is rampant. Classes continue to get easier. Many teachers have checked out. Advanced students are not challenged. Struggling students need earlier intervention.
305	<p>La actitud entre todos los estudiantes y los maestros, y el nivel que cada estudiante lleva para mejorar el aprovechamiento académico, las condiciones de las instalaciones.../</p> <p>The attitude between all students and teachers, and the level that each student takes to improve academic achievement, the conditions of the facilities...</p>
306	Extremely important. Do not change school start time earlier.
307	There is an appalling lack of transparency between the schools and families. I understand that this can be a challenging social/political community to navigate, but the answer to that cannot lie in keeping

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	community members - especially parents - at arm's length. That's the m.o. in PAUSD and it really should change for everyone's benefit. From our family's perspective, there is a unhealthy overemphasis on STEM in our schools, to the detriment of humanities, social sciences, and the arts. As mentioned above, the music programs at our schools (Gunn, Fletcher, and Nixon) have been outstanding, they seem to do it on a shoestring and without the kind of support one would expect from this wealthy community. It's striking that there is such a paucity of AP humanities/social science offerings at the high schools, especially Gunn. Education needs to be balanced, and some of the hysteria about making more advanced mathematics available would be tempered if these same students would read more.
308	1. Small faction of parents seeking advancement while a larger proportion of students that are not as well resourced, and need more support, keep falling behind.
309	That Chromebooks in the classroom and at home are a disaster for many kids who ignore their teacher in the classroom and watch YouTube or play games. At home and at school. Also, the recognition that while Quistido parent controls are great they are largely ineffective on web browser laptops a.k.a Chromebooks. Parents seem to understand this problem the school has created for many kids better than the School Board. The use of Chromebooks needs critical study and evaluation that does not rely on statements by YouTube or assumptions about Quistido. Technology can be an asset in learning. It can also be a huge distraction. Our schools need to reevaluate how technology is used in leaning and new guidelines.
310	Track record of school administrators and district administrators failing to adhere to established procedures and trampling the rights of individual students, without regard to individual's welfare while proclaiming care for "student wellness".
311	- High thriving area means many students feel the need to compete against each other at an early age. - Over use of technology (chromebook) since the pandemic at all grade levels in class and at home. Our students have been used as guinea pigs under the guise ofpreparing them for for the future. Students are not taught computer usage, but use it daily to complete assignments. Instead of learning in depth, students are using AIto complete assignments and in some classes, are forced to use AI to get feedback in order to learn the content of the class. Studies are showing that our students are notbetter off with the chromebook. Many struggle with writing, spelling and creative thinking. - We need less chromebook/online useage for students on all grade levels. Devices and online usage have not made our students smarter. Lots of wasted time because of inappropriate usage both during school time and at home on the school-issued Chromebook. Parents are now being asked to monitor
312	The [REDACTED] had lost the trust of every constituency

Q 1. Which of the following best describes your relationship to the district?: Certificated/Teacher

Q4. What are the issues that the new Superintendent should know about when coming into the position?

SR No.	Response Text
1	Problematic management. There have been so many complaints about leadership that has fallen on deaf ears. Teachers/staff are told toe "file a complaint" but then nothing happens.
2	1. Breakdown between community and teachers - given the fraught economic conditions, tensions about curricula can't be solved in public hearings. Stakeholders are talking past each other. We see this in the disconnect between the newly elected BOE trustees and senior leadership at 25 Churchill. 2. Unprofessional [REDACTED] leadership. The community and teachers deserve better; both deserve professional managers who clearly understand the needs and the POTENTIAL of post-pandemic students and staff.
3	That teacher morale is in the toilet and community trust has been eroded.
4	Many teachers dissatisfied with [REDACTED], issues with trust, collaboration, top-down management, lack of input from stakeholders when big decisions made

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5	There has been a culture of fear and intimidation. We've eroded PAUSD's ability to solve problems, collaborate, and speak the truth.
6	Teachers are in dire need of a superintendent that values its educators and the profession. We want to be spoken to with respect and considered when important decisions are being made.
7	1. The extreme damage the [REDACTED] and some current district employees have inflicted onto the staff— we do not feel supported by the [REDACTED] nor do they feel like active partners in our schools. 2. Data and AI can't solve everything (and can make human-centered problems worse). Get off the data collection and go back to what we do best - helping kids. 3. Co-teaching isn't working. Throwing students who need specific learning into course multiple years above their grade level ability isn't something we should celebrate. Check out the data - many students with IEP's in a co-taught class are earning D's and F's in that course. This is educational malpractice. 4. Everyone is struggling in this economy- we need to pay everyone living wages and commit to real cost of living increases- stop making credentialed and certificates staff beg.
8	The district has been so used to being number one for several years that in some ways it's slacking and is behind in some educational tools, resources, and best practices that other districts and schools have been utilizing for years.
9	Teachers need to be more supported! There has been a lot of mistrust for a long time. Teachers used to be treated like professionals, and were compensated almost the highest in the area; both of these things have no longer been true for many years. This should be restored.
10	Everyone can prove that their position is correct and their needs are the most important - even when positions seem incompatible. Debate is driven by feelings supported by cherry-picked facts. Administrative decisions are too often shrouded in mystery and bureaucratic language because it seems safer, but it just feeds distrust. As someone with about 25 years in the district, I can say that the sense of trust and mutual respect has decreased steadily in the past eight years, so there's a challenge to address from the start.
11	There are a lot of issues of trust and a lack of transparency that have created an enormous divide between staff and administration, parents and administration, and students and administration. This is a Kinder to 12th grade student district. Sometimes decisions that impacts high school curriculum and programs are brought down to elementary that negatively impact student learning and development outcomes.
12	If cuts need to be made to the budget, try to cut non-student-facing positions (adult school?) If they have to be in these positions (specialists), give advanced notice and be completely transparent. Offer the TOSA option. The cuts truly surprised me because for the last 3 years, we have been talking about disproportionality. We have been measuring outcomes in reading and breaking them down by demographics. MTSS and tiered interventions have been a focus for 3 years. Reading specialists facilitate both tier 1 and 2 interventions, as well as the dyslexia screener (California law). It takes a lot of time to facilitate this screener- months of work- many of the teachers needed support with follow-up testing, additional tests for students whose primary language was not English...The reading specialist is Tier 2- what does an MTSS team look like without this role? How do you provide tiered interventions, early interventions to mitigate referrals, ISTs, SSTs, and qualification?
13	The relationship between staff and 25 Churchill is currently toxic. It is also rumored (which could be false) that relationships inside 25 Churchill are toxic.
14	We are a community of educators that are very knowledgeable and experienced. We have a lot to contribute and can and should be included in decisions about curriculum, methodology, priorities and goals for our students. Don't tell us what to do, include us and we will help this district and the students thrive.

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15	The DO administration has been "top heavy" for years and it does not need to be. The budgets of the individual schools have endured cuts in staffing and while student to teacher ratios may seem correct, more funding needs to go toward staff for Tier 2 and 3 supports for children and for ELL programs. Additionally, co-teaching models for the middle school are not working and are not a viable support for SPED learners. The teachers that I work with are amazing-smart, caring, and creative.
16	He or she MUST re-establish trust and open communication with students, staff, teachers, parents and greater community. The superintendent needs to know what the issues and needs are at each site. Get to know the staffs—ask questions and listen. Don't just send a survey out and say yes I got feedback.
17	Relationships with unions. Bargaining and trying to modernize an aging infrastructure.
18	The way to lead our district is through servant leadership NOT topdown leadership. Watch Steve Kerr. He builds his talent, supports them with resources and trust and lets them do their thing. The [REDACTED] took all the credit and made it all about [REDACTED] [REDACTED] did not lead from behind, he lead from top down, the sign of insecurity. We need an intellectual Superintendent who treasures innovation and academia, someone who recognizes teacher talent and does all they can to support it. Build the team. Attract the talent. Nurture them.
19	Since the [REDACTED], our school district has felt fragmented. We used to have a "Chow Down" which was the beginning of the school year get together where they fed staff K-12 breakfast and met at one of the high school's theaters. We heard a unifying message from the superintendent to kick off the new school year. We heard from school board members and the union presidents. It was the one time the whole district got together K-12. I wasn't a fan of the title- Chow Down, but I was a fan of getting the whole district together to kick off the school year from our leaders. That stopped a few years ago and instead of the district working with the unions, it felt like it was always the district versus the teachers/union. I would love someone to be supportive and unifying again, who would work collaboratively with the community and employees, and positively lead us into the future.
20	You have to have better food for the kid and talk to them more and stop the kid in the bathroom that are smoking weed
21	We have just completed years and years of top down, authoritative leadership. Prior to [REDACTED] , our teachers, school admin, classified staff, district admin, and community had a very supportive and collaborative working relationship. That was diminished and almost completely erased under his leadership. The new superintendent needs to know that we all want to work together and collaborate as a team again. No more top down authoritative surprises or mandates, please. Please bring us back to a culture of trust, collaboration, and mutual respect.
22	-we are a diverse community - one style rarely fits everyone -teachers need clarity about the "reserve" funds -stakeholders are all on the same side - we all want the best for the students. Everything else is secondary to that.
23	Things are working well, we do not need big changes. Get to know your principals and teachers. Be transparent about funding, reserves and salaries. Be humble. Be supportive of the good teaching and care for our students that is going on here.
24	Equity has always been an issue and should be a main area of focus for the next superintendent. The community appreciates constant and clear communication about all decisions made.
25	It has become very top down driven. Decisions are made and then told to teachers instead of having them be a part of the process. Even if they were included in discussions, their input was usually not taken seriously, yet we are the ones with the students and delivering the curriculum. Teachers are upset and unhappy with being treated like they aren't the professionals they are. They are being micromanaged, feel watched and waiting for the "gottcha" moment. I have seen and heard about so many being written up for little things instead of there being a conversation. There is such scripted curriculum that it is hard to make learning enjoyable anymore. The standards at the lower grades are

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	being pushed higher and higher and our students that might have had a hard time meeting the original, developmentally appropriate standards have a much harder time meeting the "new" (it has been happening for a while now, so not so new) standards. We are making that achievement gap even larger.
26	The main issue that Gunn High School seems to face is the mental health of students. How can we encourage academically rigorous classrooms while teaching students to manage stress instead of lowering expectations in order to mitigate stress?
27	You have to spend money to make money or, in our case - outcomes. Also, the student obviously don't feel top-down supported, especially when it comes to mental health issues.
28	I'm concerned about the high pressure atmosphere in our District. This emphasis on academic achievement above all else squeezes out time for children to be children. It also prevents students from having any down time at all. In elementary school, many of our students are scheduled into classes after school every day. This prevents them from learning how to do things on their own - even start a task without direction. I'm also very concerned about student suicide, particularly for trans kids.
29	Math instruction has long been a point of debate. We need to better meet the diverse strengths of our students—rigor works for some, but not all. Many students need alternative pathways and opportunities to excel beyond advanced math. MTSS has been a focus for years, yet progress appears limited. Roughly 15–20% of students are still not thriving, and at some sites, that number is increasing rather than improving. Literacy is also being overshadowed. With a strong emphasis on advanced math, we risk neglecting students who are two or more years below grade level (per i-Ready) or not proficient (CAASPP). This data is not receiving the attention it requires. Technology supports may be masking these gaps rather than addressing them. 1:1 Chromebooks at the middle school level are overused and not consistently supporting academic learning. Excessive screen time is impacting academic discourse, oral language development, and relationship building. We should scale back technology.
30	Teaching staff desires a stronger sense of community and belonging - and has felt a lack of trust with the district office.
31	There are a lot of people with a lot of time on their hands that make a lot of noise about things that are not necessarily important
32	Math Revamp for Middle School is failing many students (strugglers and high performers both), culture between district office and teacher staff is broken (teachers do not feel valued nor that there is room for a teacher voice)
33	This is a small but very vocal and litigious contingent here. Keep your focus on providing the best environment for students and teachers.
34	There are extreme issues relating to loss of trust between the district and the teachers that were created and exacerbated during Covid. These issues feel as though they are being dismissed by the district, or that the district position is that teachers are not doing enough when in reality we are stretched to our limits and need more support. Schools nationwide are struggling with similar issues and PAUSD is no exception. One way to work on rebuilding trust would be for the district to be more open about the difficulty finding answers to difficult problems, to invite teachers and staff to regularly collaborate district wide to try and problem solve together. The distrust has been exacerbated by a consistent siloing of staff at each individual site with fewer opportunities to gather and collaborate.
35	Mental health access in secondary, need for a new math curriculum and writing curriculum in elementary, community mistrust, staff climate
36	PAUSD faces several challenges in mathematics that a new superintendent should understand from the start. Most notably, the district lacks a dedicated math coordinator — meaning there is no single point of accountability for alignment, consistency, and instructional support across schools. Without

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	that role, important initiatives like Reimagining Math, Building Thinking Classrooms, and common formative assessment development are difficult to sustain and scale. Math pathways at the middle school level also remain unresolved, with a placement structure that creates inequitable access and limits options for many students. At the same time, the parent community is highly vocal around math, and a new superintendent will need to communicate a clear, confident vision while staying grounded in research and equity. Hiring a dedicated math coordinator would be one of the most strategic early investments a new leader could make.
37	Student suicides are too high. Teacher salaries are too low.
38	Hopefully you will hire someone who connects with students, classes, teachers, and learning. The previous one made some face-time with elementary students and liked talking to a select few high schoolers, but overall had very limited involvement in teaching and learning. The relationship with the certificated and classified unions has been very heated lately and staff are feeling very unappreciated. This is not a good place to work anymore. Someone should try to undo that damage.
39	Middle School math- maybe we should go back to having lanes so kids get what they need? Multivariable calculus- if you add it into the course catalog then it adds to the pressure kids already feel to get to the "top" math class We are a K-12 district and what K-5 needs/wants is very different sometimes than what 6-12 needs/wants
40	District priorities- ESRI (early reading); MTSS, Equity/Disproportionality- keep these. Evaluate budget cuts carefully. 1. Cutting a reading specialist, who is the backbone of MTSS (supports Tier 1 and 2 instruction), prevents referrals, ISTs, and ultimately special education identification, which costs the district more in the long run with special education costs. 2. Reading specialists increase student outcomes through direct teaching, coaching, leading MTSS initiatives, and aligning tiered instruction. Specialists provide system-level support, and that is powerful. reading outcomes are the primary indicator of school success, in terms of student achievement and equity. These positions directly impact early reading proficiency, which is foundational to all later learning. Districts are judged on this data. These positions have already been shown to address disproportionality- look at improved scores of specific demographics.
41	The high expectations on students. The pressure to in a high math lane/class when students in this district are already above the state average. That teachers want clear communication and feel trust to do their job.
42	Inside and outside of the school and walls- whole community: The "fix it" culture, the "find the blame" mindset, very oppositional community inside and outside of the school. The "community" in general is in word only, not a welcoming or healthy place inside or outside of the school walls.
43	We have a problem with lawsuits and parents trying to take advantage of a system that pays them off. We need to hold these parents accountable and stop paying them off. Teachers need support for a job that is increasingly more difficult. It feels impossible to hold high standards and academic rigor when parents get angry about "B" grades and the teachers feel pressured to comply with every parental demand. It ends up reducing rigor and lowering expectations to keep parents and students "happy" in the short term when their education and academic achievement growth is harmed overall. Grades become inflated. Curriculum is cut and there is reduced course challenge and difficulty. Reduced expectations. Students seem less and less prepared for learning every year. They are able to complete less at lower difficulty levels are require twice as much time to do it.
44	There has been a lot of changes with the tech sector gentrifying the area. As a result families in our district have shorter roots in the locality, students might not be attending PAUSD for the entire length of their education depending on their parents job and work visa details. Families that did not grow up in PA or are more recent residents aren't as likely to invest personal time in school and classroom events. Parents can seem to have an attitude that they pay a lot to live here without consideration of how their child is behaving at school. In recent generations more and more people have moved to the

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	area for the sole purpose of the strong public education. The town used to not be so elitist, people historically could be working class and still live within our boundaries. Even well-to-do parents need parent education. People are always fearful of offending others and aren't straight talkers. A lot of social and emotional education is needed by child parented by tech workers.
45	Subsistence approach to leadership and planning.
46	Our early education programs have not received much attention for many years, until recently, when TK became a universal PreK program. PAUSD is severely behind nearby school districts in its early childhood education program. [REDACTED] is diligently working on advocating for our ECE program to reflect the same excellence as our high schools, but much resistance has been met. Many TK teachers have spent years advocating for our early learners, and only recently got the ball rolling with the hiring of ECE Admin [REDACTED] and a release of funds for TK. Early learning has the largest return on investment in education, and I beg the next superintendent to care about our youngest learners and the programs we provide for them. In addition, our elementary teachers really miss broad collaboration across sites and having input and freedom with the curriculum. The amount of curriculum we have is overwhelming, and most feel there is no way to "teach it all".
47	- While ranked the number one school district, we lag behind other districts in employee pay and benefits - There a large disparity between students with the most and least resources which results in disparity in who gets accommodations, takes harder classes, etc. - Highly competitive academic environment leads to perverse incentives that prioritize finding every possible advantage and gaming grades over actual learning(eg multivariable calc debate, excessive 504 accommodations, parents excusing children for missing test days) - Student mental health struggles, especially for LGBTQ+ students
48	New leadership should be familiar with PAUSD's history, understand the key administrative decisions made over the past eight years under [REDACTED] leadership, and carefully examine the limitations of offering Algebra in 8th grade, particularly how it may not be supporting long-term student success in high school.
49	Loud vocal parent community that wants what they think is necessary to make their individual student shine. They treat the schools and educators as if we work in private schools, where their input is more important than the people who actually studied pedagogy. Though we (teachers/staff) are paid well, the entitlement of many of the vocal community makes this job very difficult to manage stress.
50	Staff morale and the feeling of being a valued member of the community by [REDACTED] [REDACTED] have really suffered over the last seven or so years. Instead of using the talent of educators to address areas for growth, we often get top-down, flavor-of-the-month initiatives that 1) are never evaluated as to their success, 2) change every year, and 3) go against what teachers know works best for kids. We want a restoration of respect and appreciation that is genuine and that results in actions that resolve current issues.
51	Behaviors are becoming very challenging within the classrooms and technology can interfere with learning.
52	There has been a negative trend of top-down management from [REDACTED] that has frustrated many teachers and other staff. Many staff members feel like they have lost their voice and are not seen as professionals. There is also a loss of trust between students and the district. Many initiatives and decisions were rolled out with either no explanation, an unclear explanation, or against feedback after the solicitation of feedback (in the form of a committee, a meeting, etc.).
53	I'm fairly new to the district (8 years in), but it seems there has become quite a divide between Administrators and Staff. This seems "wrong" in a setting where teachers work all day in establishing positive relationships with one another and their students. I think the Administration Department is too top-heavy and can be thinned out, putting more emphasis (money) on students' education at a more local level.

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54	"top down" management and micromanaging has killed teacher morale. In efforts to ensure consistency across the district, the pendulum has swung too far in terms of mandates and micromanaging, removing the teacher's abilities to alter their instructional methods to meet the needs of students. We are assessing our students more than we are teaching them, we have become obsessed with "data". I have concerns about the amount of time young kids are spending on iPads for iReady. Teachers are leaving because they are tired of being micromanaged by both parents and admin. They want to TEACH.
55	There is no trust at all. Our █████ came in with a restraining order from █████ last district and yet we let █████ work here, making more and more money, AND probably committing fraud of some kind by using taxpayer resources to enrich █████ children -- sounds like our president. There are █████ whose Zionism, bigotry, capitalism-obsession, tech-obsession, and overall myopia seem to take up the. most airtime and get the most respect from the powers that be. Kids come to school hungry, without clothes, without hygiene, with poor mental health. I've had THREE coteachers DIE in the nine years I've worked here. It is a dark, broken place. This job should be taken by someone with real moral courage, not someone who wants to use it as a stepping stone for personal enrichment or to enact a political or financial agenda.
56	Huge disconnect between district leadership and teachers. Work culture /morale at some sites is in bad shape. District rhetoric pushes A.I. use, but teachers do not agree. Academic honesty not enforced consistently. Special Ed and Guidance Counselors need more staffing/support. Smaller class sizes at secondary level makes a huge difference, Teachers are exhausted, feel undervalued, micromanaged, and not respected.
57	Trust is crumbling between stakeholders. Do not let this continue! We should have more information sharing and decision sharing to make sure stakeholders accrual have a stake in the process.
58	The new person should know how low morale is because of █████ top-down "management" and culture of bullying that emanated from the █████ for years. The level of hubris was toxic.
59	This district has hard-working, creative, talented, exceptionally well, educated teachers take advantage of that! Be transparent, listen, and keep the student experience at the center.
60	Friction between various stakeholders, we lag in pay compared to equivalent districts, demands on teachers only get higher with grading expectations, timeliness, and AI to deal with
61	We are in the middle of negotiations for certificated and classified contracts. There has been a breakdown in trust with the district office. School staff has felt ignored, disconnected, and undervalued for almost a decade. Special education departments needs lower student to teacher ratios or smaller caseloads. Extensive needs teachers and aides turnover is constant throughout the year so there is no stability for students with the greatest needs. Our community has been grappling with how to successfully address and lower teen suicide rates. Many attempts at increasing mental health support have felt like a band aid on a bullet hole and community members are asking for more.
62	The polarization between the teachers and the district. The district and each school's site admin should be a support for teachers. The mental health crisis on our campus. The trend towards earning grades, not learning, which these students are uniquely qualified to experience given their privilege. The historic and ongoing failure to welcome, incorporate and support the healthy learning and academic achievement of our students from EPA and lower income homes!!!
63	Parents can be "ALOT" sometimes. Teachers are not feeling supported by the district office personnel. Teachers are feeling overwhelmed.
64	Adult ESL teachers are highly qualified teachers. The teachers must have a credential in addition to a bachelor's or Master's degree. However, their hourly pay is one of the lowest in the San Francisco Bay area with no benefits, nor paid time for class preparation.

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65	There has been a lot of damage done by [REDACTED] between district administration and the teachers in this district. [REDACTED] worked the last number of years creating a divide between the community and its educators so if this district is to return to its outstanding achievement there needs to be a complete shift and reconciliation between the new superintendent and those of us who work on the ground.
66	We do not need another leader who is only in it for the money. Self centered does not fly in this district. Teachers in the district are committed and willing to give their all for their students when the teachers are appreciated and respected. We have a mental health crisis in this district due to the pressure placed on kids by parents and some staff. I have heard that advisors are pushing kids to take the most rigorous classes even if it has nothing to do with what they want to go to college for. Even when students come to them stressed and wanting to move down a lane (ex. A student who wants to go to school for advertising wanted to only take regular calculus and was told that in order to be competitive with other students she must take AP calculus. Thats ridiculous...this is not a STEM major kid). I have heard this from several kids at Gunn about multiple classes...they are always pushed to take the AP version.
67	I've been teaching here a long time and have had to absorb multiple suicides and waves of accusations that we are the generators of stress. We've been the flexible joint—tragedy hits, and we're the only ones they can force to change. You can't force parents, you can't stop kids from comparing, but you can point at teachers. After the first cluster it felt like September 11th—everything changed, policies shifted, and the accusations stuck. I have rarely felt more than marginal support from the district. Fleeting. And a lack of understanding of this community. You cannot come in here and say, "I'm from another wealthy town or university town." Shut up—you're not from here. This is a place where, with all the resources, the message is: if you're not maximizing yourself, what's wrong with you? The last superintendent had no clue. Speeches about football, about piano lessons—missed the point. Get to know your staff. A real cross-section.
68	-We need to take a SERIOUS look at student behaviors in classroom, and how to better support these students, their classmates, & their teachers. Student dysregulation, & unsafe behaviors are escalating every year, TK- 12th grade. The suicide rate/clusters must be addressed. The [REDACTED] is a joke, not engaged w/classroom teachers or students in need, they sit in judgement of teachers, parents & the kids themselves, refusing to support in any meaningful way! -We have amazing language immersion programs that are wholly ignored at the district level, this is unacceptable. We need to support these programs/families/students/staff with site/program admin that understand dual language models, and are bilingual themselves. Experienced bilingual admins at these sites would bring not only an understanding of second language acquisition but the ability to properly hire, observe, and coach teachers, as well as make authentic connections within our bilingual and bicultural communities.
69	Dig deep to follow the money and the personnel records. Learn how Personnel Dept was managing the firing or layoff of good teachers and staff. Study all the layoffs and legal expenses hidden in budgets. // My ratings on the survey below (poor, fair, good, excellent) are relative to the district at its best. Academic excellence must be judged at all levels, from the lowest SpecEd to the super achievers. We COULD have excellence without the suicides if we follow the model of Eastside Prep in East Palo Alto: Lots of support and encouragement, lots of personal connection with students and staff, super-supportive administration and parents. // PAUSD has a turnover between Elementary and High School -- about half the HS students enter the district after elementary age, often because parents move here for a rigorous HS education. HS students are surrounded by kids from Asia, India, Mid-East who are in the top 1% of socio-economic groups, and they pressure themselves immensely and peers.
70	That the front-line, the teachers did not feel any support from the [REDACTED]. We need to feel supported, appreciated, and respected.
71	the divide between and admin and teachers and support staff

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72	The [REDACTED] took what was once a very positive, collaborative and respectful relationship between the district admin and teachers and staff, and completely destroyed it. There will be a lot of work involved in rebuilding those relationships and trust.
73	There are many stakeholders, of whom might have conflicting interests. While the Superintendent reports to the board, their first responsibility is for the students.
74	- mental health crisis - high rates of suicide - district has not struck the right chord yet of knowing how much to allow kids to process their grief and how much to reign in (to prevent suicide cluster) - distrust/bad morale due to questionable leadership before - bullying from leaders has occurred
75	strained relationship with teachers
76	For the past 8 years, there has been increasing animosity toward teachers from district leaders and a top-down approach that has been disrespectful at best. Teachers have been increasingly asked to do more with less, while any community-building or celebrations have been removed. Administrators have also ignored some of the dangers of the job and the stress on staff and students, with catastrophic results. Teachers are exhausted and depressed from traumatic events with students taking their own lives by train and employees being injured on the job or experiencing serious mental and physical deterioration from stress. Teachers have also been removed from discussions about student behaviors and mental health, which creates stressful work environments and the feeling that nothing will ever change. This new person should understand the unique challenges and needs of our community.
77	We are not united with district office staff, teachers, students and parent community. It has been a top-down system of governance for the last 8 years. We do not see each other as assets or mutual problem solvers. We are a unified school district but we are not unified. The elementary schools with higher needs are not given the support they need. There does not seem to be a lot of oversight of principals.
78	Parents and students have strong, loud voices. Before making big decisions, think first how this will effect teachers and staff. Before making cuts, get a feel for what is a top priority among the teachers and staff members.
79	the [REDACTED] was very top down and not supportive of staff, staff are eager to have a more collaborative and supportive administration.
80	Please collaborate with your teacher and classified unions. We are on the same side. Proven record working with groups in a collaborative manner would be best!
81	A strong student culture of academic pressure and competitiveness. Despite messaging from the district/schools to focus on mental health, reasonable course schedules, etc., students continually sign themselves up for the hardest classes in order to gain admission to elite schools. Students feel that this pressure is crushing. Additionally, there is ongoing stigma of students in the LGBTQ community, especially trans students. Many parents have urged the schools to reduce homework load and academic pressure while at the same time demanding more AP course offerings and more advanced courses. It's hard to have it both ways. The teaching staff has often felt cut out of the decision-making process and their input is either ignored or not solicited in the first place.
82	The community is verbal, can be demanding. The teachers here work extremely hard and like to be respected and want admin to be transparent in all policies and procedures.
83	Our spirit of collaboration, our positive communication, and our supportive work environment have been damaged over the past few years. We need to restore and rebuild relationships and trust between staff and leadership. We need leadership to lead from a student forward perspective and in a way that includes, utilizes and celebrates the expertise and experience of our amazing staff. We need to be run with openness and transparency, so that expectations, decisions and goals can be created in an environment of collaboration between all stakeholders. We need to reestablish the positive norms that enabled us to have an amazingly resilient, energetic and supportive community at all levels.

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84	The new superintendent should be told that berating a student at a board meeting is, in fact, cause for firing and they will not be given a mutual separation agreement. They should be told that using bullying and sexually offensive language is, in fact, cause for firing, and they will not get a dime in the separation. These will not be considered a "mutual decision."
85	Disproportionality, struggles between teacher independence and districtwide alignment, not bell to bell at all sites
86	I have been a teacher in the district since 2001, and a parent in the district since 2013, and the most successful Superintendents have been pro-teacher. Sometimes, the Superintendent feels they have to be either pro-teacher or pro-student. It's better when the Superintendent knows they are the same thing. If teachers feel supported, they will work many long hours for their students. If teachers feel like "bad students" and that the district is suspicious that they are not doing their job, it's hard. For the few teachers who are not doing their job, their work should be documented, and they should be let go. For the most part-- the best teachers in the state are drawn to teach in Palo Alto!
87	streamline data collection math debates
88	Hoping for a strong instructional leader. Not just someone with too simplistic of a view regarding reading and language instruction. Yes, phonics plays a role but students must also read extensively and with understanding. Currently, there's too much emphasis on decodable text. It must be balanced with real books. Really hoping for a superintendent with a heart for the vulnerable, marginalized and unhoused students. Not just resource rich students. All students.
89	PAUSD is no longer holding students to high academic standards. In the name of equity and inclusion, we have lowered our standards for academics, behavior, rigor and placed students in programs that are not appropriate for their current academic level. We have stopped challenging the majority of our students in the hopes of seeing our bottom 10% of students show growth. This approach has not worked because our students know they will not be held accountable for their actions as students or for their behavior. Teaching in PAUSD is no longer about is no longer focused on educating our students; instead, we focus on accommodation. This has led to a dramatic increase in 504's, IEPs, and SSTs that usually do not improve student achievement, but lower standards to make it seem like students are progressing. This is not working, but our admin have been promoted by pushing this agenda. Our schools are chaotic, our students are not being held accountable for their actions.
90	Parents can be demanding and very challenging. Kids and parents are anxious and stressed out. Re: Student achievement and success, we are failing our students. There is way too much pressure on them and we need to change the culture, even if some parents are demanding more rigor/more challenging academics. Kids are too anxious and can't cope. We need to limit the number of AP classes a high school student can take, we need to use less tech and stop assigning homework in elementary and middle schools, and we need to make sure all of our early childhood programs are play-based.
91	Student and staff mental health challenges; that many many staff members are very unhappy at work, but remain hopeful of positive change coming. Too much "those parents" negative energy, rather than "we're all in this together" and need to build trust and communication; uncritical adoption of new technologies without proper vetting, esp taking in teacher and professional staff inputs about real negatives (eg One-to-One Chromebooks for All Freshmen? Gemini AI access without development of guidelines for appropriate use BEFOREHAND?)
92	The superintendent needs to understand the complex dynamics of working in this area and with a diverse and passionate community. Teachers are feeling extremely overwhelmed and dismissed by changes that seem to ignore the experience and reports of teachers. Even when we hear that the personnel say at board meetings that things are working, the teachers and the students experiencing those changes do not feel that same outcome. I believe there is a significant disconnect between what people say is working and what is actually working in classrooms. I believe there is a significant disconnect between what the district think is happening in classrooms and what is actually happening

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	day-to-day for teachers. I believe this disconnect to be strongest when it comes to teacher burnout, inclusion, and mental health. The issues around Ethnic Studies will also be relevant to understanding how to best support the teachers and students in the program.
93	conduct a financial analysis of current adult school expenditures and revenue . streamline leadership of non-core programs under a single director-level role to reduce administrative redundancy and ensure cohesive program oversight. prioritize programs toward high-impact student services. Gather enrollment and outcome data for non-core. survey community demand and alternative providers. develop a phased implementation plan
94	The district can realize cost savings and improve coherence by focusing on system-level efficiencies- consolidate leadership, streamline programs, optimize facilities, reduce redundancy- while protecting direct services to students from preschool to grade 12. 1. Require a "Student Impact Justification" for every budget line (Ask: how does this role impact student outcomes? What evidence shows it's working? Does it address disproportionality? Is it equity-critical? Adopt a standard that all roles and programs- particularly non-classroom functions- demonstrate clear, measurable impact on student learning and access. 2. Establish "Last to Cut Framework for Student-Facing Roles." Prioritize preserving roles that provide direct services to students. 3. Conduct a Central Office vs. Site-Based Spending Analysis (Provide annual comparison on central administration vs. site-based, student-facing services, to maximize direct investment in schools)
95	As a math teacher, I am particularly concerned about the Reimagined Math program and its impact on our most vulnerable students. My hope is that the Superintendent will listen to the feedback of teachers and other constituents to help improve this program.
96	Some litigious parents who will not listen to valuable feedback regarding their children. Teachers are questioned/found to be unreliable instead of being trusted to provide impartial observations that would be helpful versus harmful. In the past, the district office's response has not been particularly helpful to teachers; parents are listened to and their concerns are addressed, but teachers, with little opportunities to provide feedback, are left with impractical steps to address parent concerns/student behavior plans. This creates a "burn-out" from teachers who feel disrespected and unheard.
97	-Incidents of suicide are disproportionate to other school districts. The prevailing culture within both the community AND SCHOOLS has an understanding that life is a race you'd better win, not a journey that you should enjoy and thrive. (E.g., my son was told by teacher, you'd better take a foreign language in middle school or you won't get into a good college.) 13 years of life should not boil down to an acceptance or rejection in spring of your 12 year! -If a school is a choice school, the superintendent and supporting admin should understand that these schools are different and support them as such. -They should understand that the needs of elementary schools (students and staff) are dramatically different in needs than our high schools.
98	4. Family Communication & Transparency What we do: Explain screening and assessment results to families Communicate student needs and next steps Support families with at-home reading strategies Legal Alignment: California Education Code 56040.5 California Education Code 53008 Individuals with Disabilities Education Act ☞ Why it matters: Schools must communicate concerns and results clearly "Sending a score" is not sufficient → Specialists ensure communication is accurate, timely, and understandable 5. Data Tracking & Progress Monitoring What we do: Track student progress over time Analyze data across classrooms and grade levels Adjust instruction based on evidence Legal Alignment: MTSS data-based decision making (CDE expectation) Individuals with Disabilities Education Act (documentation of intervention before referral) ☞ Why it matters: This documentation: supports appropriate referrals protects the district in due process
99	The pressures the accelerated math pathway structure puts on students and teachers. Struggling students are suffering in this current format, and we need supports and interventions that help them to thrive. We need more outlets to help find all students find the joy in mathematics.

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100	There is a big confrontation between the Administration and the teachers. The parents are very involved in the education of their children and sometimes cross borders with the teachers, telling them how they should lead their classes and do their grading system.
101	The [REDACTED] was very top-heavy. The [REDACTED] created a toxic [REDACTED] environment. Teachers were not valued for anything beyond being a body in a classroom.
102	There are competing interests from many angles. Also, we once were a lighthouse district; people like to say we still are. But I have been here since the 1990s, and I can tell you that we are not as exceptional as we once were. People in leadership at sites and the district level have done a lot to take what made us extraordinary away; we are now just ordinary. We used to be the ones people came to see and learn from; now, we have professional development that tells us to move away from what used to make us great--and we're encouraged to lap it up.
103	Teachers, students, and parents feel trodden upon by the district administration. [REDACTED] superintendent was verbally abusive to teachers and staff and regularly communicated his contempt for teachers. TEACHERS know what's best for students, so TEACHERS should be leading initiatives for change, not administrators.
104	The incoming Superintendent must arrive with an ironclad, Day 1 commitment to the independence of the student press and who recognizes that the First Amendment and CA Ed. Code 48907 are not "fair-weather" policies, but foundational duties to be defended precisely when student reporting is most critical or uncomfortable. The new leader must resolutely reject the administrative impulse to sanitize, pressure, or retract student work to protect an institutional image. True leadership values transparency over comfortable silence and views an independent press as a vital sign of school health rather than a PR problem to be managed. Finally, the Superintendent should be aware that our district has a journalism community of 350 or so active students, supported by an expansive and alert network of parents and alumni. This is an empowered, highly informed constituency that will be watching from Day 1 to ensure that student inquiry remains protected and that institutional trust is not just promis
105	There have been noticeable changes since [REDACTED] leadership began, and many of these have raised concerns. We have experienced a decline in respect and professionalism toward teachers, custodians, aides, support staff, and even parents. Staff members often feel micromanaged, and there has been a lack of clear and consistent communication. Additionally, some staff have felt hesitant to speak up due to concerns about retaliation or unprofessional conduct. This has contributed to a climate where voices are not always heard. We are hopeful that a new superintendent will prioritize collaboration, treat staff as valued professionals, and recognize the depth of experience and expertise that educators bring to the classroom. Open communication, mutual respect, and trust are essential for a healthy and effective school community.
106	This is a great school district with fantastic students and expert teachers. For the past number of years the management style has been damaging to the relationship between labor and management. Specifically, teachers are constantly implementing new initiatives to be quickly abandoned and never evaluated. There has also been a top-down structure that doesn't take input from teacher (eg 1:1 chromebooks in middle school). The new superintendent will have to rebuild trust with teachers and the community. This can be done by being transparent, present, and open to feedback from the teachers and community.
107	Better district unification. Understanding that equity is not having the same for everyone. Considering where our achievement gap has been historically and taking active measure to change disproportional outcomes. There is a significant equity issue related to achievement gap and allocation of resources for different sites. Clarity in district employee roles and responsibilities.
108	Lots of opinions and entitlement within the community, you can't please everyone. Focus should be finding positive common ground and valuing teachers.

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109	This is a big question, so I'll focus on the teachers at the high school level. Teachers struggle to feel appreciated and valued since the district has been super top-down when the previous superintendent arrived. Teacher morale is low—they have less and less agency in determining how to spend their time. The past 6-7 years have felt very anti-teacher. Why don't you hire the obvious candidate—
110	Student bullying is rampant and hard to detect because a lot of it is happening online, history of the community's distrust of admin. There are so many issues in this district but people pretend they don't exist and try to sweep things under the rug.
111	Very vocal parents can make their issue seem like everyone supports their view when in fact the reality is that they organize and take up more air time than others to sway the district to their position. There have been new positions added at the district office that are unnecessary and with a high salary. Decisions that were once site based were then made by the district and now that sites wish to change decisions for their site, they are told that all sites must align. It is not right to allow sites to make decisions and then take that decision making ability away.
112	Special Education has been highly neglected, or even ignored by . I am looking for an individual who: 1. Acknowledges and ensures that students with special needs REQUIRE and should have access to the vast reservoir of resources that are offered to typical students. 2. Meet with Special Education programs across PAUSD 3. Ensure that SPED teachers have access to recent evidence based practices and supported and encouraged to implement best practices in the classroom.
113	Teachers feel undervalued and under supported. It doesn't seem to be a good understanding of what the teachers in the district do. Our negotiations for the last few years have felt awful. The , pitted teachers against the rest of the community. New district policies have made things like finances incredibly difficult and there are lots of hoops to jump through for things like field trips etc. My program has her own money and still everything has to go through the district office with more and more red tape. It makes our jobs really hard.
114	Over the past five years, a consistently top-down leadership approach has contributed to low morale across the staff. Teachers deserve to feel empowered rather than belittled, and their expertise should be a meaningful input into procedures and policy. at the secondary level, particularly at , requires substantive support to improve, or, where that isn't possible, new leadership. A great deal of institutional knowledge has been lost, and decisions made without a working understanding of the programs they affect can cause real harm to students. The persistent misogyny, bullying, and harassment that administrators have failed to effectively address adds further urgency to these concerns.
115	Trust, respect, transparency, collaboration are broken between the teachers and staff and the administration. This will need to be addressed to heal and repair what has been severed and to get us back on track to be the amazing school district we are capable of becoming. Honor and respect the teaching staff that is directly involved in the specific area or concern and partner with them to be included in the process, decision-making, problem-solving when concerns pop up. Empower and honor the incredible expertise, experience, and heart of the teaching staff. They are the heart of student success.
116	Well-educated community, and everyone believes they know best/better what students need. Trust is lacking between district management and staff, as well as between parent community and district management.
117	I feel like we have become very top down, like do it my way (somewhat like our government). The people doing the actual work are not respected in the classroom and decisions are made by only a few. When I first started her 8 years ago it was exciting, staff developments weren't a waste of time but they were exciting and fun. Now it feels like another agenda of standards being stuffed at us to fall

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	inline with what someone wants. We don't even know where direction is coming from but it's just told its best practice or it works well in another district. I felt Palo Alto used to be the leader and it was it works well in Palo Alto but now we are looking to model districts in Fremont which don't even remotely fit the demographic of kids we have. There are still a lot of toxic [REDACTED] in the district that need to leave along with the people that have already left. There isn't much trust with leadership and teachers at the moment.
118	Low morale and not having a current contract with teachers, who feel underpaid and overworked. District level initiatives seems to stifle teacher creatively often and everyone is expected to be "aligned" which an be good but also presents its challenges.
119	We need to build up supports for students who are interested in trade skills, and to make sure that students with learning disabilities don't feel "less than." Also, all students need to learn their capacities and boundaries with energy, time, and interest. Students don't need to jump into everything available to them because there is a lot available and they will run themselves ragged, and not identify what is really important to them.
120	Lack of support from families, behavior support from families is severely lacking at some some schools. Many parents are not aware the effect their actions as parents have on their student at school. Leaders can do more to educate parents.
121	Teachers and staff may have low morale and trust due to [REDACTED].
122	Teachers don't have a lot of trust in the DO - often times it feels like things are being imposed without clear communication, and without soliciting teacher feedback. Perception of [REDACTED] is as a bully - new super needs to support teachers.
123	90% of teachers report being exhausted on recent survey.
124	We are tired of top down management and want to go back to the collaborative style of leadership that used to exist In PAUSD. We have incredibly talented and experienced teachers who are experts in their craft and we need a superintendent who will recognize that and work with teachers instead of against them
125	Technology can be a resourceful tool yet human teamwork is equally valuable. digital immediacy needs to calm by implementing human respectful reciprocity.
126	Support teachers! Trust teachers! Stop having administrators, micromanage us, and let us teach!
127	The new superintendent should be much more familiar with the teaching and teachers at the school site and should understand that the teaching community is what makes our district strong along with the students. A [REDACTED] knew the names of teachers visited this sites and was genuinely interested in what was happening in the classroom. For the last 8 years this has not been the case. The culture of our school district has changed dramatically in those years. This is the 30th year I have taught in the district and I can see a huge change in how teachers which are the most important part of the learning community when it comes to interacting with students have not really been respected or given professional freedom. This is also reflected in negotiations. I don't ever remember negotiations being this long or contentious in the past. When the district only offers two and a half percent initially which doesn't keep up with inflation it does not show that we are v
128	Being transparent, being in tune with what the stakeholders are requesting.
129	Teachers want to be involved, and put first with their students. We value respect, clear and honest communication, commitment and collaboration.
130	More teacher support. Teachers are part of the community and to be supported. More kindness and acceptance of all learners. More support with discipline and more respect for teachers.
131	I've taught in the district for over thirty-four years. I used to take pride in it, but for the last eight years, it has changed dramatically. I wanted to leave! The people who [REDACTED] were those who only

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	<p>said yes without question. If you weren't at [REDACTED] beckoned call, you were let go. The leadership style has been toxic and adversarial. Bullying staff has been modeled and condoned. Grievances were ignored unless the D.O. sought due cause. Leadership is out of touch with today's challenging classrooms! The guidance of highly experienced, educated teachers has rarely been sought; instead, pushy school board members derailed our reading program. We did need to improve how we served dyslexic students by learning OG, but TCRWP was highly successful at our TCRWP Lab Schools, which refined and improved the units yearly. The other schools weren't adequately trained. Now, Palo Alto leans toward direct instruction. The rigor is gone. It's boring. Kids are still struggling.</p>
132	<p>Palo Alto was a wonderful District when I started working here in 2001. The [REDACTED] was supportive and well-respected by the families, teachers and [REDACTED] fellow Superintendents. Over the years, most noticeably the last 8, an adversarial spirit has become prevalent among District leadership. We need to heal and someone who is willing to repair and restore the respectful collaboration that used to be the operating model of the District.</p>
133	<p>Teacher Moral is LOW! this used to be a fun district in which to work. The last 8 years have been full of divisiveness, disrespect, and frankly very unpleasant working conditions due to the demeanor of the district office. It has very much felt like all decisions were made based on iReady data and money. It has felt like the whole child has been forgotten and the needs beyond computerized testing results. The fun and joy of teaching and being at work has been taken from us.</p>
134	<p>Over the past 8 years, morale as declined among staff and faculty; management has taken a top-down approach to decision-making (and often reactive/defensive) rather than encouraging collaboration and engaging in proactive, creative problem solving. Admin might let others express themselves but aren't listening to gain information, empathize, collaborate, or re-consider; the "listening" is perfunctory, feels disingenuous, and we're left not feeling heard or respected/valued. There's a loss of warmth and humanity--which should be the foundation of being an educational leader. Parents and students seem to be more concerned about themselves--caring about the impact of any decision on their family but not others. It's not just greater competition with others but no sense of caring about a greater community. Even when students and parents volunteer, it's to gain something personally rather than contribute--a very big change over the 20 years I've been in PAUSD.</p>
135	<p>Over the past six years, the PAUSD community has changed so much under the previous superintendent. There used to be a sense of community, collaboration, and care—beginning at the top. All that changed with [REDACTED]. Everything was top-down, and the humanity evaporated from all levels of administration—from the district to the site level. Teacher morale plummeted. Teachers were micro-managed and lost their true collaboration time with assignments governing every PLC meeting. The perfect example of the current climate is the district and administration's recent response to a student suicide. There was no connection, no empathy, no roadmap for how to be a compassionate teacher given the devastating news. Pre-[REDACTED], both site admin and the district would have responded in a completely different way. Letters out to the community would have been written by the principal, not AI. What we need is compassion and humanity in district leadership. This is what teachers give to students.</p>
136	<p>Trust and goodwill between district and teachers has been terribly eroded, as it has with the community.. Over the last few years this district has become a hostile and negative place to work. The [REDACTED] ran this district as a business and not as an institution of learning. [REDACTED] failed to realize how critical maintaining morale and a strong sense of togetherness is. I've taught here for 25 years. I've never seen it so bad. Trust and relationships are everything in a human services industry, especially in education. It's l sad and disheartening to see what's happened.. We've done the exact opposite of attracting the best. We're losing the best. This district has touted itself as a lighthouse district for so long resting on its laurels. We've become all bluster and bluff. Privilege and entitlement and money have taken over. Our district and schools have no teeth when it comes to basic things like enforcing attendance. Teachers need to feel understood and heard.</p>

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137	The [REDACTED] actions were more authoritarian than anything else.
138	The key issue that the new Superintendent should be aware of is the low morale among the teaching staff. The [REDACTED] has not been respectful towards the educators. They have not sought sufficient input from them before adopting new ideas or policies, or before introducing new programs. For example, before planning for a staff development day, seeking input on what will be valuable for educators with regard to professional growth and training, and accordingly planning the day would demonstrate the district's care and attention towards the educators' valuable time and effort in attending the event. In addition, the leadership has been uncaring in many instances, which goes to illustrate the fact that educators are not valued or appreciated in this district. Educators often feel disrespected, ignored, and undervalued. Lack of professional courtesy and respect has prevailed.
139	Suicide epidemic, extremely low morale among teachers and staff, personnel are being asked to work more for no additional compensation. Compensation / benefits have been insulting at the negotiating table
140	There is no collaboration between district leadership and teachers. It has become very top down, especially since the Covid shutdown. Teachers are to do as they are told.
141	There is no reason for animosity with teachers. We love the students and schools and only want them to thrive [REDACTED] network isn't good. Invented district positions and promotion of people with no qualifications isn't good for the district.
142	While we are a high-achieving district, there are many students (even younger elementary students) who feel a great pressure to be successful. Mental health needs to be prioritized at a district level.
143	Lack of trust, curriculum that is boring and overwhelming to teach, top down decision making when we used to be very collaborative.
144	I believe that we need to continue to build our Early Childhood program. Young children need to have a positive experience when they start either in TK or in Kindergarten. PAUSD needs to continue to support these programs, as well as the teachers and instructional aides. The new superintendent should know that there were drastic cuts to the TK program seven years ago and we are just now getting back on track with support from the district.
145	Uniting the staff and the administrators. I hope this will be a goal. We used to be a district that worked together and truly cared about the success of the student. This has diminished over the years, schools were isolated from each other, collaboration was discouraged, and trendy computer programs replaced proven classroom practices. The new superintendent needs to listen to the teachers again, they need to respect the staff. The teachers what to do what is best for students.
146	Education is NOT a business and should not be run like a business. The new Superintendent should re-evaluate the current financial state and fitness of our district to ensure funds are being used wisely to support the needs of our students and teachers. The SpED department at the district and site levels are being stretched so thin right now with staffing changes, schedule changes, larger caseloads, limited aide training, and more. Looking at the general nature or need for certain districtwide initiatives and curricula the district has chosen to adopt over the past 5 years. Overall behaviors and bullying have increased since COVID - more REAL and HUMANE change needs to occur to help our students feel more seen, heard, safe and loved on a districtwide level, not just a classroom or teacher-student level. The PAUSD Promise needs to be LIVED, not just talked about or plastered on a website.
147	- Leadership sets the tone for the entire district! - Morale is currently low due to lack of teacher trust from the previous administration. - PAUSD teachers are loving, creative, and are working their butts off for their students. No exceptions. - PAUSD teachers expect a certain level of autonomy. We can also be stuck in tradition and somewhat inflexible. It takes the right balance of listening, gentle nudging, research-backed evidence, consistency, and cheerleading to move us in a new direction. - We

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	have students and families in our district from all over the world. This can be a great asset and also a challenge.
148	There is a big opportunity to boost morale and trust!
149	The last 8 years has been all about DATA and money being spent on everything but improving teacher standards, training, building relationships and students well being. The trust has been broken and it's time to bring it back. Teachers need RESPECT and focus needs to go back to the students who make our District outstanding. The community and staff is great, yes times have changed but education is fundamentally based on TRUST and RESPECT. We are moving forward and change is needed but the direction should be towards the betterment of students and their needs. Which then brings us to Teachers and Administrators. It cannot be top down and ONLY data driven.
150	The relationship of the district with the teachers has deteriorated over the last years. Many don't feel trust with the district based on many past experiences. There are many decisions made that greatly impact teachers (and students) and no teachers are consulted. It feels like admins at the district don't truly understand what teachers do day to day and what they experience.
151	The equity issue continues to not be fully addressed. When looking at the number of students vs needs, the district continuously wants to apply "equitable" resources without looking carefully at what each site needs. Each site has one Behavior coach but schools with a learning center only have one though in reality it means higher needs which should mean more resources. That's an equity issue.
152	Every Title 1 school should have reading, EL, and math specialists. At the very least part time. Early intervention is crucial. Math specialists are lacking and should be at least .5-.6 to be effective so students can be seen 3xs a week at a minimum for intervention. Hiring new teachers for these specialists roles is not ideal because these are more isolated positions and better suited for veteran teachers. Newer teachers have tended to have higher turnover in search of full time positions. Math skip tests should be done away with. Bring back honors class to middle school. Students going into 6th have a huge range of ability. It is a waste of time for students who are higher achieving or even those who are average. I believe we need to support struggling students but not at the expense of taking away opportunities to also meet the needs of students at the other end of the spectrum. We can add programs but we should not take away from students because they are "fine".
153	There is a lot of negativity and a lack of voice from the students, teachers and parents.
154	Teachers do not feel respected in this district anymore. I have been teaching here for 30 years, and it has been incredibly troubling to see the erosion of trust between admin and site and district level and teachers. I can't trust admin at either district or site to consistently follow through on what they will say they will do. They do not plan staff development that uses teaching practices we would be expected to use in our classes. They lecture at us, and do not differentiate for teachers at different levels. They don't survey us for what would be useful. District initiatives are not evaluated for effectiveness, nor supported in implementation with adequate teacher planning, training, or prep time.
155	teacher bias, entitlement from some families, social pressure for students to perform.
156	1. Communication and transparency must dramatically improve. Top-down decision-making feels oppressive, uninformed and dismissive of teachers' experience and knowledge. 2. Teachers need to feel valued in ways that we haven't in many years (consult with us when making decisions that impact our classrooms and our students, stop demanding free labor - we already do it anyway, salaries should reflect how we are valued.) 3. There is a crisis in SpEd. Ed Specialists and SLPs are overloaded. District leaders do not have an accurate understanding of the time needed to do testing, write reports, communicate with families/teachers, provide services, and attend meetings. The impact of this means high turnover rate for SpEd professionals in all roles, not meeting student needs, lawsuits, failing our students which then affects the whole class/school site (ask us why), mental health struggles. 4. Bullying - especially at the high schools, middle schools and district office

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157	These past few years, teacher morale was down due to lack of trust and communication between the school district and teachers, evident in salary negotiations where the district started out with insulting numbers that did not even reflect inflation. Also, many decisions regarding curriculum and instruction were made top-down without teacher input. When I was hired 20 years ago, this was a top choice district. Now teacher salary is not even in the top 5, PAUSD is no longer a highly competitive district known for attracting cream of the crop educators anymore.
158	There are many competing interests in Palo Alto. We have high achieving students but we also have students who are not but in other district would be above average. In Palo Alto those students feel like they do not belong. There is great inequity in our schools. A Superintendent needs to look at for all interests. Our [REDACTED] Superintendent did a lot of damage to morale with the teaching staff. [REDACTED] created a culture of fear and disrespect. [REDACTED] to ever happen to PAUSD. [REDACTED] hardly visited classrooms. In my tenure here [REDACTED] never set foot in my classroom.
159	Funding and support for Ohlone (unique circumstances), overall funding, SPED problems, supporting teachers in curriculum choices and flexibility, training, lack of mentorship for new teachers.
160	The curriculum has become more plug and play--selecting for profit curriculum, being told we had to teach the curriculum with fidelity with less emphasis on the professionalism of the teacher and the standards we are meant to reach. Teachers coming into teaching in PAUSD now are relying on TPT rather than on real conversations and discussions with their grade level counterparts. No backward planning. It feels very generic. PAUSD used to mean that teachers would further develop their skills--we had lead teachers across subject areas in elementary, we used to be able to take three days a year where we could take district supported workshops. We used to honor project schools who were doing further study. We were encouraged to grow.
161	We've [REDACTED] by a bully for quite a while, and other leaders that he either hired or who were willing to keep quiet while the culture eroded. Most people who supported [REDACTED] either think his kind of leadership is necessary to keep teachers and parents "in line", or they were afraid to lose their job or ruin their career to push back. Sure, there were benefits to having [REDACTED] decisive and with a big ego at the front of such a complicated district. But there were drawbacks too and whoever leads us next will have to deal with the aftermath of a pretty toxic crisis. The culture of Palo Alto families has also changed over that time too, due to COVID, politics, etc. 15 years ago we were racially more diverse. In another 10 years we will probably have more in common with Cupertino, and they have a very different culture than Palo Alto. A challenge we face is how to evolve in inclusive ways, and to respect the natural changes that occur in the Bay Area.
162	mental health of EVERYONE in the community, including teachers is essential and important -- more than just adding a counselor, but proactively supporting teachers in the classroom with behavior issues
163	Aggressive micromanagement will be met with push back. There's a lack of trust between the boots on the ground educators and the DO admin staff.
164	The school district seems to have become a "top down" place: as a teacher, it feels as if the management is not interested in what teachers are doing and what kind of support would help teachers to do the best they can for their students. There has been too little collaboration lately between management and those of us who actually work with the students. There has been too little communication. It seems like decisions come out of the blue, without a clear explanation for why they were made and how they will improve students' education and well being. If teachers are feeling heard and supported, they can focus fully on helping their students thrive. If they are feeling ignored and undervalued, those feelings can become an unwelcome distraction. The last several years, I have frequently felt ignored and undervalued as a teacher by management. In addition to a K-12 program PAUSD has preschool programs and oversees the Palo Alto Adult School. These programs need more management support.

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165	There has been the most insane rift between management and everyone else for almost a decade. The culture of this district has deteriorated to a level of mistrust I have never seen before. The [REDACTED] can't lead; the [REDACTED] style was so dominating, and the conditions for people to engage in meaningful discourse were alarming, since they were so unsafe. I think that there is also a shift or a rift between a segment of the PAUSD population that is pushing for more "advanced" math, which will benefit less than 100 students, without looking at the broader picture of how we serve ALL students. The [REDACTED] who pushes this agenda and has been embroiled in a scandal where they posted about a fellow PAUSD staff member on twitter and then claimed to be the victim. It is incredibly bizarre and disorienting for us teachers to have a [REDACTED] like that. The superintendent should be aware of that prior situation of that board members behavior.
166	Classroom safety issues at elementary schools Academic integrity problem at secondary schools Need updated policies on academic integrity and A.I. use Teachers feel overworked and undervalued, expertise and feedback is not valued Litigious community
167	There is a lack of trust that needs repairing with the dismissal of [REDACTED]. [REDACTED] leadership style was authoritarian. PAUSD used to be a place where staff felt respected and their voice valued. This has not been the case. Staff and administration used to work towards a shared vision. There was a belief that we were all working towards a shared intention. Now, there is a PR department that messages this - but the actions haven't aligned. Staff dedicated time on adoption committees to be ignored. Staff safety is not being protected. [REDACTED] don't feel they can report concerns up for fear of retaliation. Drastic changes in staffing, with direct, negative consequences to our most vulnerable learners have been made without community or board input. We need a strong and compassionate leader to bring the incredible talent back together in shared community for the students.
168	Our district is characterized by a rigorous academic environment and high parental expectations. The new Superintendent must be prepared to prioritize the emotional well-being of our students, ensuring that mental health is valued as highly as academic rigor. We need a leader who champions differentiated instruction—meeting every student's unique needs—while reinforcing the message that being at the 'highest level' is not the same as being one's best self. To succeed here, the Superintendent must realize that teachers are the heart of the district. As the primary support system working directly with students every day, our voices must be listened to, valued, supported, and central to the district's decision-making process.
169	There is a widespread belief among staff [REDACTED] exists to serve itself. Trust between site staff and district administration has broken down significantly, and a growing section of the community shares that frustration. Teachers are burning out. Each new crisis, whether a suicide, a scandal, or another high-profile event, lands on staff who are already stretched thin. This stress hangs over every school in the district. Any superintendent coming in needs to understand that visibility at the site level is not optional. Teachers need to see you.
170	The relationship between teachers and the community has become less supportive and more antagonistic over the years I have been teaching in PAUSD. There seems to be less trust in the relationship and while there are many wonderful parents, the overall vibe has become a little more adversarial. I understand that getting into college is a very high stakes situation, but I also feel that teachers get blamed for the systemic issues in our schools, when it's something the community as a whole should be working on. This has been exacerbated by the top-down approach that [REDACTED] employed during [REDACTED] tenure. At the high schools, attendance is a huge issue — students are not consistently attending class and there is little accountability around that. Also, the district-wide initiatives are useful, but only when there is accountability at both sites, which is not the current situation. We also have a strong student press at the high school level that should be supported and fostered.
171	One important dynamic for a new superintendent to understand is the high level of engagement across the community. Families are deeply invested in their children's education, which is a strength, but it

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	can also come with strong opinions and high expectations—sometimes resembling a customer-service mindset. At times, this can lead to an emphasis on individual student needs over broader, system-wide priorities, or a tendency to place responsibility on schools rather than fostering shared accountability. Within the district, there is also a highly experienced and passionate educator workforce. While this brings deep expertise and commitment, it can occasionally result in resistance to changes aimed at increasing alignment and consistency across schools. Balancing professional autonomy with the need for coherent, system-wide practices is an ongoing challenge, particularly when striving to move from pockets of excellence to more consistent outcomes for all students.
172	-respect from district office leaders/decision makers and teachers/staff has been waning over the years, there is lots of trust to build -across the district the people who are on the ground with students all day, day in and day out have been asking for support with student behavior -
173	Teachers need to be trusted to do their jobs and given support when their ability to do their jobs is impeded due to conflicting interests (such as grades)
174	Bullying culture at district and site levels. [REDACTED] has appointed [REDACTED] who show them loyalty but a lack of competence, ethics, and even common sense as a person. They have proven themselves to be liabilities to the district as they create lawsuits and complaints because they don't care about students, families or the teachers. They are only interested in being promoted to positions that they don't have the skills or potential for, for the sake of power they can exercise upon their teachers and students. This is a deep rooted issue across the organization. As a result, the district has been eroded in ways that are both tangible and intangible.
175	Students and teachers are the center of a good school system. Supe job is to support that interaction not interfere and play to his or outside ego trips.
176	Behavior is off the charts and there is limited support available for the schools and for special ed staff.
177	There needs to be an assessment of all the initiatives and programs that have been/are being implemented. There have been top-down initiatives brought to the District without much, if any, staff input or buy-in. Then, the emphasis dies off and a new one gets implemented. We teachers and staff feel the impact as more work to carry out these initiatives as "mandates." What I fail to see is any evaluation of the initiatives. One major initiative that directly affects my work is not working, and I see first-hand how it is setting some students up for failure. Our voices are not heard when we have tried to address the issues.
178	Teachers and parents have been dismissed and made to feel unimportant in this district. There has been a lack of respect and a leadership based on fear. This has created a sense of distrust of admin. There also seem to be a lot of administrative positions and not all seem essential.
179	Relationship between administration and staff has deteriorated over the past 8 years when the [REDACTED]. There is a lack of trust between parents, staff, community, and admin, lack of communication, lack of collaboration, and lack of knowledge/understanding of how things operate in the classroom.
180	We need to be supporting students social emotional health above all else. We have a lot of SEL issues and I think it's because we prioritize being the best over students well being. Sometimes it seems like the never ending goal of being the best but the students are the one who suffers because their best is never enough. It leads to a toxic mindset and really impacts our students most at the high school level.
181	I believe that the new Superintendent should know that they will need to rebuild trust with teachers and staff, as well as be prepared to rebuild culture. It has been hard coming out of Covid and adjusting to how education has changed over the last several years. Our students' have different needs than they used to, and I think there needs to be shift towards focusing on how we can address these changing needs.
182	flawed culture of [REDACTED] in particular

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183	Teachers need support. The district push is for tier 1 support. But teachers are doing what they can in the classroom, we need tier 2 and 3 supports to be in place and to be enforced. Issues like attendance, plagiarism, AI use are leaving teachers helpless and are watering down the quality of education because teachers can only do so much. We are nickled and dimed time with all of these 1 to 2 minute tasks that are tier 1 support. Teachers need less on their plate and more on the tier 2 and 3 supports so teachers can effectively teach and support students. Teachers have not been supported with the past administration. Less investment has been made on the faculty/staff that are critical to the schools. There has been less professional development (conferences, training, etc.) This world is very different from when [REDACTED] started, yet I have not received adequate training, support, resources for our new world and the new educational trends that are needed (AI, etc.).
184	Fairer allocation of budget towards student-facing roles. Mental health -- meeting the students where they're at, listening to them rather than reacting to them; academic pressure and competition -- facilitating a healthier mindset around academics
185	There has been a breakdown in the trust and communication between the district office and teachers, to the point where teachers feel micromanaged and not treated as professionals. Leadership do not follow through with consequences for students and behavior issues are at an all-time high across our schools, which impacts student learning and safety. When I began teaching in the district nearly 20 years ago, this was a magical place to be where I was happy to come to work every day. In the last 8 years, a major shift occurred where I, and many other staff members, no longer felt the warmth and magic, where PAUSD felt like another family, another home — where you felt the humanity and respect between all parties. I miss the level of collaboration that used to be championed and practiced not just within school sites but across them.
186	Title I schools need more support. Our school has many needs - behaviorally, socially, academically. We have an amazing team that truly cares and doing our best to address the many needs. We have implemented MTSS and have a solid support structure in place. We have a large team of eager staff members putting their time and energy into making our school better. We have a full time Reading specialist, .8 EL teacher, and .4 math. The Math teacher is seeing grades 1-5 but cannot make time for Kinders to provide early intervention. Also we would like to see our math interventionist be at least .6 so students can be seen at least 3xs a week. Intervention is more effective when it is given at least 3xs a week. Title I funding should be allocated based on needs of each Title I school. We need more. We believe we should have enough to provide the appropriate staffing to address the needs. We need more mental health support and behavioral support for teachers/students.

Q 1. Which of the following best describes your relationship to the district?: Administrator

Q4. What are the issues that the new Superintendent should know about when coming into the position?

SR No.	Response Text
1	Staff seems has been very divided this past year. Bringing us together as one staff with a common goal of serving students needs to be the priority. "Outsource" mentality where teachers prefer to have a specialist work with students versus serving students holistically in the classroom setting is not in the best interest of students. Decisions are often more grounded in convenience or for the benefit of the adults in the system and not necessarily for students. Strong sense of entitlement runs through the district staff and community. We need someone who does not pander to a small but vocal group of community members who wish to tear the district down. Some at the highest leadership level have been promoted beyond their competency and/or effectiveness. We need to restore trust by ensuring the right people are in the right jobs.
2	Trust has been eroded with staff, top down policies have stifled staff voice, staff do not feel Safe
3	The new Superintendent should be aware of several key challenges impacting the district. There are concerns about inconsistent decision-making at the board level, at times appearing driven by individual priorities rather than a shared strategic vision. Staff have also expressed concern about

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	unclear roles and boundaries, particularly when it comes to site-level staffing decisions and the balance of authority between school sites and governance. Additionally, there is a sense of fragmentation across the organization, including among district office leadership, directors, and cabinet, which contributes to a lack of alignment and systems clarity. This has also contributed to growing mistrust among certificated and classified staff toward district leadership and the board. Moving forward, it will be important to strengthen collaboration, clarify roles and responsibilities, and rebuild trust through transparent, consistent communication and a shared infrastructure for decision-making. It
4	Parents -- and students -- can be tricky. Group think happens here a lot, but with evidence to counter it, that can be overcome. But, a superintendent needs to be sharp and honest. You can't trick parents. They are very helicopterish. They will get down to the level of their kids rather than cede any control to administrators and teachers.
5	Siloed division/department work, inconsistent messaging to sites, leads to site confusion and lack of alignment and focus Lack of school site accountability to lead district identified initiatives Lack of data protocols or process to make informed decisions.
6	High academic standards and rigor and that focus by the parent community means that other student groups are less represented and supported - e.g. students with disabilities; historically under-represented groups, etc. This district, like others across the state, needs to understand and support the needs of ALL students in the District - not just high performing, well-resourced families, etc. Equity and Access are key issues in need of continued attention and support.
7	Continuing work around equity & inclusion of students with disabilities, low-socioeconomic, & EL students
8	Check with each school about their policy/protocol on handling challenging behavior and determine if appropriate measures are being taken. (Ex. if a child physical harms/endangers another are they taking it seriously and applying the necessary consequences)
9	Today there was an opportunity to give input to a member of the search team for TK-12 principals, in April 30th. Not many admins spoke. I did. The culture of fear and retaliation remains as many of the [REDACTED] are still in positions of power and fear of job loss or bad evaluations is a real threat. Removing [REDACTED] (not all Would retaliate) would have been a better way to gather feedback. Replying the atmosphere of that meeting is important For the new supe to know.
10	Foster trust among staff through your actions There are racial, cultural, and religious tensions among the parents that seep into our schools. The School Board does not understand its governance role and is overly involved in operations, removing all decision-making from staff, including the Superintendent. There are many entitled parents and staff members who refuse to take "No" for an answer. Unhappy parents will try to get the staff fired and threaten our careers. The PAUSD has the resources to create equitable outcomes for all students; unfortunately, the deeply rooted racism that permeates the district and Palo Alto community prevents us from making progress. For example, we continue to pay significant amounts of money in special education lawsuit settlements, while refusing to invest in staff who can support, train, and prevent problems in Special Education. Many of our Special Education teachers leave for general education positions because the work is unsustainable.
Q 1. Which of the following best describes your relationship to the district?: Classified Support Staff	
Q4. What are the issues that the new Superintendent should know about when coming into the position?	
SR No.	Response Text
1	Just because one parent demands something, it should be fully vetted and all should have the ability to respond. It should not be an automatic you ask, you get.

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2	Work as a team with the community and teachers toward common goals and focus on strong communication. Given the continued decline in enrollment look for opportunities to reduce unnecessarily high number of administrative positions at district office.
3	1) Differentiated Teaching in 1 pool vs. Lanes. I think in the name of reducing student stress from the "top end" and in closing the gap between the "top" and "bottom" - lanes in subjects were reduced/eliminated. The thinking was that teachers could have differentiated teaching to reach all students, top students wouldn't get stressed out trying to stay in the top, bottom students would not feel bad about being in a remedial lane. 2) How students with learning differences - but more specifically behavioral issues - are encouraged to stay in the GenEd population. There is not a clear and expedient path to helping these children access education without alienating themselves and their families from the school community. 3) Budget. Budgets are confusing. How does the district have massive reserves, but still say they will be insolvent in a couple of years? Please keep in mind that most parents in our district are very familiar with corporate/organizational finances.
4	There are issues within the School Board showcasing a deep divide. Multivariable calculus being mentioned is contentious at this point. The unions for both classified and certificated do not represent the majority of their members and do not negotiate in good faith. Most employees are reasonable but the unions focus on the extremes.
5	Stop signs and speed bumps should be added in school zones. The new superintendent should listen to parents and students.
6	You have to have tough skin, the parents feel entitled and money talks!
7	There are some very intense parents that want absolutely every perceived benefit which ends up taking a dangerous toll on student stress levels and their mental health
8	Listening to the different departments, most especially acknowledging the importance of the Adult School and making sure we are valued equally to the rest of the district schools.
9	Listen to our teachers needs.
10	Suicide risk and appropriate resources and attention given to this VERY LARGE ISSUE in the community. Resource distribution, pay and benefit inequities for classified staff. Racism, bullying and harassment issues on campuses to and from students - adults are not exempt from this either. Parent communities give a lot of input and some support but it's coupled with criticism and creates chaos.
11	There are several highly-vocal highly-opinionated factions who are unwilling to compromise. Within the school in which I'm working, I think more could be done to see that the needs of non-sped average students are met. Eg Although our math instruction is excellent, I really do believe it is simply above the heads of too many of the students.
12	There are many parents who act as if their student is the only student whose needs matter. Significant mistrust and fractures in the community resulting from the many, many newsworthy-and-not-in-a-good-way news bytes over the past couple of years - multivariable calculus, ethnic studies, expensive resolution of a lawsuit, expensive "reassignment" of not one, but two, superintendents within weeks, the [REDACTED] debacle near the beginning of her term on the school board, student and staff suicides, contentious negotiations with unions
13	The kid so be safe and have go food for lunch and the bathroom smells like weed and some kid smells like weed and you guy just show a video about how weed is bad for you why not show it
14	1The teachers and staff here are, overall, excellent. Treat them as partners. There are students falling through the cracks. They are the ones who don't qualify for IEPs or 504s but still need more support. They aren't getting it.
15	That there is a lack of collaboration from the district level to the sites, especially the elementary school sites. They are not aware of all that the staff does and likes to just drop new things on them.

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16	Morale needs boosting.
17	A hard district to please
18	Do what's right and fully understand the situation.
19	There has been a lot of mistreatment, hazing, bullying, poor compensation for staff. The staff is what makes this district what it is and they should be supported and heard.
20	The last two were not so good, especially when it comes to SPED students. Coming from the special education side/ more specifically behavior, we still lack resources we need to be successful in our jobs. While the district is #4 in California, our SPED team could be better by having more trainings for SPED and behavior teams.
21	Many experienced staff members were let go over the last several years and never replaced - this has made for extra work (and new unexpected jobs) for many staff members. The District Office feels more like a Business now - education is not a business. It is about building up good citizens and creating lifelong curious learners. There seems to be a disconnect between the DO and the sites, it is unfortunate. Hopefully a new leader will be helpful and hopeful.
22	Low moral, incompetency and nepotism is plaguing the district. Money is being spent in the wrong areas and there are vital areas in the schools that need more funding and staffing but it is not being addressed.
23	Academic Programs & Equity, Leadership ,Style and Trust, Declining Attendance ,Stock Holder engagement and Mental Health Matters.
24	Classified staff, particularly those who work in classrooms, are treated as an afterthought instead of included as part of a Student Success team.
25	The district has been poisoned with an anti collaborative culture that includes the use of harassment and bullying to achieve their goals. This needs to be examined and remedied as soon as possible.
26	The Oct. 2025 FCMAT report critical of MOT management.
27	From my perspective as support staff, the teaching staff at my location (high school) is largely a very unhappy group. The prior relationship with the district management was very adversarial, and the teaching staff feels undervalued, disrespected, misunderstood, and unheard. There is a climate of distrust, between the district and the teaching staff. Also, in my opinion, the teaching staff is largely left unmanaged, and would benefit from more supervision by a manager/boss to ensure that teachers are actually doing their job.
28	Understand the importance of Classified employees' contributions and must value their inputs.
29	Unsure. However, like most jobs, I'm sure it'll be busy work.
30	Busca la mejor forma de cómo parar el bullying / Find the best way to stop bullying
31	MOT concerns and could refer to FCMAT report that came out on October of 2025
32	Know about the community and education level of the parents
33	It is important to be open to hearing from parents, teachers and staff about their needs and priorities. A system of genuine egalitarianism is crucial, rather than an authoritarian system.
34	How important is making students accountable. This word seems non existent in our schools now a days.
35	Read the Board minutes for an overview. 😊
36	There has been a lot of trust eroded and there is a climate right now of stress and sense of being targeted. Special education needs a lot of attention and overhaul. We have a lot of resources and should have far better outcomes for kids who are in need of support. Our board will again be changing

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	so will need to figure out how to work together. The start of the current one was very rocky. We have a lot of engagement from many stakeholders. Vital that Sup spend time proactively finding voices other than the loudest ones. Focus on more than your admins and leadership teams. Go for a grass roots approach and connect with the people actually doing the work. Elevate classified staff and what we contribute. We should not be an after thought. There are a lot of positives in our district but we need to be humble and realize that we do not have all the answers and can learn from others. Too many resources can be a curse. Bigger return on investment. Thoughtful approach to budget. Benefits cost
37	I hope the new superintendent will have an open mind, a good backbone that he can stand up high and not banned to some senseless issues. That he can be strong enough to support our schools having the children as a priority, not the money.

Q 1. Which of the following best describes your relationship to the district?: Community Member

Q4. What are the issues that the new Superintendent should know about when coming into the position?

SR No.	Response Text
1	The entire SPED admin department needs to be overhauled. Way too confusing and top heavy. Honestly and transparency. Truth about the financial reserves. Reduce the Admin dead weight. Increase teacher pay. Look at the iReady program. In my opinion, it is a waste of money. Most of all we need a new leader who can bring back the community trust in our public schools.
2	How do we build and retain a great teach and educational supporting team. How do we listen to the balanced community voice, find the common ground to allow students at different levels to excel in our district, including the students that are looking for more challenged subjects and content, they are also an essential part of our community.
3	1) Pay our teachers give them the 13% raise. 2) Don't pay the superintendent so much money.
4	The new person should know that the district is struggling with a toxic organizational culture, a teachers' union that is operating against the community interests, teachers groups with extreme ideological agendas, and a history of dysfunction and lack of transparency .
5	There is discontent regarding advanced learning options, staff/family friction, and student suicides
6	Youth mental health must be addressed by the district IN PARTNERSHIP with other stakeholders, such as the City of Palo Alto, County of Santa Clara, healthcare providers, and community-based organizations.
7	Number one priority is to get rid of ethnic studies requirement. Stop teaching antisemitism to our kids! Force PALY to offer the higher math classes that they already have a teacher for
8	1. Communication. There should be fewer surprises, especially controversial surprises. 2. Do not block excellence. Education is not a zero-sum game. We cannot help disadvantaged students by blocking advanced students. 3. Treat teachers nicely.
9	Do not sabotage students' academics by holding them back
10	Please focus on academic improvement and avoid discouraging high-achieving students.
11	The district is currently facing a significant crisis in accountability and operational transparency. Many stakeholders have observed a pattern of dysfunctional processes and inconsistent communication that often places administrative convenience above student-centered outcomes. Unfortunately, the current culture is often perceived as dismissive—or even hostile—toward parental engagement, rather than collaborative. The Ethnic Studies rollout serves as a primary case study for these systemic issues: Lack of Transparency: There has been an absence of clarity regarding the selection of external consultants and the specific materials used to develop the curriculum. Marginalized Stakeholders: Parental input has felt like a "check-the-box" exercise rather than a

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	meaningful dialogue. The community was not provided a substantive opportunity to review the curriculum or the decision-making framework behind it.
12	He/she should know that we [REDACTED] has left us very divided. Many people lost their faith in our system. They also need to know that our teachers have felt discarded and that we need to bring back a sense of community.
13	Parents and students care deeply about their child's education. The community generally gives thoughtful input. The superintendent needs to explain important decisions supported by evidence. This is Silicon Valley where many children want to follow their parents' footsteps and pursue STEM. There is now a lot of solid research in effective math education. This instruction should not be mired by identity politics, and every child should have the chance to pursue their highest goals. Bullying may be occurring around LGBTQ. Engage the available experts. Effective youth mental health has a strong evidence base and there is a great deal of expertise in the community at Stanford Psychiatry and at the Children's Health Council. We need a superintendent who recognizes true expertise in hiring and leveraging this community. Following established standards of practice and being transparent is critical. Respectfully engage the community and there will be tremendous support.
14	Current issues in education center on addressing pandemic-related learning gaps, teacher shortages, funding constraints, and the integration of AI. Key challenges include chronic absenteeism, student disengagement, equity issues, and implementing social-emotional learning. Educators are navigating classroom management, political polarization in curricula, and the impact of technology.
15	The partnership between the school and the after school program on the same campus. To be able to work together in partnership and support.
16	The community supports the locals' schools and programs like PACCC are a huge part of many kids success.
17	The California Healthy Youth Act needs to be followed! The district hasn't always followed it. Gunn High School completely ignored it last year and refused to take any responsibility for putting an unqualified and unprepared sub in harms way. Not good!
18	To create a stronger community connection by including diverse voices in the education and school system.
19	Justice for all and equal opportunity for all .
20	The Superintendent should place the interests of our students above the interests of a foreign government: [REDACTED]

Q 1. Which of the following best describes your relationship to the district?: Community Partner

Q4. What are the issues that the new Superintendent should know about when coming into the position?

SR No.	Response Text
1	This is a mess- hugely inflated 'administration' staff with understaffed student to support- we don't have theater, science, field trips, focused instruction, etc. All surrounding and less rated schools have. Pausd offers No transportation for general use. The entire program, the entire district, is dependent upon outside services- the PTA, the City, the parents providing all of the extracurriculars. We have highly rated testing, but this is nothing to do with the school and Everything dependent upon the population that pausd finds themselves in- educated parents supplementing real education.
2	Lack of Trust and Value with all levels of organization and community
3	Building bridges, building community, repairing relationships with community partners
4	There are a variety. There needs to be a cultural shift and a redefining of what it means to help youth thrive. How does PAUSD maintain building strong academic skills and critical thinkers, while understanding that a thriving person is well rounded, has high emotional intelligence, and is building

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	skills related to navigating the many turns that will occur in life. Palo Alto as a community also has a lot of loud voices that will demand various things of perceived value, so how to navigate wealth, influence, and voice while having a clear vision for student success (within and beyond the district)
5	mental health
6	Seeing TK for the unique special program that it is, not as simply an extra year of kindergarten, and the need to partner with ECE professionals to provide exceptional care for this vital population.
Q 1. Which of the following best describes your relationship to the district?: Other (Please specify)	
Q4. What are the issues that the new Superintendent should know about when coming into the position?	
SR No.	Response Text
1	Adults in the community, including educators in the schools, frequently fail to be governed by expectations that are based on developmental age norms. The mismatch between local expectations and what is developmentally appropriate creates student and family stress, anxiety over some students' failures to perform above developmentally appropriate age levels, and is reinforced by a predatory private assessment and service infrastructure that have created a perversion of the disability systems of support through a fee for private disability label model.
2	现状和时事新闻 / Current and current affairs news
3	<p>██████████ created a lot of issues: * There's a lack of trust. There's been a pattern of lying and misleading statements from the ██████████ * Lack of kindness. ██████████ ██████████ bully. * District has a track recording of holding kids back (allegedly to help the struggling kids -- although it likely harms them). * The district office is a bit of a mess. ██████████ ██████████ a bully who ██████████ to be the "hero" of the district office, but creating drama between people. * The ██████████ are also aligned heavily with ██████████, and that's going to be complicated with a new superintendent coming in. New superintendent needs to do a big cultural reset, which focuses on kindness, respect, and trust. They'll also need to be able to stop this battle that's been waged against families with advanced kids. Holding back those kids is just hurting everyone.</p> <p>Possible redaction: ██████████ * There's a lack of trust. There's been a pattern of lying and misleading statements ██████████. * Lack of kindness. ██████████ ██████████ * District has a track recording of holding kids back (allegedly to help the struggling kids -- although it likely harms them). * The district office is a bit of a mess. ██████████ ██████████ drama between people. *</p> <p>The principals are also aligned heavily with the prior superintendent, and that's going to be complicated with a new superintendent coming in. New superintendent needs to do a big cultural reset, which focuses on kindness, respect, and trust. They'll also need to be able to stop this battle that's been waged against families with advanced kids. Holding back those kids is just hurting everyone.</p>
4	<p>1. Cultural Healing: Following the 2026 termination of ██████████, you must rebuild trust with the PAEA and students. Move from "top-down" management to collaborative governance.</p> <p>2. Fiscal Safety (Measure B): Lead the June 2026 Parcel Tax renewal. Failure creates a \$17M deficit, threatening the "PAUSD Promise."</p> <p>3. Social Safety & Belonging: Shift the focus from academic pressure to social isolation and bullying. High-risk triggers for neurodiverse and LGBTQ+ students are "othering" and exclusion. Prioritize early intervention, social skills, and critical thinking to navigate social hierarchies.</p> <p>4. Ed Code 56049 (General Ed First): This is a fundamental shift in defining our "customers." The law outlaws "siloe" Special Ed, mandating all students are General Education students first. This provides the legal teeth to enforce inclusion and universal safety plans.</p> <p>5. Despite the district's overall high performance, significant disparities persist for "SWIFT" groups</p>

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5	They need to know that the students and parents are very invested in the mental health of the students. This is especially important when their mental health problems manifest outwardly. They should be aware of the history of the district and the decisions made by previous administrations that have led to the current situation
6	The follow up on the needs of students and employees , bullying from ██████████ over work just start fresh
7	The community overall is very demanding, unforgiving, and sometimes uncompromising when it comes to getting what they want. Perfection and being #1 are what they strive for and yet everyone has a different idea of what perfection is. This high pressure environment, sometimes unattainable standards, and rigidity in thinking contribute to tremendous levels of stress, skewed perceptions of what's "normal", and increased mental health issues. Suicide is a major problem, exacerbated by easy access to a highly lethal means. The community tends to think this is a problem that is largely on the District to solve, which is problematic. Another challenge is closing the achievement gap for students in secondary.
8	Culture that makes this school exceptional needs to be maintained while also focusing on issues like mental health and suicide. There needs to be basically a safety net at this school for when the culture becomes too overwhelming.
9	We are dealing with toxic group of very loud parents that don't represent our community's values and do not align with PAUSD values of inclusion and diversity. The Muslim, Palestinian, and Arab community is constantly marginalized, silenced, bullied, and othered.
10	Completed this prior, but wanted to add additional thoughts that didn't come to mind the first time! SPECIAL EDUCATION is a big deal in this District. Many families move her because of the SpEd supports we have. Like many other districts, there is often the perception that we could do more and do it better. There is always room for improvement of course. What the new Superintendent should know that we have an AMAZING ██████████ who know Special Ed. inside and out. ██████████ has many years of experience teaching in the field and has worked her way up through leadership positions in SpEd. Not only does ██████████ have the experience, but ██████████ was, by far, one of the BEST. ██████████ has a strong understanding of legal compliance and knows when and how to push back. ██████████ has a great vision for SpEd, a TREMENDOUS work ethic, and the balls to hold a line where lines need to be held so the District isn't just paying out, settlement after settlement.
11	Creo que debe de creer en sus empleados cuando estos vienen a el con algun tipo de problema u argumento. Hacer una investigacion inmediata, de raiz; ya sea con un alumno, un padre, un empleado o un personal cercano a el y asi evitar que este se propague mas . y asi podria terminar con el problema mucho mas rapido y de esta manera los demas (todos) veran que el realmente esta haciendo su trabajo y cumpliendo con sus normas profecionales, educacionales y publicas. / I think he must believe in his employees when they come to him with some kind of problem or argument. Do an immediate, root investigation; either with a student, a parent, an employee or a staff close to him and thus prevent it from spreading further. And so he could end the problem much faster and in this way others (everyone) will see that he is really doing his job and complying with his professional, educational and public standards.
12	There is justifiable distrust of the District Office from ██████████--promises that were not kept, marketing ("The Promise"? Do you need to advertise? To whom?) over quality programs (look what happened to BEAM at Gunn). There was real slippage in the quality of education at Gunn under the ██████████. Hopefully the next superintendent will care more about results than ██████████ image.
13	Don't only listen or react to loudest voices; must seek out stakeholder experiences/opinions; both humility and pride will be seen as personal/professional weakness; remember we are a public school district (not a private school); community shouldn't be led to believe that money and power alone

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	influence decisions; strong admin team carries the message into local schools and implements strategy; defense of marginalized is valued but challenging;
14	They need to support all levels of schools from TK to Grade 12, not just middle schools and high schools. Elementary schools need to be heard more. We need to address all the student suicides. This should not be a norm and we need more supports in place in elementary years to help with this and look at the expectations being placed on high schoolers. High school should not be more intense than college.
15	Many teachers, students and community members have the impression that school administrators are generally disconnected with what is in the best interest of students. And that impression is warranted.
Q 1. Which of the following best describes your relationship to the district?: (Did not answer)	
Q4. What are the issues that the new Superintendent should know about when coming into the position?	
SR No.	Response Text
1	The lack of transparency in decision making at the district level; the lack of support for students and staff; the atmosphere of distrust the past superintendent created; a district where [REDACTED] put their wants and desires to be first at everything before the health, safety, and well-being of its students and staff and what was best for the students and the community; the hostile environment created by the previous leadership

Q 1. Which of the following best describes your relationship to the district?: Current Student	
Q5. What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position?	
SR No.	Response Text
1	Working together as a community
2	Fair to all students including kids with disabilities
3	Respect should be a cultural attribute that is a MUST HAVE. Research the candidates background first regarding treatment of and respect towards women, children and other groups considered by narcissists as lower on their rank.
4	No nonsense approach to operational efficiency. Cut out all the waste that is in administration and focus on academic excellence.
5	Integrity is incredibly important, and so is enthusiastic transparency. A superintendent should be willing to explain what they do and why, and crucially want to. Respect for students as both their responsibility and as their critics is quite important, [REDACTED] [REDACTED] Furthermore, respect for the educators is important, and something that was additionally missing from the past leadership.
6	I would like the new superintendent to be able to admit mistakes and be open to input from the community. [REDACTED] [REDACTED]
7	giving students a voice
8	The new Superintendent needs to be on top of getting the most critical and wanted changes by the members of our community done. Also, the Superintendent should (as should be expected) treat everyone equally, fairly, and kindly. It's shocking that we even have to mention this at this point.

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9	not have anger issues.
10	They should be someone who is really good at communicating with students and staff alike and thorough about letting everyone know plans and responses to issues and things that come up.
11	They must be willing to actually listen to feedback and critiques. We understand it can be difficult to give everything its proper weight when it seems like all people do all day is complain or yell at you, but being able to let the community change your mind is the most critical skill a new superintendent can have.
12	Respeto, Integridad, honestidad, transparencia hacia la comunidad escolar y personal de las instalaciones Trabajo en equipo, coordinación, unidad. "Respect, Integrity, honesty, transparency towards the school community and staff of the facilities Teamwork, coordination, unity
13	I want the new superintendent to be a doer and a communicator. I want them to make decisions quickly to work toward their goals, while informing the community what their goals are and what they are doing. I want them to listen to community feedback.
14	Valuing deeply student perspective and input. Patience and open-minded character. Gets work done ON TIME and Communicates efficiently. Not afraid to address issues head on!
15	High integrity - demonstrated experience of earning and keeping trust of multiple stakeholders, no corruption or power-grabbing tendencies. Expertise in educational leadership - demonstrated verifiable experience solving multiple challenges that are similar in complexity than what PAUSD faces. Ability to deescalate conflicts and make high value decisions that turn out to be correct Demonstrated commitment and experience solving complex educational problems Patience, warmth, genuineness Excellent communication skills - both verbal and written Deep experience being in the shoes of teachers and attracting & retaining high quality teacher talent (and being decisive and courteous when letting go of staff who needs to leave) Experience assembling high quality educational leadership team
16	bridge-building, teaching skills that can be used to teach the community rather than take positions out of an ideological justification.
17	Kindness, honesty, integrity, straightforward, able to mediate and have productive conversation
18	Disponibilidad y apertura para trabajar en las necesidades específicas del distrito
19	Open minded listening to the community, should prioritize opportunities for kids learn and achieve higher excellence - they are to study, not just attend school- over simply white washing with stats.
20	Funny, Kind, and Able to take charge
21	The ability to communicate effectively, the ability to establish a positive relationship with teachers and classified staff, TOP down is not the way! Care about the student's and their families. Not a former [REDACTED]. Someone who doesn't just hold the degree but has taught multiple grades and has experience with positive leadership.
22	Kind, supportive of staff, listen, gather different voices. Knowledge of finance. Meet monthly with Union Reps. To learn of issues before they become major issues. Get away from your desk and meet with teachers once a month.
23	A willingness to actually listen to many members of the community, so as to better understand the issues that are actually faced in the district
24	- transparent - communicative - supportive of marginalized students - harsh stance against bullying - respects the teachers and students
25	Excellent communicator and strategic thinker with classroom experience.

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26	Communicating and being social with kids, and can tolerate a lot of stress. Putting kids first and caring about the kids.
27	COMMUNICATION, TRANSPARENCY. And somebody who can speak in complete ACCURATE sentences without being condescending.
28	Willing to listen, empathize, and prioritize the well being of the students and teachers while using proper accurate statistics. Prioritize the well being of people.
29	To care more about mental health and student health than pushing for more academic pressure.
30	They should be familiar with journalism and its protected aspects.
31	The new superintendent should be a problem solver and be open minded toward students and staff.
32	Kind and respects student input and has experience with PAUSD bc we are diff than basically all other districts bc of mental health and stuff so we need someone who has pausd experience not just similar
33	Flexible, considerate
34	Somebody who actually seems to care about the school district beyond advancing their own career, and doesn't destroy the district through "power moves", allows students to pursue and challenge themselves without discouragement and pointless bureaucratic roadblocks, and handles issues within the district gracefully and transparently.
35	They should be from the Bay Area (preferably an alumni from a high school in this district or a similar district) in order to fully understand how it feels to be a student here and the issues we deal with. I didn't feel as though [REDACTED] fully empathized with the students and their needs/values.
36	Empathetic, patient, open-minded, kind, and someone who can connect with the students and parents and staff/ work well with them.
37	Great communication, open minded thinking, understanding for all types of students, and understanding student stress
38	Happy
39	humor and funniness
40	They should be nice and have good taste in food.
41	Chill, Smart, tough
42	They should be kind, a listen, also a leader, connected with the youth, and have lots of ideas on how to make high school students be very prepared for collage.
43	don't be like the past ones folk
44	Understanding, kind, and respectful.
45	They should be able to DO things, not just talk about doing things. They need to implement REAL CHANGE
46	nice to the students, gives out candy
47	It is my hope that the new Superintendent leads with: - Clear, open, honest communication - A strong willingness to listen to, learn about, and connect with not just their immediate co-workers, but also the teachers and the students that they represent. (Re: Paly's core values motto is literally "learn connect respect") - Kindness, generosity, and empathy - Enthusiasm - Absolutely ZERO tolerance for bullying, discrimination, and retaliatory behavior from anyone on any level in PAUSD.
48	Conciliatory, agreeable, listens to student feedback and acts on it. More of a delegate than a trustee.

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49	be kind
50	They should step down
51	Open to student feedback.
52	The ability to work well with other people and understand kids of all ages and understand what they go through and how they think.
53	Open to feedback, good at explaining things, kind, helps foster community/is part of the community
54	very compassionate but also needs to be confident,
55	They should be a good leader and work to solve problems.
56	choosing good food
57	don't be like [REDACTED]
58	Good taste buds.
59	nice knowledgeable and should know how to lead
60	honesty fiscal dicipline
61	Empathy, knowledge about LGBTQ+ community and support, warmth Not dealing with student issues with restrictions and punishments, but with looking at the root cause. Focusing more on the needs of vulnerable students rather than wants of wealthy parents.
62	It is imperative that the new Superintendent puts the wellbeing of the students first. They must be willing to support and listen to the students, and in no way judged in how much they help Paly or Gunn climb the ranks over their time at PAUSD. They also must be interactive with the community, directly visiting schools to understand the dynamics that nobody would remotely understand from just taking the "highly ranked district" at face value. Key point: I want a Superintendent that would be more proud at how happy the student body is than how highly the district is ranked.
63	They should care about the community's issues and be willing to hear from actual students.
64	Organized. Experienced. Caring. High-Level Empathy. Preferably someone already in the district (for context) . Financially Strong. Pedagogically Sound. Smart.
65	leadership, openness to feedback, and open communication with the community
66	dont scream at students for standing up. also dont rehire [REDACTED] to fletcher
67	Nice, Cool, Smart, etc. Basically all good attributes.
68	I think he/she should be able to get things done.
69	they need to be tuff, always act cool, but don't hide flaws.
70	Don't be a gaslighting [REDACTED] who responds to a [REDACTED] petition with a 6-signature letter, 2 of whom are private school parents.
71	Down to earth, somebody who understands and helps teachers. The superintendent should be open to feedback and not get defensive or push back when people bring up areas of growth. The superintendent should listen to the board and listen to teachers. Mostly listen to teachers and admins.
72	nice, generous, friendly
73	I would like our new superintendent to be transparent, thoughtful, and to take initiative. When something like a suicide cluster happens - they need to be able to make us aware of what the board is doing to address it and follow up with action. They need to be able to take the initiative to fight for our students and teachers - especially teachers, who have been trying tirelessly to make their voices heard on multiple fronts. They need to be able to lead the board to do thorough thinking before carrying out orders so that they're not flip-flopping between decisions.

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74	Good ones
75	Palo Alto previously hired [REDACTED] who had been accused of assault/misconduct. It is not appropriate for someone in a [REDACTED] to be a bully. Palo Alto high school students will not tolerate a bully. Furthermore, the new superintendent should work directly with principals and students to make sure there is avid communication between all parties. Also, the superintendent must consider all perspectives, especially when it comes to teacher pay.
76	Not being a [REDACTED], open about communication, criticism, and actually think their job is important to the success of the future generation
77	Cares to the greatest extreme about student preferences.
78	A nice hard working and honest person.
79	Nice and willing to listen.
80	They should be able to handle situations under pressure and be determined to help the district to be the best it can.
81	Kind, smart, respectful, fair, and listens to both sides, growth mindset and open to comments or suggestions.
82	Attentive to issues in our community, listens equally to everyone, cares about student well-being, and can keep a cool head under pressure.
83	He should allow video games sometimes at least, and be friendly and kind to everyone.
84	Help students who are in trouble (a lot) not be so much in trouble anymore, be like chill. Like, not angry, but help them in a chill way.....:)
85	The new superintendant must be able to come to the level of the students.
86	非的要我说的话我会说有说服人的能力而且要聪明一点才能当个好的任总监。” If you want me to say something, I will say that I have the ability to persuade people, and I have to be smart to be a good director.”
87	Caring, receptive to criticism, open to new ideas, an understanding of how family life affects students at school, critical thinking, human oriented (not AI)
88	Engaged with student press, belies in student press freedom
89	Knows the rights of the student press - ed code 48907.
90	Open-minded, fair, good communicator, experience as a teacher
91	The new superintendent should be able to see things from the perspective of the students or parents, and plan accordingly, and must be very transparent and genuine.
92	They should be friendly with teachers and students, understand PAUSD's mindset and goals, and work to support students above all else.
93	- Interested in journalism - Knows how to talk to teens
94	We would love a superintendent who respects student publications and answers student press prompts.
95	1. respond to student media inquiry 2. perceptive to student opinion
96	open to student ideas
97	Kind patient driven ambitious listened to the students perspectives
98	Open-minded, student-first, proactive, efficient
99	Optimism, determination, charisma, creating a space that is comfortable

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100	They should be kind, caring, and concerned about the curriculum. They must not be corrupt and should be able to understand things from the students' view. They should treat people fairly and not be judgemental. I want our new superintendent to be well educated and to lead by example. They should have no criminal records whatsoever and be a trustworthy addition.
101	Open-minded, responsible, honest, accountable. good problem-solving skills, has felt sonder.
102	Friendly, organized, willing to take action
103	Commitment to the community, open mindedness, and willingness to listen to the people and act on it
104	to be kind and respectful with a positive attitude when coming to work
105	no
106	idk
107	Firstly, you have to be willing to be taking opinions from students, not just adults. Whatever the descisions super-indendents make, the outcome always affects the students. Next, the superintendent has to be willing in making a change, but it has to be a helpful one that benefits students, not just adults that you work with, and not just you! The new superintendent should also focus on the general health and academic benefits of the student body, not just money. We need a superintendent not selfish, but instead selfless.
108	be able to take things like insults from students
109	nice attitude ofc, willing to actually fix problems with actions not words
110	I'd like to see someone from the outside. I'm not personally aware of where [REDACTED] was raised, but Palo Alto is a very obvious bubble, and that applies to how our education system functions as well. Soft skills such as speaking, presenting, writing, and making students feel at ease are another necessity. Yes, many of us have trusted adults, but that rarely runs to the top. I know of maybe four other gun students in my grade who have actually spoken one-on-one with a council member; nonetheless, the superintendent.
111	Patience, honesty, respect, kindness, and of course, fun.
112	Willing to listen to students and staff, use ideas from them, truly care about the members of the community
113	Nice, Understanding, being able to compromise and not be forced to do something because of someone and to be fair to everyone
114	they should be open minded, know their limits, and not be biased
115	the old one's since he was nice i guess
116	Like be nice and care I guess 🙏
117	Kind, understanding, slow to anger, and trustworthy
118	The new Superintendent should be aware of finance and taxes, but above all else, they must remember their priority is to make sure that there is quality teaching and students are learning the best they can.
119	Don't touch kids
120	Communication with the parents
121	thoughtful, open-minded, clear-headed, professional, morals, transparent
122	Charismatic, empathetic, understanding
123	kind chill and understanding of the student needs
124	Respectful, ready to listen to everyone.

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125	PAYING THE TEACHERS
126	have good descions
127	idk
128	Should have some knowledge, kind, open-minded, etc...
129	not having harassment lawsuits
130	like tripp
131	Meeting tripp counihan
132	Patience, no bias, empathetic.
133	Not lie, be a parent of a PAUSD child, have an emphasis on learning, be skilled themselves
134	They should: 1) NOT put student voices down at school board meetings 2) actually listen to community ideas presented 3) have awareness of the opinions of the district, teachers, students, parents, and should be able to figure out mutually beneficial compromises 4) They should be able to function without a ridiculously high salary and should not be focused on their personal career or financial success
135	They should be good at pulling together a community and setting aside their opinions in order to listen to what PAUSD students, administration, and parents are telling them. They are here to serve us, not for their own power and gain. They need to understand that PAUSD isn't special or better than other districts. It really sucks sometimes. But if they stopped trying to make this district seem like the best with the highest standardized testing scores and Stanford acceptances and just look at how the students are really struggling, then maybe they can make some actual change.
136	Transparency, sustainability, respects students, mental health advocate, kindness, compassion and generosity
137	Good leadership, social skills, and neutral when it comes to biased conflicts.
138	responsibiliity, organized
139	supportive, knows how to work with teenagers
140	actually listening to the input from parents and students and not just task completing and saying they will do stuff just to get parents nd the community off their back
141	A Superintendent should be absolutely respectful to students, and should be able to bond with the students, and promote education and success of teachers in their roles.
142	To stop bulllys from bullying people.
143	good person who cares about the community and environment, and welfare of the students and staff and community
144	equal
145	Have morals, be kind, compassionate
146	Listens to students, not just parents! I think many of our schools aspects are based on parent input not student input. That needs to change.
147	someone who does what they say and not corrupt
148	Kind, understanding, knowledgeble, transparent, good at communicating, good at understanding different cultures
149	They should not be corrupt XXXXXXXXXX
150	They should be able to fix our Lunch and be nice.

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151	Strong child centered lens, courage, deep DEI training, curiosity, communication, transparency (within reason), professionalism, responsiveness, self control, humility
152	Responsabilidad para atender cualquier caso que se ofrezca. Paciencia con los padres y niños y personal. Carisma- para que pueda obtener el respeto y admiración como líder de una gran comunidad. Humildad para poder solventar cualquier situación que pueda surgir en su entorno. Sobre todo Amor a su trabajo! ,pasón sobre todo se debe tener amor a lo uno se dedica en este caso tiene que tercer muchas cualidades que creo se las preguntaron cuando lo entrevistaron.? Responsibility to attend to any case that is offered. Patience with parents and children and staff. Charisma – so that you can gain respect and admiration as a leader of a great community. Humility to be able to solve any situation that may arise in their environment. Above all Love for your work!, passion above all you must have love for what one is dedicated to in this case has to third many qualities that I think were asked when you were interviewed.?
153	I’m not entirely sure, but I think it would be beneficial to prioritize the needs of most students while adapting to the evolving world. At the same time, it’s important to provide targeted support and opportunities for both high-achieving students and those who may need additional help.
154	Kindness and caring for the students, passion about education and student’s success
155	Being able to talk to teens about mental health issues, confident, smart, open-minded
156	Empathy for all students, flexibility/ability to hear our ideas and opinions, openness, enforcement of equity
157	they should be really nice and understanding , and they should abolish the rule where teachers can't give kids candy because we deserve it and they should also abolish the rule where you can't bring treats to school on your birthday because that doesn't make any sense and I want them to have a stricter dress code so that 6th grade boys might actually look like a part of society.
158	Nice,Kind, Fair
159	Transparent, confident in decisions yet comfortable hearing community feedback and taking that into consideration, able to understand a variety of perspectives and acknowledge them, not defensive in decisions
160	Transparent and confident in decisions, yet ready to take feedback and hear and acknowledge a variety of community perspectives to inform decisions, too
161	The new Superintendent should be honest, and willing to address important problems in schools like: AI use, cheating, cyber bullying and more. They should also focus on addressing other issues that students and teachers bring up about school.
162	Kindness, problem solving, open mindedness, inspiring, etc.
163	The new superintendent should demonstrate experience in and support of dual language education. They should understand the impact of multi-lingual environments on classrooms. This is critically important because: Palo Alto has two incredible dual language immersion elementary schools (Escondido for Spanish / Ohlone for Mandarin). The schools have unique needs and it takes a superintendent’s full support and nuanced understanding to ensure they are sustained and thrive. The new superintendent should be a champion and steward of these. This has not always been the case in the past. Palo Alto Spanish / Mandarin immersion families can testify to the impact of these unique immersion programs and passionately feel they should have the new superintendent’s full support. A large percentage of students in Palo Alto come from multi-lingual homes. The new superintendent should have experienced working in robustly multi-lingual communities to appreciate the special needs that present themsel
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165	kindness
166	respectable and be a good person overall
167	They should be good at listening and open to STUDENT input and critique
168	They need to care about their staff, and students. I hope they will be very open to listening to ideas from students and staff. I hope for a superintendent to be willing to take action if necessary.
169	nice forgiving and empathetic
170	no idea what a superintendent is but all I know is that they should make school fun so I have a reason to stay at school and not only that i also am a lot happier when there's such things
171	Someone who is good at dealing with people with varying perspectives and working with others to make the best decision for the most amount of people
172	respectful, open-minded, leader,
173	Transparent, open minded
174	they need to be able to communicate well and keep their cool
175	They listen to parents because they are the ones paying the property taxes and funding the district/students.
176	.Caring, Self Less, curious, and wants the best for everyone.
177	Communication and adaptable.
178	Someone who will listen, and make decisions based on our communities needs.
179	The new superintendent should be open, transparent, and willing to collaborate and stay in contact with diverse members of the community to ensure that the district is promoting its goals as a group, for its students, parents and teachers. There are many people who care about the politics and policies of this district, which have become increasingly contentious recently.
180	They should be flexible, willing to adapt, kind, accepting, and overall have a positive mindset focused on growth. They should inspire those around them and in general bringing optimism and hope to those around them.
181	I think that he/she should be open-minded and ready to listen to what the district has to say. If they arent willing to listen to what students, parents, or our community have to say then i dont think they should be in that position
182	I think the most important thing is to care about students and their feedback, because I feel like superintendent and all the leadership level of the school is in the check-and-balance system that serves on the student side. Because it is the only way student can get their feedback heard and processed, because student themselves just don't have the comparable power than a teacher does.
183	Proactive, involved

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184	I think the new superintendent needs to understand the community and what people generally want. They should be assertive enough to stick to what they think is best while still taking into account the opinions of those around them.
185	Proactive, caring, observant
186	I want the new Superintendent to have a sense of duty for each student, not looking at situations bureaucratically but from a student's or a school staff's perspective.
187	I think the superintendent should be actively trying to introduce himself and engage in conversations with students by walking up to them and stuff. This will make them seem much more approachable and make them seem like someone kids would give suggestion and get help from.
188	Open to all opinions and views, open to both student and faculty opinions. Willing to compromise the budget for meaningful implications (like permanent train crossing guards). Being kind towards people and kids with differing opinions and values.
189	I would love if they would talk to the students and the one time I ever heard [REDACTED] came across like a [REDACTED] politician.
190	Empathetic, someone who is already familiar with the community and its struggles, someone WHO IS NOT AN ACCELERATOR, because despite parents calling for it, already almost our entire school board are accelerators and so we need to have a Superintendent who moderates this. Also someone who is willing to talk to students often, and be understanding. Also why does PAUSD have a 160 million dollar endowment (double check this but im pretty sure it's this) but we are paying our teachers less than neighboring districts. This is a clear example of poor fiscal management.
191	The new Superintendent should be receptive to community feedback and listen to students. Keeping in communication with the community will be key to their success.
192	Being welcome being responsible being nice being productIve
193	they should be trustworthy, honest and listen not as a professional only, but as a human too
194	This person should be listening to the student body first and foremost. Adults are letting their own personal, political beliefs creep into the school board. Last year was crazy with a school board members blasting thing on social media, etc. I am impressed with the students but the parents can be roudy in school boarding meetings.
195	The characteristics that are important are to listen to e very voice to learn from diffrent people, to know what to do, to support.
196	I'm not too sure about this, but I think the skills that the new Superintendent should have are problem-solving skills, critical thinking, and the ability to resolve conflicts in a way that supports all parties involved.
197	Improving the school lunch.
198	empathy and budget skills
199	Amor a los estudiantes! Love the student!
200	A good listener, empathetic, a desire to improve the quality of life of students, and not just a CEO mentality. We pay a lot of money to live here; our district is well funded, we need someone who cares about the QUALITY of teachers, services, AIDES, programs and access we are giving our students and their families. I think we can do a much better job of promoting inclusivity and offering opportunities for all.
201	They need to have a strong perspective, based on experience, but also be receptive and solicit substantial input. They need to listen through the cacophony to then discern a strongly viable and effective path. So they can't be tone, deaf, but they also can't be paralyzed by their being multiple suggestions.

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202	- Genuinely interested in educating and ways to help kids be educated, the rest is secondary!
Q 1. Which of the following best describes your relationship to the district?: Former Student/ Alumni	
Q5. What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position?	
SR No.	Response Text
1	Positive, calm, thoughtful, careful listener, non reactionary, approachable, team player, student focused, visible
2	A leader that can "see" the value in all of the community members - recognizes that teachers add value to our system, parents have fear that they are not "doing the right thing" and they will always go above & beyond to make our students have The Best experiences. Students desire a voice & do not want to be led by disingenuousness.
3	Has been a former teacher (this person MUST deeply understand all aspects of teaching which is the cornerstone of the district A good listener Creative problem solver Clear communicator
4	Not pretending like a kid didn't just kill themselves right next to the school
5	Smart, caring, a good listener, truly in making the district a good environment in middle and high school where our children will thrive
6	don't be a chud
7	Strong sense of integrity and desire to lead a great district to become even stronger.
8	Schools are part of a larger ecosystem. The best superintendents collaborate with nonprofits, the city, etc. We have great educators - listen to them. Relationships are key to success. Take time to build them and nurture them. Consider the many ways multigenerational programming can help youth succeed. Bring back a commitment to service -- the more youth experience the world beyond their own, the stronger we all become.
9	We need a role model on compassionate communication, also called non-violent communication. That means someone who has integrated into their communication (1) listening for the other person's feelings and needs, what REALLY matters to them (as opposed to the words they're using), (2) speaks from their feelings and needs about the situation, and (3) communicates requests that stem from BOTH/ALL parties feelings and needs. That person will be the most effective leader for our district.
10	Bring your patience and know that the Board is unpaid and filled with good people who are trying their best in a hyper-politicized community of dissent-first opinions. PAUSD [REDACTED] before public opinion wears them down and/or runs them out of town for the past 50 years. Enjoy the sprint and know the paid compensation/pension will make it more than worth it.
Q 1. Which of the following best describes your relationship to the district?: Parent/Guardian of a current student	
Q5. What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position?	
SR No.	Response Text
1	Be their own person and get rid of the bad people in the district
2	Listens and is decisive
3	clear, transparent decision making
4	Good communicator, patience, empathy, strong moral compass, should care about excellence and letting everyone shine and do their best, not just certain groups of underrepresented kids.

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5	Empatía funcional eficaz y experiencia con todos lo relacionado con la educación. Effective functional empathy and experience with all things education-related
6	Multicultural knowledge Have multi-language translators Emphatic Experience
7	Following the pausd promise to engage and meet students' needs, including the high achievers.
8	Good listener and effective decision-maker Good at building relationships with both building staff and other superintendents and state level leaders Fundamentally committed to supporting youth and children Someone that people like working for and with
9	不知道 I don' t know
10	Good communication skills, ability to discuss difficult issues in a manner that is productive and effective, people management skills, excellent listener, not defensive
11	They should be open minded, active listener, great communicator, and an upstander for marginalized communities. I would like to see someone who believes public institutions should be run transparently.
12	The ability to respect different viewpoints, fiscal responsibility
13	A good listener, someone who cares about students the community, someone who has taught in a classroom as a public k-12 teacher for more than a few years (so they actually know what it is like), a person who is kind and caring, who supports people (not systems and data). Basically someone who is not our former leadership: not reactionary and don't always think they know best (not an egotist),
14	Listens and tries to work with the community.
15	Willing to listen to everyone while understanding this community to not make mistakes like the previous people have. This is an aggressive/ ambitious parent driven
16	No secret agenda. The superintendent needs to take in the variety of input and lead the district in a clear and transparent manner.
17	High level of executive skills. Excellent communications skills, good partner, clear decision-making, strategic thinking and long-term planning, stays calm under pressure, listen actively and build trust, lead through crises, communicate transparently during uncertainty
18	Background in child development and education (two different topics), empathic listener, ability to balance competing interests and focus on top priorities, ability to engage diverse stakeholders, respectful of diverse viewpoints
19	It's a political job...with remarkably wealthy parents that are used to getting what they want. They are leaders of large companies and will stop at nothing to get what they want for their kids. They sue the school district a lot. The super has to be able to walk a line with a parent community like that and keep teachers happy. The union is strong and represents the teachers well. The community cares about the teachers and union as a community, but will complain and criticize teachers if they feel their kids aren't treated perfectly. Parents see teachers who want to council their kids as 'taking opportunities away' from them.
20	Communication skills are absolutely critical. The ability to bring a diverse group of stakeholders together, drive meaningful conversations, identify and raise the core issues, create a problem-solving framework and bring a team through to a decision, and communicating the process and decision to the community in a timely manner.
21	The ability to collaborate with the community, including teachers specifically. I am a parent and it's obvious how little trust teachers have had in the superintendent's office. We need someone who can repair that fracture and ensure we are a district that has trust at every level.

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22	Better execution of learning experience for each student; better efficiency for the staff; make sure resources are allocated both for learning challenges and gifted learning student; not only make mental health resources rich at the 'counseling end, but also making sure school environment allows time and tools for healthy physical/social interactions
23	Open mindedness, humility, takes into full account input from the community (not just lip service), opposite of vindictive towards anyone who is brave enough to raise concerns
24	Delegar más personal que ayuden a los alumnos. Elect more staff to help students
25	The new Superintendent must be hyper-focused on a three-pillar framework: Align on Outcomes, Report on Outcomes, and Achieve Outcomes. * Analytical Leadership: Ability to identify which programs are failing to meet benchmarks and the courage to cut them. Transparency: A commitment to clear, public reporting on performance metrics. Fiscal Discipline: Treating taxpayer dollars with the mindset that anything not contributing to core outcomes is a waste of resources.
26	Strong educational background, track record of being a teacher, and collaborator. Someone who understands why the Board and the District are crucial and discerning on what it's role is amongst this educational community and also someone who has a respect for teachers and community members. Has a positive vision for what a healthy school district looks like, track record for implementing innovative, but evidence based curriculums and programs and applying the right metrics to evaluate end-to-end. Integrity, ethics, and respect for all individuals no matter their status. Leads by example and not an iron fist. Someone who can demonstrate sound decision-making and who can debate based on facts without using their position of power. This Superintendent needs to be someone who is willing to put down their ego, someone who can forge alliances and positive relationships, can adopt what has worked from other Districts, but also a nuanced thinker, who knows how to adapt to our community's needs.
27	Tact. Ability to bridge differing opinions, and also not cater only to loudest voices in the room. Yet maintain positive relationships. Strong ability to communicate decisions clearly along with reasoning to bring people along. LGBTQ+ ally.
28	Be an excellent listener and excellent and thoughtful communicator. Be adaptable and open to new information in order to make changes when needed (but not be impulsive or constantly changing decisions depending on the loudest voices). Have deep expertise in the classroom along with administration. Think deeply about what truly benefits students over all else. Approach technology with cautious enthusiasm; do not look for technology efficiencies over actually investing in teaching expertise and hands-on experiences.
29	They should not only be a good business manager, but they should certainly look through the lens of an educator and parent. They should be flexible, thoughtful, warm, and not a bully. With that said, they should be able to confidently make a decision, AND be able to explain that decision to all community members--transparent.
30	I would love for the new superintendent to have good communication skills, to be able to listen to and hear the students and the families, and not dismiss their concerns. That he/she has compassion and understanding. A new superintendent should have a high EQ and humility and really care about this community and not use the position as a stepping stone. One who views dissent as data and not a personal attack. They would need to be able to rebuild the broken culture/trust that we now have in this district.
31	- Ability to listen with an open mind to the students, parents, teachers, and staff - problem solving ability to address concerns of all parties without assuming an adversarial stance between differing interests - ability to make difficult, practical and implementable decisions (not waffling) while remaining open to feedback and adjusting as needed.

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32	Students should always come first. They must be a strong leader and have a no tolerance for staff that does not do their job. Staff needs to be held accountable when children don't feel safe in their schools. Thank goodness for the amazing teachers that create safe havens in their classrooms when it seems no one else cares within the school.
33	Someone who can listen to learn. Someone who can turn words into action. Someone who has deep dedication to not only academic growth but success of the whole student. Someone who is a champion for our community.
34	Empathic, collaborative, non-violent communication, respectful and student-centered
35	They should be a good listener and able to weigh numerous concerns and constituencies with balance, fairness, grace, and transparency.
36	This community is fractured- parents do not feel invested in the school community for the long term. The City's perception is that the district is completely Performative and not effective- letters and editorials and consultants over effective use of in class support.
37	Kind, thoughtful, professional, highly intelligent, ability to communicate and take heat. We'd likely do better with a female than a male.
38	- Builds trust and is respected by both teachers and families, with strong, transparent communication. - Prioritizes consistency and reliability for families, including keeping schools operating smoothly. - Uses resources efficiently, including being mindful of the size and effectiveness of district administration. - Balances the needs of staff and families, respecting union agreements while keeping student and family needs at the forefront. I would welcome strong female leadership in this role, reflecting and representing the largely female educator workforce.
39	Good person, open communication, sees students and teachers above self achievement and profit. Understanding the complexity of this k-12 district and able to make tough decisions with kindness and compassion. Also, the outgoing board should not Pigeon hold the new coming board to a new long term superintendent. They are not going to ve their boss, and they should not get to choose the new long term one. They need to be honest and WAY MORE professional. They put us in this mess and are leaving. End of story. They don't get to stick us with another bad decision.
40	Collaborative but decisive. Hear feedback from the community, but at the end of the day make the best decision for students as a whole, not just the loudest group.
41	Emotional intelligence, No- ego. Strong Educational background. Non partisan.
42	Extensive experience in all aspects of communicating (listening, asking questions, and written/speaking) - don't be condescending (██████████ was condescending). This district is far from being in maintenance mode or just keeping up with the times, it needs leadership - trust and/or challenge others in the administration to do their jobs well, focus on impact, and orchestrate. You'll never make everyone happy - aim for equity.
43	- Transparent, sincere listener, ethical, humble, self-giving, highly communicative
44	More diverse please
45	Dedicated to success for all students: from those seeking top college admissions to those severely disabled ...and everyone in between. Assemble and lead a competent team. Listen with empathy.
46	Good communication and empathetic listening skills.
47	Excellent communicator. High standards. Confidence and humility. Willingness to both build relationships and say no. Desire to make Palo Alto stronger academically and not let standards decay.
48	We obviously need someone with high eq and diplomatic skills as there are a lot of constituents with differing views. Having someone who is able to share how he is approaching challenging issues will be key. Not everyone will agree, but hopefully they can appreciate the approach. The afterschool

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	program that █████ dealt with so poorly was an example of what we don't need in our next learder.
49	Being responsive, good character
50	Knowledge of the specific issues in the community. Ability to work in an intense school district with high expectations. Excellent communication skills.
51	Visionary & Strategic Thinking, Trustworthy & Transparent, Collaborative
52	- excellent communicator - which includes the ability to truly listen to feedback from the most important stakeholders: teachers and students
53	Transparency, honest communication, respect to the students and parents
54	communicate with the community in an open and sincere manner. truly open minded for suggestions.
55	Empathetic and open minded. Someone who is willing to do what is best for the students.
56	Conversant in present day issues. Focused in improved academics, econimically & commercially savy to understand how to best invest the PAUSD's funds in an effective manner, not pet projects.
57	<p>领导学生进步 人才管理能力（留住好老师）• 能识别和保留关键校长、骨干教师• 建立“支持 + 问责”文化（不是只友好）• 处理工会关系（合作但不失领导力） PAUSD 成败很大程度取决于：老师是否愿意留下来 用数据驱动 教育专业深度（不是泛管理）• 真懂 K-12 教学（课程、评估、差异化教学）• 能判断：什么改革是真的有效，什么只是理念包装• 对 SPED、心理健康、学习差距有实操理解 避免被个别强势家长/团体绑架 6 财务与资源决策能力• 看懂预算长期结构（不是只看当年）• 敢于砍低效项目• 把钱用在“学生结果”而不是“好看项目” — 7 执行力（很多总监缺这个）• 把战略落地到学校层面（不是停留在文件）• 建立可追踪指标（成绩、满意度）• 定期复盘，而不是一年一次汇报</p> <p>Lead student progress Talent management skills (retain good teachers) • Identify and retain key principals and key teachers • Build a culture of "support + accountability" (not just friendly) • Handle union relations (collaborative but not leadership) PAUSD success depends largely on whether teachers are willing to stay Data-driven Depth of education expertise (not pan-management) • Truly understand K-12 instruction (curriculum, assessment, differentiated instruction) • Can judge what reforms are really effective and what is just concept packaging • Understanding of SPED, Have a practical understanding of mental health and learning gaps Avoid being kidnapped 6by individual strong parents/groups 7 Financial and resource decision-making skills • Understand the long-term structure of the budget (not just look at the current year) • Dare to cut inefficient projects • Spend money on "student results" rather than "good-looking projects" — 7 Execution (many directors lack this) • Implement strategies at the school level (not just on documents) • Establish trackable indicators (grades, satisfaction) • Review regularly instead of reporting once a year</p>
58	Lots of experience - my guess is that this is one of the most difficult districts to work for in the country. Have experience with lawsuits - seems lots of people sue the school district
59	Understand palo alto unique culture and respect. No powering. Please collobrate.
60	Value aides, especially aides that help with special education
61	Ability to raise money and increase funding Management skills to keep principals accountable Strong sense of community

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62	1. The Superintendent should have a background that includes being an outstanding teacher. 2. The Superintendent should listen carefully and respectfully to teachers, parents, and students. She/he should then make decisions in the best interests of all students, should clearly articulate the reasons for those decisions, and should not yield to the loudest voices (unless the Superintendent concludes that some loud voices are correct). 3. The Superintendent should implement evidence-based teaching practices, while being a good judge of the evidence. 4. The Superintendent should be a strong leader in implementing necessary change, and should be articulate, somewhat patient, respectful in explaining the reasons for change, and determined in its implementation.
63	Willingness to listen and consider inputs from the community. Respect the students!
64	Diplomatic communication skills, ability to establish trust with teachers and parents
65	Strong interest in student and family engagement; strong interest in getting to know faculty and staff
66	Someone who is curious, listens to a wide variety of opinions, and uses the opinions and facts collected to make the best choices is what we need. The person doesn't need to be a 'push over', but rather a true leader- who sees value in diverse thought and dissenting ideas in order to unearth the best next steps.
67	Able to communicate clearly and transparently-able to put needs of students over loud parents. Strong leader who makes staff feel appreciated and heard. Need a thick skin and understand the noisiest parents dont represent the majority
68	The new superintendent must lead with heart. That means an ability to collaborate, disagree without being abrasive, and genuinely care about all district stakeholders. We don't need long-winded weekly email updates or performative board meetings. We need kindness, authenticity, and bravery in our leader. He or she must also have strong operational skills, which [REDACTED] had. We mustn't forget that this was a genuine strength of his. So this is necessary, but not sufficient.
69	Good listener, respectful, warm, kind, values the teachers and the work they are doing
70	Somebody who can handle all the pressure from students and parents, listens to input from students and community, should support the rich offering of classes so the curriculum accommodates both high achievers and less accomplished students, is a good and thoughtful communicator.
71	Needs to be and promote team-player mentality. Needs to have meetings with parents and stakeholders. Needs to be someone capable of supporting a varied student body, both high achievers and students with disabilities. I would prefer an internal advancement, perhaps the [REDACTED] has a solid reputation of care and responsiveness. I would also prefer a female after the recent experience we have had of a dominating close minded individual.
72	The new Superintendent should be honest and transparent in decision-making, and demonstrate respect for all members of the community. They should also be a strong listener who values diverse perspectives and fosters trust through open and clear communication
73	Actually be a leader. Someone to guide the school district through turmoil and change. I'd hire the exact opposite of [REDACTED] A midwit who just happened to stick around long enough to be promoted to the top seat. [REDACTED] personified!
74	a thick skin. exceptional communication skills. a positive attitude.
75	Open, skilled communicator, empathetic, a leader who listens to the students, teachers and parents
76	Empathetic, humble, progressive, resourceful, solution-oriented, and able to manage the budget of \$354 million well. I hope he is able to form his opinion without listening to everyone and leaves out politics. I hope he visits schools and talks to students and teachers to gather firsthand information. I hope he refrains from writing lengthy, word-heavy weekly letters and instead allows his actions to

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	<p>speak for themselves. I hope he is a father who can relate to parents in this school district. And lastly, I hope he has some humor and is a spirited human being. We need some fresh air in this [REDACTED] admin.</p>
77	<p>Someone who elevates our marginalized students and families. Although they may not be a majority in this district, they need to be prioritized. I feel that these families are too often overlooked. Decisions need to be made with the most vulnerable students in mind.</p>
78	<p>He/she should take more time to visiting schools. Too much administrative jobs within the district office. Focus on the students. Also, sports isn't a priority with this district. Sports gets students off phones. Support getting good coaches and pay them. Stop the Mickey mouse stuff. There are so many positive things about students being in sports.</p>
79	<p>The Superintendent should be able to communicate the budgetary requirements and challenges the district is dealing with. They also need to be a good communicator, able to listen, but deliver bad news in a firm and kind way.</p>
80	<p>Honesty, transparency, communicative, personable, friendly, approachable, hard working, open minded, in tune with community needs, flexibility in thinking, ability to multitask, computer literate, bilingual, good leadership skills, empathy, fiscally responsible, someone willing to put in the work to repair the relationship between the district and families/staff.</p>
81	<p>It is extremely important that the new Superintendent focus on raising a healthy culture, environment/system to put all students on a path to form core good classic values of a good human being when they grow. We have had enough of public service officials with extreme political views, either extreme left (mostly) or right. Quite a lot of those officials were under huge pressure to act "politically right", i.e. to intentionally promote left wing views here in California. We want a truly unbiased leader whose only priority is all the students' health, future and success. Leave the students out of politics. Teach them how to (objectively) observe, embrace the world and how to think. Not to impose any of "your" opinions on them.</p>
82	<p>Good listener, knowledge/experience about what teaching in a classroom is like, strength to stand up to pressure from parents, good at finding compromise & win/win solutions</p>
83	<p>Honestly- I have no idea what it takes, but it seems like a particularly volatile, hostile, political group- with the board and the in-fighting and scandals. I don't know why it is like this but it is very distracting from the focus, which should be on our children and the very real obstacles they face- internally and externally.</p>
84	<p>STOP HIRING HORRIBLE PEOPLE!!!!!! I can't believe how much money we've spent on golden parachutes for these awful human beings.</p>
85	<p>Yo creo que ser una persona umilde y mirar que son las necesidades de cada escuela I believe that being a umilde person and looking at what the needs of each school are</p>
86	<p>calm, articulate, logical, confidence in hard decisions</p>
87	<p>Manage the teaching and guidance staff</p>
88	<p>Honesty. Integrity. Genuine care for students' academic and mental welfare.</p>
89	<p>The new superintendent should demonstrate a track record of reversing failing programs with data, not ideology — showing where they have done it, not talked about it. Must have documented experience rebuilding trust: schools where staff, parents, and students aligned under their leadership after dysfunction. Find someone who navigated union negotiations both sides respected — someone teachers followed voluntarily, not contractually. Ask in interviews: when were you wrong and what did you do? How have you handled a divided board? How do you re-engage families who lost faith? Their hesitation reveals as much as their answers. Credentials matter less than character. A doctorate means nothing if the person cannot sit with angry parents and a fractured board and make the right</p>

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	call for kids. On enrollment: fix Tinsley's isolation issues, then expand transfer frameworks along the Caltrain corridor — Redwood City, East Menlo Park, Mountain View.
90	“Students who excel in math can be further engaged through math clubs and related activities, while those who show strength in science can be given opportunities to explore it more deeply through hands-on programs. Students with musical talent should be encouraged to expand their musical experiences. Overall, it would be beneficial if every child could receive recognition and support in at least one area they enjoy and do well in. At the same time, for students who struggle academically including special needs, it would be helpful to provide a range of supports to help them discover something they are good at and find meaningful. For students with special needs, it would be helpful to have programs that provide greater access to and support for participation in areas such as music and art. It would also be beneficial to have programs that support homework and academic management.
91	Experience managing education systems, honesty, impartiality
92	Communication must be clear Understand that PAUSD is a PUBLIC School District that serves ALL families not just some. Team player Good listener Aware of the disparities in the District. At all levels. Equity champion Genuine care for children education.
93	They should have been an educator to understand the school system. Palo Alto has turned into politics more than focus on the kids. Listen. Act in support of teachers and students. Thing about current reputation and what the goal is for the district and what are the gaps and how to close them.
94	Negotiation, understanding of varied views of community, able to deal with the small but noisy portion of the parental community that makes ridiculous demands, doesn't fall under pressure , children first and foremost, not in it to enrich themselves
95	Please invest as much time in elementary issues than in middle and high school ones.
96	They will need to be good listeners. They will need to be open to ideas while keeping with Palo Alto traditions. They will be coming into a broken system that needs a lot of mending.
97	Experience does not have to be with schools as far as I am concerned. Capabilities. Motivation. A North Star. Charisma.
98	They should know that you can't please everyone but you don't need to antagonize people you disagree with, either. Obv they need thick skin but also the ability to lead by influence and they should feel secure in themselves.
99	Very detail oriented. Understand that kids will try to not always work and so computer usage needs to be reduced significantly until high school. Computer use is causing kids to not learn.
100	Ambition, creativity, pride, intense focus
101	(1) Willing to listen to parents and students with an open mind. (2) Help not only kids that are falling behind academically, but also kids that are advanced academically. (3) Offer more advanced stem classes such as MVC on campus during regular school hours at Paly and Gunn. (4) Treat bullying seriously. (5) Parents/students that speak up either in public forums (board meetings) or in private shouldn't be retaliated on
102	The new superintendent needs to be able to hear and balance teacher, student, and parent voices. The new superintendent should not buy into educational fads like “balanced literacy” that are untested and require expensive consultants and expensive assessments, or use dei to justify removing acceleration options. There should be pathways to acceleration in school that do not require parents to pay tutors and take external courses that less advantaged students cannot afford. For this purpose, I would suggest following examples in Cupertino for math acceleration which allows reaching calculus by 11th grade with no skipping, or Dallas School District which applied an opt-out model for acceleration and found that diversity increased dramatically

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103	Not ideologically driven. Genuinely considers all perspectives.
104	Every thing the bathroom and the food and make the kid feel safe not scared to go to the bathroom
105	Listen - learn - collaborate
106	Superintendent roles, should be filled based on job-relevant qualifications, including, for this role, integrity and strong communication skills. Related, I do not support selection processes where demographic characteristics are used as a precondition for hiring decisions.
107	No dictatorship. Listen to students, teachers and parents. Use our tax money wisely
108	The candidate should be straightforward, not performative. They should be able to engage constructively with community members. They should have a vision for how they can make a positive impact in the district. They should be comfortable speaking and listening to students. They should prioritize collaboration.
109	Transparent and Trust-Building Prioritizes academic excellence and measurable outcomes Data driven decision maken approach
110	Haven't a clue What does he or she do?
111	Be a good listener. Be able to take multiple disparate views and synthesize them. Ask for help and support. Be a creative problem solver to find solutions that are win-win-win. Be genuine, warm, and vulnerable. Acknowledge mistakes, take responsibility, and apologize, then work together to find a path forward.
112	They should listen to students, parents, teachers, staff members. They should try to do their best to put students first. Their own ego should be put aside.
113	experience in a similar position, improve operation efficiency utilizing AI tools
114	Honesty, integrity and transparency and true care for the welfare of both students and staff
115	Ideally they are chosen unanimously by the board in office on Dec 2026 to give a chance for maximal alignment for at least 2 years. Other than that they should be highly transparent, collaborative and have demonstrated skillset to build and restore trust in a school district as being public servants serving transparently and with the upmost integrity and transparency at the behest of the democratically elected board. Strong ability to partner and collaborate with other key partners in the community as well to better integrate PAUSD with the district.
116	Amable, respetuoso, consciente, atento a todo lo que pasa , humanidad, sabiduría para resolver las dificultades, enfoque en las necesidades de los estudiantes asegurarse que si se les respete el derecho a las necesidades especiales de ciertos estudiantes ser comprometido a dar lo mejor de sí mismo para ayudar a los estudiantes. Kind, respectful, conscientious, attentive to everything that happens, humanity, wisdom to solve difficulties, focus on the needs of the students ensure that if they are respected the right to the special needs of certain students be committed to give the best of themselves to help the students.
117	Honesty, Integrity, Energy, Persuasion, Pragmatism, Communication, Negotiations
118	NA
119	Be ready to deal with multiple opinions in a kind and fair manner. Work with teachers and listen to them.
120	A thick skin for sure. Erudition, rather than salesmanship, would be a refreshing change. Someone who is genuinely engaged in the power of education and cultivating great teachers. I am constantly amazed at the messaging from PAUSD that barely mentions teachers.

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121	We need someone who is willing to clearly identify priorities for the district. They must be willing to listen to and work with all stakeholders, but also be ready to push back against unrealistic demands from parents or the teachers' union and take the heat that will be inevitably be directed at them. We also need someone who communicates clearly and honestly and who doesn't act impulsively. The Superintendent needs to emphasize and show that all students in the district are important and valued and deserve to be celebrated.
122	Be student development centric, not bureaucratic centric. Be reachable by all: student, teachers, staff. Be an enabler not bureaucratic. Be human not authoritarian. Have the bearing of "how can we help students develop?"
123	Transparent, honest, fair, and student-centered. Greater energy and resources should be directed toward student learning, high-quality curriculum, school camps and clubs, and ongoing teacher training. In cases involving lawsuits arising from an individual staff member's personal misconduct—such as bullying or harassment—the financial responsibility for legal fees and any resulting compensation should rest with the individual, not the district. The Board should retain the authority to terminate contracts without compensation for any Superintendent or administrative staff member dismissed due to personal misconduct or fault.
124	Excellent manager able to triangulate the often conflicting interests of the board, parents, teachers, and students. Experienced in for-profit work that brings its discipline to the PAUSD. Lack of experience in public school administration is actually a positive, giving the new Super the mindset to reject pathological assumptions (which are otherwise typically accepted in public school systems.)
125	Listening, compromising, supportive, not a big ego who thinks he/she is always in charge and has the power to do whatever they want. Someone who listens to the board.
126	1、对教育和孩子有热忱；2、善于平衡各部门利益冲突；3、对孩子的成功有多元的描述，而不仅仅是上名校；4、权力的同时需要适当地妥协。5、善于听取各方意见，并且适当地归纳取舍。 1. Be enthusiastic about education and children; 2. Be good at balancing conflicts of interest in various departments; 3. There are multiple descriptions of children's success, not just going to prestigious schools; 4. Power needs to be compromised appropriately. 5. Be good at listening to the opinions of all parties and appropriately summarize trade-offs
127	Demonstrated former success implementing, expanding or at least supporting greater mental health awareness and engagement within a public school district.
128	Someone focused on making sure our kids learn Math, English and Languages (reading, writing...), Science, Economy and Finance, etc... Someone focused on making sure our kids learn hard work, resilience, critical thinking, financial literacy (managing money/debt), emotional intelligence (self-control/empathy), and effective communication
129	Strong leadership skills, a confident (though not brash) voice, ability to listen to multiple perspectives and validate those perspectives while also leading the school district toward its goals. The diverse voices of this school district should be heard and validated. AND the Superintendent should lead with clarity, confidence, accountability, and compassion.
130	A good listener that is able to engage with teachers and students in a respectful manner, a leader that can enact change and build trust
131	- have a balanced view on education and don't have bias towards STEM - understand that some students are academically talented just like some students are athletically talented. Their achievements should be celebrated like athletes.

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132	██████████ is a good superintendent, but a bad communicator, and probably has some anger issue. So please make sure the new Superintendent has good communication skills, or have a good team that can support him/her.
133	Strong communicator and coalition builder Creative problem solver focused on the art of the possible
134	Put students' welfare and interest ahead of anything.
135	Honesty and common sense. Stop the woke crap
136	Diplomacy. A willingness to listen to & learn from students/parents/staff. Thoughtful deliberation followed by firm, clear decision-making. Ability to acknowledge the ideas of vocal minorities while maintaining PAUSD's commitment to the academic & emotional well-being of the entire student body.
137	A mind to achieve the best of education for students. The Superintendent should have the skills to leverage resources and prioritizing spending to support students and teachers in the district. Be transparent, open minded and celebrate high achieve students who work hard.
138	Firm yet diplomatic, conscientious, stick to principles rather than politics.
139	Know that there are thousands of kids and not all of them are perfect. Realize it is okay to not get into an Ivy League school and still be a successful adult. Make sure kids are happy and create happiness by teaching acceptance. Educate the parents and teachers that PAUSD is not a first class ticket to an Ivy League school which dictates success because for many it is not. Understand there are kids from all backgrounds and races, not just wealthy ██████████ who donate thousands to the PTA and PIE so they are favored. Whatever the SI's degree and education means nothing unless he/she performs well at the job. I don't want to see messages like what ██████████ would send which really translated into "I don't care, I have an advanced degree so I know more than you do." Covering up for ██████████ sex crimes against students was 100% wrong. Many are thrilled he is gone.
140	a) good communicator b) ability to take a stand and stick with it
141	Iniative, innovation, open-mindedness, flexibility, empathy.
142	The new superintendent has to be aligned with the parents and student's needs. The students in PAUSD emphasis on academic excellence and the new superintendent should be able to work towards achieving those goals with collaboration. majority of the students are kids of immigrants who can afford to live in Palo Alto because of their education and the new superintend should understand why students and parents are focused on academic excellence
143	The ideal Superintendent should bring extensive experience in education, along with a strong ability to engage thoughtfully with students, parents, and stakeholders from diverse backgrounds. They should demonstrate a clear understanding of the district's most pressing challenges and possess the judgment to effectively prioritize initiatives. Key competencies include strong problem-solving and strategic decision-making skills, particularly in the area of resource allocation. The individual should also exhibit an open-minded approach, with a willingness to consider diverse perspectives and thoughtfully incorporate constructive feedback to drive continuous improvement.
144	Leading with empathy, kindness, and collaboration. We need the teachers to buy in to the new superintendent and for trust to be restored.
145	We need a leader that 1) listens 2) is attentive to the community 3) communicative 4) can synthesize information and make solid decisions. The last leader was: 1) out of touch 2) created a hostile environment for children, families, teachers and staff
146	a people person who is also a good manager. Someone who knows they can't say yes to everyone but who can make people feel heard and who knows how to say no gently.
147	collaborative, open to possibilities, transparent

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148	Receptive, transparent, honest. Remember that "gifted" was a once euphemism for being ahead of grade-level in some academic subjects, behind in some social development, and consequently being both bored and disruptive in class. Not just the positive parts of the euphemism, not just "smart". So when parents are saying "please help my gifted kid", with or without the G-word, realize that they might be saying: "I'm smart, I compared the price of three kids' private school to the price of PA vs MV housing, what a steal, but why isn't this school rubber-stamping a bunch of A's for my kids" "I'm smart, my parents pushed me to drill drill drill at school, so I did, and they pushed me to become a doctor or engineer, so I did, and now I'm doing the same for my kids at the best school, what's wrong with that" "I'm smart, my childhood was rough, but I recognized the value of a good teacher, and I just want that for my kids, too" And respond appropriately, not shallowly nor uniformly.
149	The person should have high empathy towards the community, and strong will to reform PAUSD to be working for the community and the students and not for any other group applying external pressure, including teachers. Going back to education and preparing the kids for their future and college admissions. Increasing the % of admissions into the UC and State schools vs. just getting caught in a race to do more college courses during high school and perpetuating the mental health crisis we have in our town.
150	Making sure every one is included and gets opportunities
151	Be ready to build relationships with teachers, students, and parents that are truly positive and open. As a past teacher in the district, I know that this can be done and that while parents are demanding in PAUSD, they are also a great asset to the district. This is true for teachers as well - and teachers should be held to high standards and treated as true professionals whose opinion and experience is valued. A superintendent should be ready to coach administrators in ways to make sure that from the district office to every single classroom it is the students who are the focus and priorities of the district (sadly, this did not seem to be the case with ██████████ ██████████).
152	Accessible to staff and parents. Can handle the politics of the school board, the staff, and the parents.
153	put kids first rather than parents first
154	Transparency, respect for all parties, collaboration
155	Communication, negotiation skills
156	Patience, perspective, compassion, ability to ensure people feel heard.
157	Flexible, charismatic, forward thinking, relatable
158	Empathy
159	Innovative, forward thinking, and prepares students for future.
160	Transparent with no political agendas. The schools are there to educate while keeping our kids safe and happy.
161	the new superintendent should listen and engage with the real stakeholders: students, parents, teachers, staff.
162	Humble, attentive, merit-focused.
163	Integrity Transparency Courage
164	High emotional intelligence and ability to navigate and influence at multiple levels. We need to maintain a healthy budget and financials, but we also need to keep our teachers happy. We need someone who is able to thread the needle and strike the right balance.
165	Integrity. Ability to understand nuance. Thoughtful. A good communicator. Personable. Pleasant. Inspiring to their staff.
166	Willing to listen to parents and students, aware of the cost of every decision

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167	honest, not a bully, should be willing to listen to parents and not fight them. No more [REDACTED]. Stop painting benches to be a [REDACTED], stop indoctrinating kids.
168	Open mind but more that anything compassionate, value the pour, the one in the community who have major sickness, the one who can't advocate for themselves, value the one who are shy ... not only [REDACTED] bossy team who takes benefits without caring for the ones who can't show up due to life difficulties... again judgemental behavior must quit our community for more inclusivity to everyone
169	Would love to have someone who cares deeply about learning and teaching and social emotional resilience. Someone who can create a culture of genuine warmth and caring and high expectations at all the schools. I thought [REDACTED] did an amazing job of that when he was [REDACTED] at Duveneck (many years ago).
170	Commitment to balanced programs. Ability to resist parental pressure.
171	Someone who makes others feel heard yet is able to get things done.
172	Vision Tenacity Coalition building Financial Management Experience building a school system that successfully serves a very diverse set of student abilities and interests. (Someone who has created one of the most differentiated schools in the country, rather than a good one-size-fits-all model) Tact (the ability to avoid lawsuits)
173	Transparency, openness to community feedback and recommendations
174	1. Hire actual outside legal counsel to review board, state and education codes and rules and regulations, do not rely on internal board members to interpret provisions. Even if they have a legal degree, they have no actual legal experience on education laws and regulations. 2. Recognition of standard testing like NWEA MAP for placement 3. Allow public majority vote on an issue to be part of the final votes that are taken account as "majority" instead of limiting to just majority vote on the board
175	The new superintendent needs to be level-headed, compassionate, honest and passionate about educating children. They should have a good repertoire with teachers and know what drives teachers and students to success. They should be passionate about serving our community and not chasing clout. Rebuilding the trust between district and teachers and parents will difficult so we need someone with enough emotional intelligence to navigate it.
176	I would strongly suggest & prefer promoting from within the district rather than hiring from outside the district. An ex principal who started as a teacher and worked for a bit in the district office would be so well positioned to lead.
177	Innovative and prepare our students for future especially living here in the heart of Silicon Valley Understanding of areas like Palo Alto
178	They should be thoughtful, reflective, organized, with the ability to listen and respond in a measured thoughtful way. They need to be able to put their ego aside once in a while.
179	Ability to bring conflicting parties together. Ability to keep the district out of lawsuits and wrap up the existing ones Willing to challenge schools to provide real opportunity for kids at every level of the academic spectrum, including those academically advanced.
180	Be true always honest and be professional. Work with ethic and discipline.
181	Above all, I would hope for a leader who leads with compassion, is willing to listen, is open-minded, and is a person of high integrity.
182	Demonstrated skills in successfully managing high academic prioritized missions
183	Strong leadership, team-building skills, vision and execution, successful experience in similar district,

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184	Nominate [REDACTED]
185	An active, genuine listener who seeks input from teachers, staff, students, and families — and demonstrates that feedback actually shapes decisions Collaborative by nature, building trust across stakeholder groups rather than operating top-down A visible presence in schools who knows classrooms and teachers, not just board rooms and data dashboards A strong advocate for teachers — someone who publicly values the profession and treats compensation and working conditions as a priority, not an afterthought Equity-minded in a nuanced way — able to hold academic excellence and inclusive access at the same time, without sacrificing one for the other Knowledgeable about child and adolescent development, including early childhood — someone who makes decisions grounded in how kids actually learn and grow Courageous — willing to make decisions that prioritize student and staff wellbeing even when they're unpopular with vocal constituencies Transparent and financially honest with the community ab
186	It is easy to list the characteristics of a great leader, and ask for them all. Everyone wants a brilliant leader for their organization. But what do I think is *most* important? Here are my top 2: 1. Trust building skills. Some board members have been at odds with the administration. The union is lacking trust. Certain subsets of the parent population share this distrust. This is corrosive. The solution is to be more transparent -- telegraph what you are doing, and why you are doing it. Explain it in plain language, without using edspeak. Make it *easy* for the community to get answers to questions (when laws/regulations allow such answers to be made public). So what does this mean in terms of a leader? They should be confident enough in their decisions to open them to scrutiny. And they should be able to and willing to communicate these decisions well. 2. Credibility. Impeccable credentials, experience, and an unassailable history will be demanded by the community.
187	Intelligent, respectful of students and parents as well as teachers, rational, and focused on keeping our schools as top national performers.
188	Strong listener and communicator.
189	common sense; non-political; prioritize excellent teaching; prioritize student needs over union needs; zero tolerance for vaping in the bathrooms
190	Beyond technical competence for the role: -honesty -humility -respect for every member of community: teachers, students, parents, district staff, community partners, and neighbors -respect for rule of law -a commitment to listen to and to try to understand different perspectives -an understanding that there are diverse needs in the community and commitment to try to meet the needs of all children -a desire to get to know our community, paired with a commitment to reject stereotypes and other forms of prejudice -well-educated -curious
191	Kindness, empathy, a good listener, understanding.
192	You should be an excellent communicator with people who have views on education following the normal "high achiever" bell curve. You need to work and communicate well with administrators, teachers, and the school board, all of whom should form your most supportive base.
193	School news should be transparent to parents
194	Empathetic, knowledgeable, good communication, transparent, fair and hard working.
195	patience, kindness, compassion, collaboration. [REDACTED] has his strengths, but [REDACTED] did not have the instructional knowledge nor any authentic compassion toward individuals. [REDACTED] it's the vibe [REDACTED] gave off through [REDACTED] behavior and actions. The new superintendent needs to be someone different. The best candidate I could think of would be [REDACTED] [REDACTED] Intelligent, compassionate, hard working, smart, and a collaborator.

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196	Willingness to work with all types of people Ability to listen Ability to make community.
197	Respect for the community-students, parents, teachers, staff. Write weekly emails themselves instead of relying on AI. Don't be a [REDACTED] who tries to consolidate power and information.
198	Teaching experience so he/she understands what teachers go through. Willingness to assess the administration finances and seek out community opinions and input regarding spending and changes. Out with the old and in with the new.
199	Thick skin, leadership, visionary, takes action, person of their word, and has the best interest of the students as their priority.
200	Humility, assertiveness, kindness, openness
201	The new superintendent should have deep experience in dual language education and the impact of multi-lingual environments on classrooms. This is critically important because: 1. Palo Alto has two incredible dual language immersion elementary schools (Escondido for Spanish / Ohlone for Mandarin). The schools have unique needs and it takes a superintendent's full support and nuanced understanding to ensure they are sustained and thrive. The new superintendent should be a champion and steward of these. This has not always been the case in the past. Palo Alto Spanish / Mandarin immersion families can testify to the impact of these unique immersion programs and passionately feel they should have the new superintendent's full support. 2. A large percentage of students in Palo Alto come from multi-lingual homes. The new superintendent should have experienced working in robustly multi-lingual communities to appreciate the special needs that present themselves in education
202	be an intelligent human and an educator
203	Collaborative, forward-looking, adaptable. Help PAUSD evolve and keep up with both technological (AI) and curriculum changes in a positive way that is assertive and informed but not dictatorial, and listens to input from community.
204	It would be wonderful if a variety of programs could be offered to help students experience learning as something enjoyable and engaging. In addition, it would be beneficial to encourage each student's sense of challenge and achievement at a level appropriate to their individual needs. It would also be very helpful to have counselors who can provide guidance on students' future goals and aspirations. For students who may struggle academically or show less interest in traditional academics, it would be especially valuable to offer personalized guidance and help them explore meaningful and fulfilling paths that align with their strengths and interests.
205	Patient. Pragmatic. Empathetic. Being able to balance what is best for the child and families with the needs of the district.
206	Great listener Open minded Problem solving oriented Relatable Has an education background
207	Able to push back against opinionated, highly educated, wealthy tech company parents who are used to directing others. Parents are putting too much pressure on their kids to succeed, leading to the ongoing student mental health crisis in PAUSD. Able to prioritize based on areas of student need. For instance, multivariable calculus is not an urgent need for the vast majority of PAUSD high schoolers, especially since they can access those courses through dual enrollment. Yet much of the superintendent's and school board's time seems to be hobbled up on this topic, instead of addressing the pressing issues that impact large groups of PAUSD kids.
208	Diplomatic, compassionate, empathetic, sound judgement - knowing when to table a discussion for later and consistency in persona when a decision is needed.
209	The successful candidate must be a disciplined fiscal manager capable of navigating tightening budgets while maintaining uncompromising ethical standards. They should prioritize academic rigor through flexible pathways that meet students at their individual ability levels, ensuring high achievers

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	are challenged and struggling students are supported. Finally, they must demonstrate emotional intelligence to lead the district through mental health challenges and crises with transparency and empathy.
210	Somebody who can sponsor innovation, bring along feature students, parents, and the local community with them in their vision take community input, but at the same time have a vision for supporting kids, prioritize kids, well-being, and development over everything else, including over administration costs and legal matters . Think through the impact of policies on students first. This is a unique school district and we want the new superintendent to not be somebody who simply is copy pasting from another place, but somebody who can take bold decisions aligned with students progress and development in this competitive world we want them to be also supportive and find well-being balance for our kids
211	Should be humble and open to listening, with a focus on supporting every student who is motivated to grow and advance—emphasizing broad opportunity, not solely focused on equity, but on helping all students progress.
212	Our community feels very entitled to be part of the decisions that affect their children. The Superintendent needs to be able to communicate respectfully to every constituency, no matter how frustrated the Superintendent may feel. They need to deeply respect our educators, even when they see educators who aren't doing their jobs well. They need to be very well versed in CA Ed Code. They need to be very good managers of our admin staff. They need to be able to establish warm, respectful working relationships with our unions, while at the same time holding our staff to high standards on behalf of all of our children. They need to have a strong moral core around believing in the potential of every child, and not be swayed by the loud voices who want to rig the system so their children can climb the ladder higher and faster than others.
213	Commitment to open and honest communications with staff; best if has experience in PAUSD already. Just keep [REDACTED]. Since [REDACTED] knows what got the [REDACTED] maybe he'll avoid those behaviors. Otherwise hire a female superintendent we've had enough male superintendents for a while.
214	The superintendent should be the resident in Palo Alto, and really understands the needs of the families, and actsfor the benefit of the families.
215	Familiarity with high cost of living districts, demonstrating civil leadership communications, ability to create programs for many styles of learning, not just those that fall behind norms
216	Collaborative, student-centered, accountable, transparent
217	Demonstrate upfront the intentions and caution not to be performative or political. Recognize that family feel that their engagement is not welcome and building trust will take time.
218	I hope that the new Superintendent will be a good listener and a keen observer. Mostly, I hope the Superintendent will read and rely on current research for making decisions. I'm referring to research in the fields of: education/learning, child & adolescent development, and organizational systems, among others.
219	They need a clear innovation philosophy grounded in education, not hype. That means understanding how to apply tools like AI, data science, and design thinking in ways that genuinely improve learning—not just adopting trends because they're popular nearby. The ability to distinguish meaningful innovation from distraction is critical here.
220	Estar de buen humor. Positivo. Accesible. Comprensivo / Be in a good mood. Positive. Accessible. Understanding
221	Great communication. Do not over promise and stand firm on decision that are well within the purview of their job. Should have a strong backbone to stand against a loud opposition that have the

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	best interest of themselves in mind - regardless of whether they should have the power to dictate what is happening or not. A person of great integrity and conviction who has a lot of knowledge in education and methods that really work in the classroom. It is important that the district appear that they are resourceful yet efficient in management.
222	Able to listen to all different voices , do not just focus on equity
223	1. Ability to engage with data and knowledge of best practices in education, so that the superintendent can have substantive discussions with parents. 2. Excellent strategic communication skills. 3. Ability to handle crisis . 4. Community builder who can bring together teachers and others in the community.
224	They should have spent significant time with students, in classrooms, and as an educator themselves. They should value teacher leadership, collaboration and inquiry (ie. lesson study, inquiry groups, book studies, and quality teaching rounds). They should be a critical consumer of research and literature on teaching and learning so that they are able to make sound decisions when new policies, practices or materials present themselves. They should be wary of the risks that technology and AI present to children rather than being an early-adopter. They should bring a global perspective to Palo Alto, be bilingual, and have observed highly successful education systems in other countries such as Finland and Canada (or at least read Linda Darling-Hammond's book "Empowered Educators"). They should have a good understanding of child and adolescent development and prioritize the collective interests and voices of students (over adults).
225	Be mindful of that culture of the community Should not try to push personal agenda. It's a high functioning district with lots of resources, should be experienced to handle all of that efficiently.
226	No cronyism. No scandals. We do not want a superintendent who installs friends from the same educational consulting circles. We expect integrity, transparency, and respect for differing viewpoints. We want a superintendent committed to strengthening the district itself, rather than relying on families to seek academic excellence through private endeavors. Political activism should not take precedence—education must remain the priority.
227	Have trust in teachers, give more autonomy and more funds in the classroom. The superintendent must be compassionate, understand the job thoroughly before giving direction, have a clear vision and leadership, must be a problem solver keeping the community in mind.
228	1. Strong focus and track record of improving academic excellence for all students - lifting outcomes for ALL students - including disadvantaged, average AND talented students. Clear-eyed execution of working strategies that lead quickly to measurable, quantifiable improvements in academic excellence for all. Re-establish PAUSD as the undisputed #1 school district in California and US, and keep it there. 2. Change management and leadership - will need to be able to quickly identify and motivate all district leaders to get with the new district goals and philosophy, or find new employment 3. Ability to empathize with, transparently communicate with and build trust with the community, including parents of all backgrounds (including Asians and immigrants, who under the previous administration have felt sidelined, ignored and racially discriminated against), teachers, etc. The [REDACTED] "It's My Way or the High Way" attitude and toxic bullying behavior is unacceptable
229	Humility, lack of prejudice, no personal agenda, a sincere desire to be of service to the community, truthfulness, and the technical skills to manage a large workforce.
230	Be a problem solver. Focus on the needs of the students to be competitive. Streamline the curriculum of the elementary schools. Right now each elementary school is run differently so kids at some schools get learn more than the others and get multiple field trips, while others get very little. It is just unfair that some kids get to go on 4-5 field trips a year and others get maybe 1.
231	Patience and humor

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232	Female Smart High integrity Courage
233	The new Superintendent should be excellent at communication with everyone in PAUSD, and have leadership skills. They also need to have empathy, respect and actively listen to the community. They should keep in mind that when they voice something to the community, they're speaking for "us" not "I".
234	1. thick skin — no matter what you do, some people will be pissed at you; I'd recommend siding with the teaching staff more often 2. action-oriented — don't just talk a good game; actually have a vision (that you build with community stakeholders) and take action to 3. compassionate — remember to put kids and teachers first; you have some of the best of both! 4. humility — [REDACTED] and it created nothing but consternation.
235	1) Respectful towards families and teachers - Rebuild spirit of cooperation and collaboration with parents, unions - End the "Us vs Them" attitude 2) Willing to listen, ask questions and challenge status quo Move quickly from "listening sessions" to ACTION End stalemate on teacher salary negotiations, curriculum offerings, litigation cases etc. 3) Deep experience being an educator, working directly with students, in recent past. As a Unified School District, (preschool - elementary - middle - high - adult) familiarity is essential. 4) Solid Reputation among peers, able to recruit qualified principals, admin staff 4) Honesty, integrity and fairness - Present a complete picture, favorable & unfavorable data to board, instead of reinforcing a "narrative" - No conflicts of interest, with private consultancy, business ventures etc. 5) Not be hand-picked by the [REDACTED] 6) Contract / renewal should be tied to tangible outcomes
236	Humility and Respectfulness - there is a way to explain and a way to say "no" that does not lead to Change.org petitions and front page newspaper articles. We do not have room for bullies and it does not help us move the ball forward for our kids. Understands of the importance of quality (age-appropriate and play-based) early childhood education - because it is good for all kids and is the only way we will ever stand a chance of closing the opportunity gap. Purpose driven and passionate about equity - we cannot claim to be the #1 school district in the state when we have students experiencing a very real opportunity gap, many of whom are falling below grade level. Collaborative - we have a community filled with people who care and have strong opinions - we cannot shut them out, we have to learn how to call them in and bring them along in the work of equity and reshaping our culture. Good communication skills - see my 1st point. embrace and uplift the leaders we have already
237	-Effective communicator -Experienced K-12 education -Action oriented -Open-minded -Someone who won't take opportunities away from students to only support students performing below benchmarks. This seems to be a consistent theme in the district. Provide learning opportunities for ALL students.
238	Honest. Empowers others. Joyful. Listens. Open minded. A lifelong learner. Confident. Kind. Has lots of experience in the classroom. Humble. Willing to learn about the history of the community & district. Puts the students first. Is a good communicator and communicates frequently. Respectful. Gets out to the school and the community. Builds connections. Approachable. Values teachers and all who work at the schools. Name that comes to mind. [REDACTED]
239	1. Proven track record in Special Education and inclusive excellence. 2. Proactive leadership in mental health and suicide prevention. 3. High cultural intelligence and local community engagement. 4. Ability to sustain a kind, student-centered teaching culture.
240	Integrity. Strength. Communication. The bully culture is pervasive in the parent community. We need a leader that can stand up to these parents and protect all students. We need a leader that supports teachers, listens to parents not necessarily acquiesce to every demand. Some members of this community are litigious when they don't get their way- that is unfortunate.

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241	Leadership, transparency, compassionate but firm, best interests of the students and the teachers at heart.
242	Able to administrate clearly and work well with various stakeholders when building plans, vs. building in a bubble or making decisions in a bubble. Closed sessions are fine if they are needed, but generally these should not sideline important stakeholders in processes important to constituents. Work to craft budgets that ensure balanced funding across important core areas as well as more strategic initiatives, and avoiding favoritism in some areas at expense of others.
243	Knowledge of social emotional learning played an important part of students life long success Hold a high vision but humble to the earth to learn from the community Empathy, Open-minded Executive and leadership to collaborate with wide range staff
244	- Thoughtful about the balance between academic achievement, mental health and socio-emotional development, and extra-curricular activities - Seasoned educator with a good understanding of cross-class student workload management e.g. sports, math, Spanish etc. should be balanced so no individual student has more than 3 hours of homework - Ability to stand firm on key issues - for instance, not fighting with the board, bullying student members of the board, but being able to listen carefully and express clearly and wisely their opinion having weighed up options
245	Willing to push back on those who want to dumb down our kids.
246	A lot of patience. Lead with listening. Neutrality. Any background in academic or professional STEM roles would likely be well received credibility for the more polarized parents in both camps
247	We need a superintendent with clear convictions about the moral imperative to effectively serve all students in the district. We need a superintendent who can act courageously to meet the needs of all students in an environment that features strongly voiced opinions from an engaged and privileged minority. We need a superintendent who will lean on the best research-based evidence about how best to support students, then systematically elevate student voices and experiences as a key driver for how best to implement that evidence base in our schools and classrooms. At the same time, we need a superintendent who can listen with empathy to the parents who care deeply about their child's education, to validate their priorities and fears, and to articulate with transparency how and why district decisions will serve the best interests of our students.
248	Good listener Understanding Not easily swayed by a few of loud parents Equity across student groups willing to make decision for the majority, even though it might be sacrificing the loudest few
249	Leadership, in the form of listening and developing and relationship building with the board, administration, teachers, parents, students, and community members. Those relationships will enable the Superintendent to carry out the direction of board.
250	Empathy, Kindness, Great speaker, open to listening.... Open door policy
251	Good listener, humble/lack of arrogance and attitude when interacting with district stakeholders, community partner/not authoritarian
252	The ability to work with all the stakeholders, collaborate and find working solutions. [REDACTED] to dismiss, railroad and upset the vast majority of the community while members of the school board ignored this behavior.
253	I would like the superintendent to be intellectual but also down-to-earth person who will do the best for the community. Be rigorous on the important issues, communicate with the community well, be flexible on the things where the district can. I am not a fan of dictators, but great leadership requires standing up for the right thing, which I will completely support.
254	Listening skills, compassion, inclusivity

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255	Keep their pulse on the changing dynamics of education and openness to understand and bring that into our system Understand what's important to teachers and motivate them Understand what's important to parents and listen and react appropriately Zero tolerance for bullying and harassment in our schools.
256	Personable, good listener, good decision maker, no conflicts of interest, someone who knows how to engage with the community (and doesn't disparage parents as being too demanding or unreasonable), someone who rolls up their sleeves and meets with people and has lots of face-time with all the stakeholders, someone who genuinely loves the community (and doesn't see us as a snooty upper-class community, etc. It might be nice to hire someone who knows Palo Alto well and maybe even grew up here. If a person with qualifications to be a superintendent grew up here, I would think they would have a leg up on other applicants, because they have been a PAUSD student and they know how it feels to be a student here. But we need someone who will be up for the challenge of being our superintendent. Someone who will embrace Palo Alto for what it is and someone who will acknowledge that our kids need all the support they can get.
257	1.以学生为中心的价值观，好总监首先不是“管理者”，而是“为学生负责的人” 2. 强大的沟通与倾听能力，教育系统本质是“人与人” 3. 清晰的战略与判断力，知道“该做什么”和“先做什么” 4. 团队领导力，公平与包容 5. 对特殊教育与心理健康的理解 / 1. Student-centered values, a good director is not a "manager" in the first place, but a "person responsible for students" 2. Strong communication and listening skills, the essence of the education system is "people to people" 3. Clear strategy and judgment to know "what to do" and "what to do first" 4. Team leadership, equity and inclusion 5. Understanding of special education and mental health
258	Needs to be responsive. Don't sell the Cubberley land to the City - instead, co-develop the land with the City of Palo Alto to build a new landmark property that redefines the City and offers new services to the city.
259	high intelligence, operational high competence
260	Non egotistical, good listener, thoughtful, knowledgeable about the complex issues facing our schools, willingness to compromise, forges good relationships w board, teachers, students
261	Good communicator and listener. Sensitive.
262	- A leader that inspires teachers and kids to learn. - A leader that leads with strength rooted in humility and openness. They should be able to take community feedback and see what it says about the job their administration is doing. And their employees shouldn't fear giving feedback. - a leader who values education and letting kids learn at the level they want. . This seems obvious but almost decade this district has been forcing kids to conform to a district prescribed educational level. Kids are different, at high and low levels. The district should meet them where they are.
263	Focused on solving problems in a collaborative way rather than posturing and playing politics. Making stronger connections with the city of PA which has a ton of resources. Being creative about solving problems and using resources in novel ways. Not being afraid to say “ we tried something and it didn't work so we're going to change / cancel it.” for example, ask students what they think of the wellness center. It's well intention, but expensive and not very effective.
264	Highly ethical Good communicator
265	I hope educators can recognize and nurture each child's potential in a positive and encouraging way, and truly value the importance of social-emotional learning. It would be helpful to teach students how to view failure as a stepping stone to success, and to encourage resilience so they continue to try rather than feel discouraged or give up. When challenges arise, instead of focusing on the outcome

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	and responding with reprimands, it would be more beneficial to consistently seek better ways to support the student and help them improve.
266	We want a leader who is the bigger person, who is kind, inclusive, smart, brings people together to puzzle out disagreements, doesn't sweat the small stuff, understands the culturally and economically diverse population. Flexibility and maturity.
267	The candidate should have superintendent experience in a reasonably similar district and in that district, the students should be performing well/better than when he or she began their tenure and parents at that district report that things were well-managed. That sounds simplistic but really, unless they find someone with this experience, the candidate will fail here.
268	Willingness to not just listen but act and to try solutions that are outside the box. A willingness to make tough decisions and talk to the community about why they made that choice. Accepting that you will not make everyone happy. Really looking at your data and learning from your best staff about what they're doing to help kids thrive. An ability to deal with demanding and entitled parents.
269	The new superintendent should demonstrate experience in and support of dual language education. They should understand the impact of multi-lingual environments on classrooms. This is critically important because: Palo Alto has two incredible dual language immersion elementary schools (Escondido for Spanish / Ohlone for Mandarin). The schools have unique needs and it takes a superintendent's full support and nuanced understanding to ensure they are sustained and thrive. The new superintendent should be a champion and steward of these. This has not always been the case in the past. Palo Alto Spanish / Mandarin immersion families can testify to the impact of these unique immersion programs and passionately feel they should have the new superintendent's full support. A large percentage of students in Palo Alto come from multi-lingual homes. The new superintendent should have experienced working in robustly multi-lingual communities to appreciate the special needs that present themselves.
270	
271	The superintendent should demonstrate experience in and support of dual language education and understand the impact of multi-lingual environments on classrooms. Why? Palo Alto has two incredible dual language immersion elementary schools (Escondido for Spanish / Ohlone for Mandarin). The schools have unique needs and it takes a superintendent's full support and nuanced understanding to ensure they are sustained and thrive. Palo Alto Spanish / Mandarin immersion families can testify to the impact of immersion programs and we need an immersion champion to lead the district. A large percentage of students in Palo Alto come from multi-lingual homes. The superintendent should have experience working in multi-lingual communities to appreciate their needs. This will demonstrate PAUSD's commitment to stewarding the future of the dual Immersion programs.
272	patient, strong backbone, supportive of teachers, and willing to learn
273	
274	
275	
276	The new Superintendent should be experienced, collaborative, and willing to listen to all stakeholders. They should be well respected by their previous district, without a reputation of divisive behavior.
277	More of an attitude than an attribute or skill, but recognizing and supporting institutions that contribute to a strong sense of community in the schools. For us, that means the Spanish Immersion Program at Escondido Elementary and Escondido Kids Club, but of which have amazing traditions and help build family ties to the school and the community. Recognizing how much these institutions and traditions matter to making our schools great is something I would put a heavy emphasis on.

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278	
279	Empathy, inclusive perspectives, leader
280	
281	1- Commitment to Secular, Academically Rigorous Education 2- Cultural Competency and Genuine Inclusivity: Beyond surface-level diversity language, this leader should demonstrate real familiarity with a wide range of cultural histories — including Arab and Middle Eastern communities — and ensure those perspectives are authentically reflected in what students learn. 3- Courage to Protect Free Expression Equitably 4- Conflict-Literacy and De-escalation Skills
282	
283	
284	Determination and ability to improve the lunch program.
285	The Superintendent must have the ability to listen to the community and act for the good of everyone, not just minorities.
286	Habilidades sociales Organización Empatía. / Social skills Organization Empathy.
287	A diplomat. Someone who values staff autonomy and student input. Someone who can walk the line of being in a wealthy district, but still being a public school that has to provide services to all students, regardless of economic status. The loudest voices here usually are the most educated and have the most money; make sure to reach out to everyone else. Someone who can cherish innovation and how PAUSD is often the leader, but not so much that we follow fads.
288	The new superintendent should be a strong listener, collaborative leader, and coalition builder who can bring the PAUSD community together around a shared vision for what public schools should be. Someone who is sensitive to the wide variety of cultural backgrounds of PAUSD families and who can effectively harness and channel the considerable attention and energy of PAUSD parents in productive directions. It would be a bonus to finally see a woman in the role -- to my knowledge Palo Alto has only had white male superintendents.
289	amplia experiencia probada en manejo de distritos u organizaciones similares. confianza en trabajar para TODOS, firmeza en las acciones y disciplina en el orden que mantegan los buenos desempenions del distrito, tanto financieros como en la buena practica. / Extensive proven experience in managing districts or similar organizations. confidence in working for ALL, firmness in actions and discipline in the order that maintain the good performance of the district, both financial and in good practice.
290	1. Not be a bad person 2. Not be accused of sexual harassment 3. Be competent and be a good person 4. Should not be paid significantly more than a teacher
291	be able to support teachers of all races/colors be able to stand up to [REDACTED] and promote free speech and equality crack down on student cheating
292	Ability to have open discussions with the community, balance a school's needs with the district's needs, strong public speaking and writing skills.
293	A balanced mix of leadership style, judgment, and practical skill. First, strong listening and communication skills. Second, the ability to build trust. Third, instructional leadership (not just management). Fourth, political and community awareness. Fifth, decisiveness paired with good judgment. Sixth, focus and prioritization. Seventh, emotional intelligence. Eighth, operational competence. Ninth, commitment to equity and student well-being. Tenth, sense of humor.

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294	The Superintendent should be a community builder and a bridge-builder. The culture of the school district comes from the top down.
295	Collaborative with teachers, advocates for teachers' needs and wants. District supports teachers so teachers can support children.
296	Be smooth with everyone.
297	The new superintendent should be more concerned about the well-being of teachers, staff and family than Banking money or worrying about the prestige of the district.
298	Courage in the face of the bullies in the community These are the unions and the old guard palo alto members that are against having a competitive program
299	Energetic, experienced, politically savvy, transparent good at bringing in money, managing the resources that are available, and attracting/recruiting highly qualified people. Innovator.
300	首先, 他应该有相关工作经验, 越丰富越好。其次, 要对这个学区总监的工作有热情, 对学生的教育有热忱。最后, 他还需要有较强的沟通协调能力, 偶尔需要适当地妥协。/ 300 First of all, he should have experience in related work, the richer the better. Secondly, be passionate about the work of the district superintendent and enthusiastic about the education of students. Finally, he also needs to have strong communication and coordination skills, and occasionally need to compromise appropriately.
301	Be open to listening, empathetic to all and respectful to everyone. Do not only align with those who give you political gain and popularity
302	Empathy, honesty, transparency, being humble, listening, and putting our kids and community first.
303	Que ya tenga historial con las escuelas o experiencia /Already have a history with schools or experience
304	Open minded, listen to students and teachers voice
305	A true partner to the teachers and students first. A good listener and problem solver. No agenda is needed. Administration and teachers seem to be on separate sides
306	
307	Be careful Not to be performative- we do not need weekly newsletters to report how great the district is. The entire amount of media and front office bloat does not conceal what the in-class experiences are. Be very careful about leading with transparency - it is a long hill to climb when the office is not trusted upfront matters are intentionally clouded, it is not possible to get in touch with decision makers, and the community already takes everything with a grain of salt as everything that comes out of the office of [REDACTED] has a history now of sounding like a PR campaign. We would rather have honesty. Just look at what is happening now with going to the community asking for More tax money- while the last two measures were spent absolutely terribly on inflated, ineffectual, inconvenient and ill conceived construction projects that are a complete mess! We try to advocate for our schools, we reach out, we advocate and fund raise- but the spending is embarrassing.
308	We need a prepared person with school job experience background and with a lot of flexibility, open mind, empathy and passion.
309	The new superintendent must understand what makes PAUSD different from other districts: it is full of highly educated, highly successful families who expect a lot from their kids and their school district. This should not be disparaged, but supported and channeled in healthy ways. When they demand advanced mathematics and want more honors/AP classes and more academic opportunities, this should not come as a surprise: they paid an enormous amount to live here (and continue to pay a lot in absurdly high taxes) in order to give their kids the best education possible. The new

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	superintendent must respect and relate to Palo Alto families and their values. Families are tired of being ignored and insulted.
310	Facilidad de detectar cualquier problema que exista no importa si sea muy pequeño y resolverlo rápidamente / Ease of detecting any problem that exists no matter how small and resolving it quickly
311	Absolutely need skill to connect with parents and students.
312	An unwavering focus on the children and the need to provide the best, well-rounded educational opportunities to all kids. A disciplined approach is more important than trying to win a popularity contest within this community. There is no shortage of strong opinions and voices in this community; the right person won't be daunted by those pressures or dissuaded from making progress with the many other positive attributes in place here. Please don't try to be a salesperson or a marketer - at least not primarily. Integrity, intelligence, authenticity, ingenuity, compassion: these are the qualities needed in effective educational leadership.
313	Excellent communication skills, accessible, assertive, someone who understands our community and the needs of our students, empathy, understands the struggles of teachers and counselors, focus on mental health and kindness.
314	Be an effective manager who can push an agenda of progressive ideas on what education in the classroom based on data that avoids the traps of provincial think and assumptions that more technology equals better education. Focus on critical thinking and core skills like reading, writing and math should be the baseline. Differentiated learning based not on age or grade but ability whenever possible. Music, art, and life skills are important too.
315	Willingness to speak with concerned parents about district policy failures.
316	- Don't just say you're being transparent, actually be transparent with information. This community is smart and will figure things out if you hide information or are not transparent. - Someone who understands and has empathy for all who belong in this community. Don't just celebrate on the holidays. - Know that every teacher and staff member from each school site has different ways of doing things that work for them and their students. We should allow teachers to teach in various ways, not cookie cutter. One size does not fit all and teachers who are with their students daily know best. - Do what makes sense for the students, not what caters to the demands of those who yell the loudest.
317	Armor. The ability to deflect pushes for social issues that our outside the domain of public education. Keep teachers as educators and not as activists. The ability to recognize the difference between cognitive dissonance and someone's sensitivity. Be a superhuman who can meet conflicting interests, a never ending list of "needs" that could be addressed with more money, and the responsibility akin to the mayor of a small town of constituents where everyone else determines what they get while trying to hear there voices too.
318	

Q 1. Which of the following best describes your relationship to the district?: Certificated/Teacher

Q5. What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position?

SR No.	Response Text
1	Holding staff accountable and being accountable when there are changes in leadership needed. In neighboring districts, if an admin is not doing well in the eyes of community or teachers, they are given 2 years to improve or they're asked to return to the classroom. That doesn't seem to happen here.

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2	1. Visionary 2. Trustworthy 3. Well-read 4. Connected to business and community leaders both locally (Palo Alto, the Peninsula, Sacramento) and nationally
3	Compassion, integrity, calm humble leadership
4	Leadership through collaboration with teachers, parents for decision-making. Trustworthy. Transparent. Humble.
5	Listening, collaborating, listening, listening, problem solving, looking for win-win outcomes, listening
6	Listening to all stakeholders, respectful, humble, trusting of educators. I'd like them to understand the challenges of teaching in an international community and also have a focus on equity.
7	1. Have been a classroom teacher in a public (non-charter) k-12 school for at least 5-10 years. 2. Be available and on campuses - not just for Twitter photo ops 3. Care less about aesthetics and more about the people - kids, staff, and parents 4. Learn about the district and why people work here. Don't cut programs to give themselves more of a raise 5. Listen and learn, don't be reactionary. Don't be an egomaniac. 6. Be a partner with our unions. Not an antagonist.
8	Humble, a good listener.
9	Collaborative, supports all stakeholders, not just parents/families or their own agenda.
10	We need leadership that balances confidence and competence with curiosity and humility. If you want to succeed at leading the certificated staff, learn our recent history from our point of view - the number of times we've provided input that was ignored, studied options and problems only to have the district go in a different direction, and the number of times we've had new initiatives and programs introduced that no one asked for, and the number of times our new top priorities have been abandoned a year later. Listen, and don't try to explain it away, rationalize it, etc. Going forward from that point, communicate clearly and honestly. When touting our success, don't get too caught up in outside rankings that better reflect our community wealth than our educational successes. Focus on people.
11	Community builder, knowledgeable about the needs of students across the the age spectrum, trusts in the knowledge and dedication of teachers, values transparency
12	Transparent, involved in elementary as well. Keep the same initiatives (ESRI, equity, MTSS). Understand the importance of roles at the sites before making budget decisions- prioritize direct student outcomes and student data, and who is making those positive shifts. Be attuned to the community- get their input/feedback. Align site initiatives (MTSS procedures across the 12 schools are very different- hold principals accountable for implementing district initiatives). Listen [REDACTED] - they are amazing
13	We need a true leader. Someone who is willing to listen to all, someone who cares, learns our names, understands history, and is willing and able to bring folks together.
14	Open minded, inclusive of different ideas and perspectives, have the ability to listen and to say I do not know. Be willing to make mistakes but own them when you do. Use the educators to help you and include their experience and breadth of knowledge. We work very hard but want to be treated with respect. Don't be top down. Don't let families make important decisions and dictate the direction we go in. They do not have knowledge of education, best practices, the diversity of our student population. They usually only have their own POV which is limited and not often inclusive.
15	The new superintendent should be honest, positive, and energetic with parents and staff, respectful and grateful for teachers and their expertise and wisdom, and self-less in training the principals to be leaders.

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16	Be authentic, communicate a CLEAR VISION, be a leader not the person “in charge”, do not assume, clear and direct communication, be a listener, seek to understand first, cultivate leadership at every level, empower the teachers and staff, high emotional intelligence and integrity
17	Intelligence. Diverse. Multilingual.
18	A listener, NOT a talker. A bridge builder, a giver who shines credit on others, not themselves. A secure intellectual who treasures and celebrates all levels of academia and understands the pressures families feel to see their students get ahead. We need a Superintendent who represents our culture.....someone who probably attended a top name school, understands intellectualism and embraces it. They don't have a chip on their shoulder. They don't have to constantly tell us [REDACTED]. We also need a Superintendent who inspires rather than bullies.
19	Kind, approachable, a listener, a good communicator, detail-oriented, and also one who sees the big-picture.
20	Everything
21	First and foremost, our new leader needs to truly care about our students. Also, our new leader needs to value who we are as a community. We are not a one-size-fits-all plug and play type of place ([REDACTED] turned elementary into this. Just look at the mess we're in there with horrific literacy programs and iReady). We need to go back to being an innovative lighthouse district like we once were. Families no longer see us that way. Teachers are considering leaving for neighboring districts whose salaries value their expertise. There is a lot to clean-up.
22	-s/he should understand that we are a school district and not a business, and act accordingly -s/he must be honest -she/he must show respect toward stakeholders in person and in written communications -ability and willingness to explain reasoning behind decisions -willingness to interact directly with stakeholders -willingness to go to school campusesk -ability to boost morale -willingness to listen
23	Educational experience, classroom experience. People skills, maintaining an effective and personable staff. Financial transparency. Maintain a positive relationship with the teachers union.
24	Empathy. Decades of work in education, especially with teaching or working one-on-one with students. Strong communication skills.
25	Someone who listens and ACTUALLY takes the teachers' perspectives into consideration. Someone who empowers and trusts the educators and does not lead by intimidation and inducing fear. Someone who wants to continue learning and not think they know everything because they are in the top position. Someone who will be in the trenches, will go into classrooms and not only observe but offer to do a lesson here or there. Many in this position have been out of the classroom so long, they don't know what it is like now. Things have changed, behaviors are way worse, discipline is not there because of fear of parents. The new person needs to experience this first hand. Now, students will act differently for the superintendent but if they do this often, they will see what we are talking about. Someone who doesn't see kindness, understanding and collaboration as weaknesses. Someone who actually collaborates with our union leaders. They use to and don't anymore.
26	The skills I am looking for in a new Superintendent are active listening and empathy.
27	Not be under investigation from another district when they arrive. Actually know how to speak to students. Understand the importance of investing money to create outcomes, especially in an over-worked, high-performing district. Make sure they understand the functions of all jobs under the purview of the District, in every school, from principals to teachers to support/admin staff and custodial. This includes the adult schools, preschools, and adult secondary special education programs. This goes for the board as a whole, not just the superintendent.

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28	She should love students more than headlines. She should love teachers more than percentage points. She should love trans kids more than social media likes. She should love libraries more than automatic contract extensions.
29	In order to attract and retain students, we need to provide an innovative learning environment that truly sets us apart from traditional school districts. At present, that distinction is not clear. The primary difference seems to be the intensity of instruction and the demands of our math program. However, we are situated in a hub of innovation and should reflect that in our approach to teaching and learning. Our district needs to become more student-centered. We should be recognized as a creative and forward-thinking option, one that fosters critical thinking, problem solving, and inquiry, rather than functioning solely as a college preparatory pipeline. We have the opportunity to think bigger, do more, and cultivate a thriving learning community where engagement and meaningful learning are at the forefront.
30	Humble, intelligent, kind, a systems-thinker, strong communication. Shows genuine respect for others, even when their is a disagreement. Equity-minded.
31	They need to be honest, communicative, transparent in their decision-making, and not just someone who hires their friends
32	1) Belief that teachers add value to education 2) Ability to manage multiple constituencies and not to "cave" on parent requests because it is the "easy way out" 3) Listening 4) Willingness to delegate to sites (empower/support teachers and local administrators) 5) Ability to determine key areas of focus and put effort there rather than "we need to everything"
33	The references should make it clear that this person prioritizes collaboration with and support of teachers. Not just in words, but in actual deeds. Someone who raves about their fiscal handling of things is not someone looking to build a great school district, it's someone who secretly wishes they could manage a bank. This district has tremendous resources so the individual should be looking at ways of allocating -- not hoarding -- those resources. Affable, calm, reflective, and solution-oriented people only please!
34	Someone who is interested in building bridges between all the stakeholders in our district. The administrators and parents are an important part of the community, however as teachers we spend the most hours per day with the people we serve - the students. We should not be ignored in the conversation about how to best serve students in our community. We are professionals with experience and that should be a value add not something that feels disregarded by district personnel.
35	personable, listener, student focused, background as an educator, experienced, knowledgable about science of reading, equity focused
36	A successful PAUSD superintendent would need to be an exceptional communicator — confident and transparent with a highly engaged, high-expectation community. Strong instructional leadership is essential, including a deep understanding of curriculum, assessment, and equity, along with the ability to make data-informed decisions without buckling under political pressure. They should be a strategic thinker who can identify and fill critical gaps in district infrastructure, build coherent systems, and develop strong leadership at all levels. A collaborative style is important, as is the ability to unite diverse stakeholders around a shared vision. Above all, they will need resilience, emotional intelligence, and the confidence to make principled decisions in a community that is always watching.
37	They should have a connection with this community. They need to love the things that make this place special: Stanford, biking, tech, creative and special students, environmental awareness, so many more. They should want to live here and care about this area more than a high salary or status oriented job. They should also have a strong memory and connection of what it was like to teach (STEM teaching or Special Ed preferred) as those are the areas where emotions run high and the

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	community has a lot at stake. So many admin did their min 2-3 years and then haven't looked back on what it was like to be in a classroom with students.
38	They should have been a TEACHER for at least 10 years! They need to have already been a superintendent - this is a tough community!! They need to be a good listener They have to put STUDENTS first
39	Understands how to balance a budget while maintaining a strong sense of supporting what is best for students and teachers- not just the bottom line. explore reductions in non-instructional expenditures, contracted services, and phased hiring freezes. eliminate vacant positions, reassign duties, combine roles across sites- spread impact rather than cut it. Be strategic- ask input not just in the district office but across sites. The closer a role is to daily instruction and early intervention, the harder it should be to cut.
40	The ability to make tough decisions. Listen to the community - students, teachers, all staff and neighbors even if everyone may not agree. Empathy and be visible at school sites.
41	understand educational research: job-embedded PD is significantly more effective, backed by research. More teacher buy-in, improved student outcomes, sustainable impact. Specialists not only teach students, but they teach teachers, support principals/families, help entire system function. I am supporting PLC structures-system-wide change by collecting student, class, grade, school-wide data- helping teachers/principals analyze data so they can make adjustments to instruction to meet student needs. With that information, I coach through teaching in/out of classroom (demo, communication, lesson study, model assessment, and keep up to date with research. Understand ed code and California dyslexia guidelines, all teachers need to be trained in literacy best practice/ science of reading. Implementation of reading difficulty screeners- communicate what those scores mean to staff and families, and turn that into instructional next steps. It's so much more than a pull out model affecting a few
42	Acknowledge issues and problems as problems, embrace the negative and challenges as it is in reality, gain realism into what teaching is actually like inside of the classroom balancing impossible roles never intended for a classroom teacher, take a whole vision view of the patchwork of the unaligned and non fitting multiple competing elementary curriculums. Be able to be authentic, most important, authenticity.
43	A superintendent should understand that teachers are the bedrock of any education system. We musty recruit highly competitive teachers and pay them well. The district should start promoting rigor again - we are losing our reputation as a competitive high school. Teachers need admin and district support if we try to bring back the higher expectations that existed pre-COVID. We need to bring back non-college prep classes. Not every student is going to a four year college. Requiring all college prep courses in order for students to graduate ends up reducing rigorous and academic expectations. Alternate pathways to a 4 year college post high need to be celebrated and welcomed. We need to stop removing honors courses and “de-laning” and bring back multiple pathways for our variety of students.
44	My favorite superintendent [REDACTED] at another school district spent half of his Fridays visiting the schools under his jurisdiction. He was super approachable and it was obvious how much he cared about the staff, structures and students in the district. He would pop into classrooms unannounced, observe for just a few minutes in each classroom, sometimes take a picture of what was going on. This literally broke down so many barriers in the structure of the district, it became obvious that he knew every school staff, he would sometimes retell what he had observed or what lessons were happening at various grade levels. Sometimes at district meetings/ trainings you would see pictures from your own school, or the changes that were happening around the community. This superintendent was approachable, reasonable, he also prioritized the remodeling of some of the district's more rundown schools, not really needed in PA but students feel better about school when going to a nicer building

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45	Organized, transparent and communicative, holds self accountable--"the buck stops here". Proactive and enfranchising rather than defensive.
46	-collaborative -community builder -cares about students AND families and all staff -listener - sustainability focused -mental health advocate -reflective -a variety of teaching experiences - empathetic -cares about all education, but especially the most vulnerable populations -equitable - aware of biases -thick skin
47	Former teacher, student centered, empathetic
48	Experience in education as a teacher, open-mindedness, kindness and thoughtfulness.
49	The new Superintendent should be a successful mitigator and arbiter. They should have a clear vision for where they want the District to be in 1, 3, 5+ years, and they should support the DO Staff, and Site Administrators to help realize that vision. They should be able to listen to constructive criticism without taking it personally. They should be able to make everyone working in the District feel as if they are belong and are valued. They should get a full picture of any conflict before making any judgments.
50	Integrity--the ability to be guided by core values and to be consistent in those values Respect--for the different roles and perspectives of the many stakeholders in our community Humility--a willingness to admit to failures and poor decisions and a commitment to doing better Experience--real teaching experience beyond just a few years, a proven educator
51	Someone that will really listen to teacher concerns and do what's best for student well being and learning.
52	A new Superintendent should be collaborative and able to listen to stakeholders. They should also be able to clearly communicate the reasons for decisions in a timely manner. They should focus on inclusion and equity and remember that public school exists to teach all students and help them reach grade-level standards.
53	*Listen *Have Positive Discussions and agree that it is okay to disagree without fear for your job *Listen to the professionals in the classroom (especially when looking at a new curriculum) *Work together for the common goal of offering the best education to all students
54	Transparent, proactive, problem solver, puts kids FIRST, recognizes that parents want options for students, not a "one size fits all" approach, empathy. The district has enacted some great changes at the secondary level, but elementary level has become too homogenous.
55	Empathy, bravery, anti-racism, democratic, honesty, nonviolent communication
56	Work with the teachers, not against them. Ask us what students need/what we need to better serve students, rather than dictate a list of tasks someone somewhere decided we should do regardless of whether we see the value in it. Compassion for students, parents, and teachers. We need someone who hires competent, compassionate, experienced, creative school site administrators.
57	Ability to listen and care, not just superficially. Ability to build trust, even between people who don't agree. Ability to ask for perspectives, not just assume they know. Understanding of what goes on at every stage of the process, but especially at schools, in classrooms, in special education.
58	The person should be collaborative, humble, open-minded. The new person should spend a YEAR listening to all stakeholders.
59	They should be thoughtful, reflective, and take the time to get to know the culture at the different school sites. We are not a mono list and we shouldn't be treated as such. I understand the desire to make us all the same, but it's taking away from the greatness of our diversity.

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60	Open-minded, sees solutions, not problems. Values all voices. DOES NOT BULLY STUDENTS. Respects all stakeholders. Believes in the district - students, teachers, classified, parents - and sees a healthy district as one where all are valued, respected, and heard.
61	Work with all stakeholders, develop a culture of collaboration (not top down decision making). Value the expertise already in the district. Understand what's good for the goose isn't always good for the gander - same treatment for all isn't equal if needs are not the same. Please be humble, be visible and connected to sites, be a team player. Be knowledgeable about EBTL, and MTSS.
62	Humanity and a selfless vision to truly meet every student where they are at and support their healthy academic learning. This Superintendent will need to be able to mitigate and balance the voices and needs of our parent community. I want a Superintendent that has been a classroom teacher and misses it so much that they are regularly interacting with the student population and someone who wants to know their teachers and support staff.
63	Good communicator, transparent with decisions, friendly, make themselves visible to the schools and the staff
64	Level headed, compassionate, honest, communicative and supportive.
65	They must listen!!! They must not be in it for the money only. They must be committed to the district, no promoting side businesses. They should not be able to get kick backs from curriculum companies, etc. They need to be pro teacher and pro student. Not pro admin. They need to spend the district money on what directly affects the students (teachers, aides, subs, materials). Our district is too top heavy with money wasted on people with made up jobs that don't affect the students. Listen to your teachers! Listen to your teachers! Listen to your teachers! If it wasn't for teachers you wouldn't have a job!!!
66	What the new superintendent needs to be: inquisitive, curious, integrity, communicative, relatable, trustworthy. The last board that hired [REDACTED] did so, in my view, with the intent of cracking down on staff because of the residual blame from the suicide clusters—not a grand theory, just how I took it. From reading articles, comments, hearing statements from the superintendent and the board at the time. I know who these board members were. I invited them all to my classroom to speak. Experience in the classroom—and not just dip a toe in it. Real experience. Experience in site administration. Experience in district administration. If their resume is long from school to school to school, I don't like that—that's a mercenary. Be careful what you attract, what bait you put in the water. I know it's got to be salary, but we catch what we attract, so be careful. This person has got to come in willing to learn. I don't care if they're the inventor of education—they still have to learn.
67	I would like to see someone promoted from within PAUSD, or alternatively with some PAUSD experience. We have amazing staff at the school sites! We need someone who will engage with classroom teachers & our PAEA union reps, who will take an interest in, respect/support the working conditions of the teachers in our classrooms. I think our new superintendent should have a deep understanding of instruction, and second language acquisition at the very least, preferably be a bilingual candidate. We need a student-centered community builder, someone who could flip the power pyramid at the District Office, so that it actually supports our schools/teachers/students/families! Someone who has their priorities straight! A school district is NOT a business, it shouldn't be run like one! Someone who will share in decision making & collaborate around curriculum adoption, addressing safety in classrooms & community, be truthful about the budget, etc. Respect & collaborate with teachers & site admin!
68	Experience in resolving and avoiding Litigation! Law firms on Retainer receive payments that are hidden from the Board and Public. Cross-examine the books on both sides: PAUSD budget vs. \$ received by law firms. Examine EVERY lawsuit and PERB case and potential or pending legal challenge. PAUSD fired an aide in Jan 2025 for reporting racial harrassment; that case is in Santa Clara Superior Court now. PERB case is pending because the [REDACTED] removed a teacher

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	illegally in 2024-2025 (without any due process or Board notice) for reporting a Labor Code violation. More problems stem from improper layoff of credentialed and classified staff last year, including Substitute Service, IT specialists, and Payroll staff. Budget cuts were a flimsy excuse; this was WHILE the Supt got a raise. // PAUSD gets sued for not serving Special Needs, but some needs could be served fully or managed better and cheaper with in-school services or Home-Hospital Instruction.
69	Focus on the teachers to support them as we are the ones who are teaching the students. We are the ones putting in hours of preparation, grading, and building the relationships. We are the ones that are dealing with a variety of personalities and difficulties on a daily basis that are constantly shifting.
70	Open minded and willing to include people on the ground (teachers and support staff) in decision making. Trusting teachers opinions on important matters
71	Respectful of all parties, including district office staff, school site admin, staff and teachers, parents, and students. The new superintendent should see all parties as working in collaboration to support our students, and work toward rebuilding a culture where respectful dialogue and collaboration is the norm.
72	Integrity, character and heart.
73	compassion, empathy, ability to listen yet also make solid executive decisions, heart for ELs/vulnerable populations
74	strong communication, collaboration, and respect for teachers
75	The superintendent needs to be able to balance the needs of students, families, the community, and district staff while managing the budget. This person needs to understand the community and its unique culture. This person needs to respect its highly-educated staff and leave ego at the door. Communication and transparency will be necessary to heal the fractures of the past eight years. Relationships go a long way! This person needs to be able to work equally well with people of all genders and backgrounds, and recognize the hard work of people in the district and their need to advance, so we stop losing our best and brightest to other districts who will happily take them. This person needs to communicate clearly and lead with positivity that is genuine and not coercive or toxic. Things have been challenging here for a long time, and that we need a fresh, positive direction with stakeholders having a voice and a place at the table.
76	Someone who cares about students of all ages and backgrounds. Someone who wants everyone to work toward a common goal and can listen to everyone. Someone who people want to work for because this person values teachers, students, parents, co-workers. Someone who is not a bully and can talk out problems, say sorry and wants working relationships with every employee.
77	A good listener! Fair, polite. Good with numbers. A strong communicator and negotiator. Patient, and respectful. Empathy.
78	ability to listen care for individual and groups ability to collaborate
79	A good listener, willing to take constructive criticism without getting upset/defensive, strong communication skills, desirous of working with teachers rather than treating them like the enemy or as soldiers who take orders, organized, strong knowledge of the budget...
80	Be a confident yet caring person. Place students as the highest priority. Someone who has been a superintendent as well as a teacher previously. Be willing to visits facilities and talk with students and staff often
81	positive, kind, great listener, collaborator, creative solution finder, clear communicator,
82	Our superintendent will enter the work arena asked to represent multiple cultures, not just the dominant one or two; multiple points of view, not just the loudest or one they personally agree with; multiage stakeholders, not just the board; and to listen, understand, then listen some more. Staff is

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	chafed from being dismissed, diminished, and reprimanded for believing we are professionals. Top-down "because I said so," is insulting and results in poor relationships and student outcomes. This person will need to have experience teaching in a classroom (not PE, not the school psych) and at different levels (elementary, middle, high). This person will need to have emotional intelligence and know how to validate, include, and respect input from all stakeholder groups. This person should not have side gigs related to education. They should not be invested in self-enriching contracts through their position as superintendent.
83	Collaborative, clear communicator, impartial, doesn't avoid uncomfortable conversations, makes time to meet with stakeholders at various levels
84	Kind, good listener, good at de-escalating situations, and able to handle complaints all day. It's a hard job-- and you don't get many compliments.
85	listen to experienced teachers, value opinions experience with harder communities, parents that are stressful
86	Know who to listen to and who doesn't understand deep literacy theory.
87	The willingness to push back on the vocal minority of teachers. Judge students for the content of their character, not the color of their skin. The vocal minority of teachers have a large amount of power in our schools and district, and promotes programs and strategies that lower standards, require more work for teachers, and have proven to be ineffective. We need a superintendent who will tell this group no.
88	Strong communication skills, curiosity, strong work ethic
89	Able to build trust with teaches and listen to the wide variety of voices teaches express, rather than coming in with pre-conceived notions about Palo Alto teachers. Same goes for views about our students, parents and the larger Palo Alto community- including strengths, challenges, and realities we have gor a good long time; not reactive to the loudest voices in our schools and community
90	The ability to be on campuses and listen to us as they get to know the climate, nuances, and details behind the numbers of our district. I want them to be able to prioritize being on campuses even when it means saying difficult "nos" to other stakeholders or activities. The work of our district truly happens day-to-day in the classrooms and on campuses and the superintendent needs to be able to be in those places and see it happening in real time. They will need to be able to listen to many perspectives and prioritize and dig deeper into those that represent the students and parts of our community who are not currently thriving. I hope that they are approachable and a good listener. I hope that they have experience teaching and that they care more about that experience than the flashy things that will come at them in Palo Alto. I hope they are able to have hard conversations. I hope they are open to truly meeting us where we are now. I hope they are courageous.
91	4. Audit "Add-On" Initiatives Over Time- in strong districts, programs rarely get removed- only added. Implement sunset review process for initiatives after 2-3 years to determine continuation?, redesign?, or conclusion. Reduce program-bloat. 5. Protect Instructional Coherence (Reduce Fragmentation)- ensure that instructional support roles are coordinated within a coherent framework to maximize their impact and avoid fragmentation. 6. Require Cost-per-outcome metrics for non-core programs (community programs, optional initiatives, operational add-ons- evaluate non-core programs based on cost per participant and measurable outcomes to ensure responsible use of funds. What is/has been the benefit over time? Any efficiencies identified through organizational review should be reinvested into high-impact student services, including early learning, intervention, and classroom support It's not about reducing costs, but ensuring that every dollar is clearly aligned to student impact.
92	A good listener, empathetic, present, and trusting

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93	Transparent communication with all parties, including teachers, parents, administrators, and the board; supportive to staff, even when it's difficult-staff is the backbone to any school district who works to support morale and growth; visionary leadership; visibility at the school sites; listening ability; student-centered focus; professional integrity.
94	-A belief that the health of students and schools cannot be based solely on data. -Trust in the teachers. -Someone who values making a strong connection between district admin and classrooms. As teachers, we don't know who the people are who are making decisions that deeply impact our work--and more importantly the rationale for the decisions. VERY top down and seeming disconnected with teaching and learning.
95	6. Collaboration with General Ed & Special Ed We: Participate in MTSS / SST / IST, Align interventions across tiers, Support pre-referral processes Legal Alignment: Individuals with Disabilities Education Act MTSS as California's required system of support ☞ Why : Ensures: students are not overlooked Referrals are appropriate and timely 7. System Efficiency & Prevention We: Support teachers before referrals escalate Reduce unnecessary SSTs/IEPs through early intervention Provide continuity of student data and services ☞ Why: Prevents over-identification Reduces long-term costs Improves outcomes Key Risk Statement (for Board Awareness) If this role is reduced: Screening may occur without proper interpretation or follow-up Family communication may become inconsistent or delayed Early intervention may weaken → increased referrals and costs District risk increases for: non-compliance with Ed Code 53008 gaps in Ed Code 56040.5 communication expectations IDEA Child Find violations
96	trusting of teachers, collaborative, caring, communication
97	Very patient and collaborative. She/he should be very good at listening, understanding and justly evaluating all circumstances.
98	#1 Student well-being and success comes first #2 True caring of teachers and staff #3 Open to staff and community ideas #4 Intelligence #5 Honesty #6 Integrity
99	An ideal superintendent has been a classroom teacher. They understand the balance of rigor and care. They know the demands of being a teacher in this day and age. They understand the value of consequences for behavior and are not afraid of meting out those consequences for things like workplace violence, chronic absenteeism, and cheating.
100	██████████ under-qualified to run any academic organization, let alone a school district. We need an ACADEMIC superintendent who has actually taught ACADEMIC courses. Please, NO MORE FOOTBALL COACHES. In addition to ██████████ complete lack of decency and qualifications, ██████████ utilized threats and other forms of intimidation, coercion, and manipulation to pressure the Board of Education to make foolhardy decisions. We need an HONEST, KIND, and INTELLIGENT superintendent-- something this district hasn't seen in almost a decade. Lastly, and perhaps most importantly, we need a superintendent who DOES NOT HAVE FINANCIAL CONFLICTS OF INTEREST. We want a superintendent who is doing the job for the LOVE OF EDUCATION, not a fat paycheck and connections.
101	We need a leader who is a champion of the First Amendment and a seasoned advocate for scholastic media. Key attributes include: Experience: Preference for candidates from 'New Voices' states (states with protections for student journalists) who understand legal protections for student journalists as a benchmark of quality. Pedagogical Vision: A leader who understands that student journalism is a vital laboratory for media literacy, not a club to be curated. Courage: The ability to defend editorial independence, even when reporting is critical or controversial. Student-Centeredness: A leader who values student agency and recognizes that a free student press is a primary indicator of a healthy, democratic school culture.

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102	We hope the next superintendent will be a collaborative and transparent leader who values and respects all members of the school community. It is important that they communicate clearly and consistently, while also creating a safe environment where staff feel heard and supported without fear of retaliation. A strong superintendent should trust educators as professionals, avoid micromanagement, and recognize the experience and expertise within our schools. We are looking for a leader who is visible, student-centered, and committed to fostering a positive, inclusive culture built on mutual respect, accountability, and open communication.
103	A genuine interest in what teachers and staff have to say. Open minded. Approachable
104	They should have been a classroom teacher for a long time. They should be interested in supporting teachers to make their jobs easier, not constantly forcing new initiatives on us. They will need to be able to navigate a community that values both equity and academic advancement, this is not an easy task.
105	Great listener, open to understanding what is working well at the district office and strong enough to change what is not working. Supportive of teachers, parents, and staff. Gender and race should be considered. Given the fact we have mostly women teachers and employees, I would prefer a strong and well qualified woman as superintendent.
106	Patience, willingness to admit when they are wrong, focus on supporting and retaining high quality educators by paying them more, has background and knowledge of working in similar communities/demographics, hold back defensiveness, not make everything is a sports analogy, value diversity
107	An understanding of how tech and AI are negatively impacting students' ability to think. Now that AI is here, it all but seals the deal of encouraging students NOT to think on their own. They are literally addicted to their 1-1 devices—computers and phones. They put their phones away but then pull out their computers. The impact is so huge. No one above the classroom level wants to admit how devastating the tech is on students. And yet the admin and district touts tech and use of AI as amazing! No one asks the teachers though about what it's like to be in the classroom with kids addicted to their tech and addicted to AI (already). A new superintendent should have classroom experience, for sure. I'd love to see a woman and/or person of color instead of a string of white males. A new supe should be a community builder, NOT a bully. Needs to like and value teachers instead of top-down initiatives that don't work. A new supe needs to hire admin who also like kids and teachers. Integrity.
108	Empathy, a desire to help students succeed and teachers to be supported, transparency, high EQ, an active listener.
109	Must have been an actual teacher, have leadership experience, not just degrees. Have an understanding or better yet experience at all three levels, elementary, middle , and high school.
110	Available to meet with, understand, and respect the Magical diversity in this district. Respect that fact that students who come from East Palo Alto have the same rights and responsibilities as students who live in Palo Alto. Believe that Students with IEPs should NOT need their parents to advocate /fight for them.....The CEO of our District needs to be willing to look at the needs and advocate for resources for students with disabilities. The new Superintendent, I hope is willing to work closely with teachers and families, of our amazing students with IEPs.
111	We need somebody who will see teachers as an important and vital role in our schools and not as an adversary. I know the [REDACTED] was loaded for being great with finances, but from a teacher's perspective, there's an incredible lack of transparency. Enormous amounts of money spent on outside experts and lawsuits. Teachers feel like we have been left behind.
112	His main priority to should be making decisions that benefit the students; he should also prioritize building a positive relationship with teachers and staff-supporting them and recognizing that without

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	them, PAUSD would not be as successful as it is; he needs to treat people-district teachers and staff, as well as students and the community-with respect; he needs to be open-minded and respect teachers' ideas and opinions as they are the ones in the "trenches" working with students and who know their students best; he needs to be able to have respectful conversations and actually listen to what others are saying and then make decisions that are transparent and are respectful when making hard decisions that others may not agree with
113	Equity minded, good communicator, able to create accountability for administrators,
114	A teacher and leader is the heart. A communicator, listener, able to address and push aside loud voices and make decisions that are best for students using the personnel that are directly involve to be part of the process, problem-solver, approachable, physically present at school sites to build relationships and trust, hire administration that also hold these characteristics and skills. Unite teachers and parents to build collaboration and partnerships. Student centered!
115	Collaborative. Treat teachers as the experienced professionals who have a stake in the direction of this district, not like minions who need to be tamed. Listen. The superintendent has to make difficult decisions, but they must be willing and able to listen to all stakeholders' perspectives and try to understand. Making a decision that is unpopular with a group of stakeholders does not have to mean alienating or demeaning them. Humble and gracious. The superintendent needs to be able to authentically converse and interact with teachers, students, parents, and members of the community. There is no need for vicious, degrading emails.
116	Someone inspiring that listens to the people doing the work! Someone that wants to be here to make this a better place not just the paycheck. Also someone who can make smart decisions. Someone that is honest and isn't going to be a bully. It feels as the [REDACTED] has become a [REDACTED] in some ways. With people abusing their powers and no one saying anything so they can keep their jobs. Such as the [REDACTED] [REDACTED] My soap dispenser has been replaced 3 times this year. I want someone that is going to see through the numbers and fix this type of stuff with public funds.
117	Determine whats best for students above all else and be able to execute the plan at a high level. Organization skills, proven leadership, determination to perform at high levels, grace, humility and a passion to serve.
118	A good listener to students, staff, and parents. Being able to manage/balance mental health challenges and academic rigor for students.
119	Actual experience (more than 5 years) in the classroom.
120	They love teachers, respect their work, and love kids. Be kind. Be a listener.
121	Kindness; supportive of admin, teachers, and students; clear communicator
122	personable, honest, teachers should be priority, probably should have been a teacher
123	They need to be an excellent listener and collaborator.
124	Human communication is valued so students see shared ideas build and create a collaborative perspective. That is success is more than test scores. Please hire a superintendent who greets the people he meets. [REDACTED] just stared at me in meetings, special Olympics events, or on campus [REDACTED] never said hello; instead, he blankly looked at me. pick a real person who can communicate on a personal level as well as promoting technology tools.
125	The new superintendent should be kind, trustworthy, and understand how schools work. We are not a business. It is not all about data.
126	The new superintendent should be a people person should visit School sites get to know as many teachers as possible and understand that teachers are what makes a school district. We should also be

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	given professional freedom and understand that we are the professionals and there shouldn't be as many top-down decisions as there has been in the last 8 years.
127	Openness, respect, understanding from both sides
128	An understanding of language immersion programs Value the staff and the families Transparency and communication Classroom experience and experience leading a large, affluent district
129	Good listener Ability to work with teachers, parents, and students Tolerance Respect for education
130	We need an intelligent, collaborative leader who can repair the toxic culture left by [REDACTED] [REDACTED] The person should be innovative and cutting-edge, and understand current best teaching practices. They must be able to deal with strong community members, special education advocates, and lawyers. Lawsuits have grown dramatically. PAUSD is a challenging district because of the vast needs of our students within the same classroom. Some are wealthy, overly-scheduled with extracurricular activities and tutoring, working several grade levels above. Some parents work too much to pay attention to school news. We also have students living in poverty, and working many grade levels below. Special education isn't working as well as it used to. We have more deregulated students, acting out because they aren't in their least restrictive environment. Finally, we are a wealthy district with a huge reserve. The funds should be spent on retaining staff and properly supporting our students
131	“Peacemaker”, collaborative, approachable, respectful, trustworthy.
132	Restore the enduring values that have made PAUSD exceptional and innovative: value, respect, collaboration, deep thinking, empowerment, inspiration, empathy, trust, and care. Create policies, behaviors, and Superintendent leadership that instills belonging and care with everyone throughout the entire organization. A high performing, effective PAUSD team needs its people to feel respected, trusted, and cared for empowering us to deliver our best. A culture of belonging starts at the top. Let's return to this empowering culture with an inspirational superintendent and a healthy teacher contract. Treat our teachers with respect and value our teachers with a budget that communicates that our organization's people are our priority, as we have always done until recent years. Trust our teachers & understand the incredible commitment & dedication our educators make to PAUSD everyday. Make students the priority and the people who directly support students the priority.
133	Someone who understands children are far more than test scores, there is more than 1 way to be successful, someone who is interested in what's happening in classrooms and on campuses - not just walking through but staying and interacting with students and staff. Someone who writes appropriate emails and does not speak poorly about others behind their back-no [REDACTED]. Someone that is a good listener and thinks outside the box, someone who understands financial needs and is honest about the district's monetary situation.
134	Put students and the staff that support them first--over parents and board members. The Supt should seek to understand not only what the schools do and how, but why--and seek to understand why it's valued by teachers and counselors before making changes. The Supt should encourage admin to be genuinely engaged with students and staff--don't just talk about community-building but demonstrate it first-hand. Lots of staff have worked in the district a long time and remember when the site used to feel like a family. Trust needs to be rebuilt after years of feeling like management's hammer can crush any role or program without any attempt at finding alternatives first.
135	We need someone who has been in a classroom as an academic teacher for more than 5 years. Someone who understands the work of a classroom teacher and can directly relate with empathy and compassion. Who will stand up for the profession of teaching and not just the business of education. For so long so much focus has been placed on holding teachers more accountable, as though we're lazy and running amok. Shadow any of us for a week and you'll see how hard we work. It's insulting. We need someone who has the courage and the communication skills to hold our community accountable, families and students. - and not just shift the burden to teachers and school counselors.

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	There is a gross imbalance between the expectations of teachers and staff and the expectations of families. We need a superintendent who can make the case that students and families need to help teachers do their jobs - including addressing the challenges of the attention economy and AI. Our students aren't the same!
136	Compassionate, caring, and someone willing to listen and put the community's wellbeing ahead of her own.
137	The new Superintendent should be genuinely caring and respectful, & invite educator participation and input that affects the roles they play each day in their classrooms. There are many ways to value an educator who delivers high-quality instruction besides seeking their feedback. Honoring their working hours and working conditions, addressing grievances promptly, and budgeting sufficiently to retain educator talent by awarding competent salaries, and trusting their professionalism in their daily schedules and district events, instead of micromanaging the hours & minutes. They should recognize & never forget that the student achievement & success in this district is due to educator excellence. Often, a Superintendent's educator experience is rusty and is not up to date, but today's students' needs and challenges are evolving and different. The new Superintendent should model the values espoused by the district, and not act belligerently towards those who disagree with their views.
138	We need a leader with compassion, a supportive spirit, and someone who puts students and the people who are directly supporting students first. We do not need a schoozer who is pushing their own agenda. Money from community property taxes should get pushed to programs for students, not sitting in the district coffers for "pet projects."
139	Collaboration skills Empathy Understanding of curriculum Problem solving skills
140	Some experience in elementary schools. Collegiality, listen to those actually in schools.
141	Patient, collaborative, willing to trust the professional knowledge of their staff, willing to learn/adapt strategies to best support the needs of the school community.
142	It will be important for the new superintendent to build a strong community inside and out of the classroom. Our local newspapers used to write about positive happenings in our schools. Board members would visit schools and reach out to teachers and students. Loved the days when the sup would show up at school on the first day and wave to parents in the parking lot. They should be visible at all schools not just the high school across the street from the DO.
143	They should be well educated in early childhood as these are our most vulnerable students. Their first year in school should be a memorable learning experience for our young students. They should be extraordinary listeners. They should be open to ideas from teachers that have taught in P.A. for many years. We have seen the pendulum swing back and forth with different curricular models. We need a superintendent that will sit down and listen to us.
144	Empathy, communication, honesty. Bring back collaboration and engagement.
145	The new Superintendent should have the following personal characteristics: Humble, human, compassionate, empathetic, respectful, approachable, accountable, reliable, open-minded, trustworthy, a proactive planner instead of reactive, action- and solution-oriented, TEAM-oriented, STUDENT-oriented, TEACHER-oriented. Some leadership skills this person should have include clear and transparent communication, actively listening to key stakeholders, accepting constructive feedback, leading by example, letting others shine by guiding them along the way instead of intimidating people and trying to be #1, strong decision-making, providing short-term and long-term planning with clear action steps for all levels, responsible financial planning and fund usage, and so much more. This person should have a warm, welcoming, and consistent presence on campuses. The students, teachers, staff, families, and admin should know exactly who they are and be confident in who is leading them from the top.

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146	Good listener. Friendly, approachable, consistent, fair. This person must have a thick skin and should not play favorites. They must have significant teaching experience as well as previous experience in educational administration. They must be willing to grow, learn, and admit their mistakes. Sense of humor is a plus... or maybe a necessity.
147	Sincere, caring, willing to listen, committed to equity
148	A teacher first and foremost A woman if possible A person who speaks more than one language A person who can engage with a student, staff, cutodian, or a parent with respect and dignity. Aware of trends and changes in the society and be a visionary who plans to build and grow.
149	- listen and take into account opinions of teachers - empathetic, caring - transparent about decision making - team building
150	Empathy! Someone who leads by example, someone who walks the talk, who collaborates with educators rather than place blame- behind close doors. A leader who doesn't threaten principles, holds space for others to disagree but is willing to listen to the voices in the room. We need someone whose approach or management style isn't a top down approach. We need a leader who understands that our most vulnerable students need more than lip service - also realizing that many families have the means to afford tutors while again our most vulnerable do not. We need someone who will figure out many approaches to building community.
151	I hope the district takes their time with this search. If you don't find one please do not settle. Please wait for the right one. We need someone who can communicate effectively, can relate to our community, and has experience in K-12 education.
152	They need to hear all sides, listen to suggestions, have what is best for the teachers and students not their own motives.
153	Listener! Collaborative. Respects teachers. Will support teachers and push back agains the 1% of troublesome/litigious parents (as I mentioned, about 99% of parents are amazing and supportive).
154	transparency, communication, flexibility, unifying presence
155	The new superintendent needs to be a wise, kind and curious person who is truly invested in the community and connected to students, teachers and decision makers. They need to actually value the people affected by small and large decisions and accept input from key players. It is very important that teachers and students once again have voices that are actually heard and valued by district management. It's crucial to also have experience in the classroom - preferably at all levels of education. As a unified district, complex knowledge of educational components from TK - 12th grade, and how to connect them, is necessary to create the educational opportunities for all learners.
156	Willing to work with teachers, staff, parents, and others Have basic manners and respect for others Open minded and willing to listen to different perspectives Knowledgeable about our district, our student and parent population, and the current financial situation of our district Have a win-win attitude coming into this position Be a leader with long-term goals that are attainable
157	The Superintendent needs to have been classroom teacher for a significant amount of years. At least 6 years of effective teaching years. They need to be honest and trustworthy. They need to enjoy children and because of that they have to spend a significant amount of time on school campuses engaging with students and staff. Ideally they are at least bilingual and civically engaged in this community.
158	The new superintendent should have a majority of their career as a teacher in the classroom as a way to be grounded in what it is like as a teacher in the classroom. Characteristics include social emotional skills, ability to have empathy and understanding, can multitask and manage multiple responsibilities. Visible in each of the school sites and community.

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159	Diverse, welcoming, flexible, open-minded, innovative, willing to change and grow, persevering, patient, etc.. Long time teaching or in education. Willing to be hands on and involved in the district and schools.
160	Someone who is interested in unifying rather than dividing. Someone who doesn't see the teachers as "them" or speak of us disparagingly. Someone who views teachers as capable professionals.
161	I'm of the opinion that we can choose someone with character and kindness, who won't accept that an "us vs them" mentality is necessary. I reject the idea that we can't hire "a nice guy" because of the nature of the job. But I've heard this comment recently. We need someone who has actually taught at a few levels, in a few different communities, and who remembers what education is all about. Coaches are great and they are often teachers too. However, our community wants to know that the people making big decisions understand a few academic subjects. We want someone who can stay current in the educational space as an educator, not as a motivational speaker or someone with political goals. We need someone who is committed to collaboration, but willing to make hard decisions that won't always be popular. We need someone who can admit when they make a mistake and someone who will take a pause when they get upset, rather than use anger as fuel to bark orders.
162	willingness to work together with teachers, families, community -- being able to balance lots of opinions
163	Someone who can hold his/ her temper Someone who has a variety of classroom experience Someone who prioritizes being inside classrooms 2-3 times a month to really understand what's going on in them - curricular, behavior, management wise .
164	Someone who listens and collaborates. Understands that preschool and parent education are foundational for high quality student outcomes in K-12. Actively seeks input from teachers about what they need to best support students, communicates clearly about decisions before and after they are made.
165	Collaboration, honesty, humility, good listener, must have been a former teacher to be the superintendent.
166	Has positive professional history, not one fraught with conflict Works well with others, presents kindness and compassion not hostility and disdain Collaborative leadership style/Listens to input from stakeholders Transparent decision making Values teacher expertise and experience Can stand firm against parents who are bullying teachers Stays informed about the impact of A.I. on education and teaching Likes teachers and likes kids. Hires site leaders with all of the above qualities.
167	A PAUSD superintendent needs to come ready day 1. This person needs to have experience overseeing a complex school district with integrity, transparency, and compassion. This person should have a strong background in the classroom - ideally with both elementary and secondary. This person should have examples of times they sought and received difficult feedback and changed their course of action as a result. This person should be an excellent communicator and excel with interpersonal skills. This person needs to be able to tell about how they have involved multiple stakeholders to come to decisions. This person should care about their staff wellbeing- including physical and emotional wellbeing.
168	A successful Superintendent is collaborative and trustworthy. They visit classrooms (for more than 15 min) to understand the daily exhaustion and joy of working with children. To build a truly cohesive community, they must be a collaborative leader who actively includes teachers' voices in the decision-making process. The ideal Superintendent must prioritize individual student growth over static achievement metrics, valuing progress over prestige. We need a leader who honors the 'distance traveled' by every learner—meeting them exactly where they are and providing the specific, differentiated supports they need. Ultimately, our success must be measured by the authentic development of every child rather than a narrow 'We're Number One' mentality. Finally, we need a leader who is resilient and stable—someone who can not only weather the storm of external pressures

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	but alleviate that stress before it reaches our classrooms, ensuring a focused and calm environment for our students.
169	Teacher-visible, not just behind closed doors. [REDACTED] was reportedly pro-teacher in private but never made that front and center publicly, and teachers noticed. Diplomatically grounded, the district has clear factions right now: Pro/Anti Ethnic Studies, Pro/Anti MVC, Pro/Anti Gaza (why!?). The debate itself is warranted, but it has become the center of attention in a way that actively detracts from our educational mission. A new superintendent needs to navigate that without letting it consume the district. Thoughtful, [REDACTED] came off as a bully to anyone (teacher, student, community) who challenged [REDACTED] directly. Thoughtfulness means sitting with hard problems instead of deflecting, admitting when the district is wrong, and approaching conflict without making enemies of the people raising concerns.
170	The new superintendent should be willing to partner with the school communities to learn how to move our district forward. While there are definitely benefits to having district-wide initiatives, like the shared schedules at Gunn and Paly, there is also benefit to fostering the individuality of each campus in the district, and to holding the line at both campuses for initiatives worth pursuing. I think the new superintendent should see teachers as an integral part of the district, not as adversaries who have to be reined in. We are doing high level work with a demanding constituency and that needs to be acknowledged and supported. The new superintendent should also care about and understand the community they are supporting. I also think they should be open to partnering with community resources, especially when it comes to mental health.
171	The next superintendent should be an inspiring, responsive leader who has a deep understanding of the daily realities and demands of teaching and learning. They should be skilled at building trust, actively listening to and elevating teacher voice, and balancing the needs of students, families, and staff. Strong communication, transparency, and the ability to navigate complex stakeholder dynamics are essential. They should prioritize building and supporting a district team that is closely connected to classroom practice and truly understands the needs of both educators and students. A successful superintendent will also champion the district's strengths, including signature programs like Spanish and Mandarin immersion, while maintaining a strong focus on both academic excellence and students' social-emotional well-being. Above all, they should foster a culture where learning is engaging, educators feel respected, and every member of the community feels valued.
172	- Experience teaching or in education - balanced financial guidance skills - great respect for those doing the work on the ground - willingness to listen and find solutions that benefit all parties - great care for the students in the district - ability to see growth outside of test scores and ratings
173	Open minded, committed to hearing diverse perspectives, understands their own limitations in perspective when approaching school site challenges
174	Caring, honest, trustworthy, respectful, supportive of anti-bullying policies and is willing to clean the house and to prioritize treating teachers with dignity and kindness by paying them properly and honoring their profession judgement and autonomy.
175	A diplomat who earns their large compensation by answering to ALL stakeholders without treating teachers as less than professional.
176	Listen to the community, which includes the teachers. Don't start unvetted new curriculum bc they got a deal.
177	I would appreciate a leader who has trust and respect in their employees to be included in decision-making. A good leader should not need to micro-manage to get the best results of their team. My philosophy is that if I was hired by the District, then the District should have faith that they've made a great decision! The Superintendent should be visible and seen on campuses, regularly. I have worked with 2 Superintendents who knew my name. A very small, but memorable gesture.

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178	We are looking for a Superintendent who values teachers and their voices. Teachers are the backbone of education and a superintendent should treat teachers with respect as team members who are not disposable. A Superintendent should also value parent input and not dismiss parent concerns. Our leader should view our district as a whole entity and not favor high school over elementary. We are a united district and each grade level is equally important. We are looking for a leader who enjoys children and gets onto campus to make connections at all grade levels. A Superintendent should lead with compassion and respect not fear or dismissiveness.
179	The new superintendent will need to listen, have a better understanding of elementary school (being an elementary school teacher would be very important to understand their needs), be more visible in the community, NOT be a top down leader, and collaborate more with the community.
180	Ability to see how PAUSD is performing in comparison to other districts in our state and understand what is working for us and what is not. They should be willing to be innovative and to make our district a place where educators can experiment and sharpen their craft. This is what's best for students. The new superintendent should be able to be a partner with the district, not an adversary. They should also have a wide variety of teaching and leadership experience. Varying from the elementary, middle and high school levels.
181	Someone who is kind, caring about students, and has experience as a classroom teacher.
182	intelligence, tact, and integrity (also low on male chauvinism, hopefully)
183	The superintendent needs to listen to teachers. Time and time again teachers step up to support district initiatives. It is clear the initiatives serve political/accountability purposes and are divorced from the actual classroom. I'd like the new superintendent to spend much more time in the classroom to experience what it is like on the ground.
184	compassionate, empathetic, strategic/logical but open-minded, wanting to observe and face the community first-hand rather than hearing it from others and/or sitting in their office all day
185	Ideally, our new Superintendent should have teaching experience to ensure that they are able to lead through a shared experience and empathy for teachers. Our district needs a new Superintendent who leads with compassion and humanity, who supports students and the individuals who directly support them before anyone or anything else. Our district needs a new Superintendent who will restore the magic and warmth that once was and drew so many to our schools. The new Superintendent should honor, respect, and take into account the voices of stakeholders, especially students' and those who directly support them. The new Superintendent should not appear to listen, but then ignore advice and feedback to carry out their agenda. The new Superintendent should strive to communicate openly and honestly because transparency and respect should be their guiding lights.
186	Continuation from #4 - More training for SpEd aides, Mod/Severe aides. There is way too much technology in the elementary schools. There should be none in K-2. Keep the chromebooks at school especially for Middle school. Their backpacks are so heavy carrying that, lunch, water bottle, sometimes other binders and work for other classes, etc. Have you lifted one of their backpacks before? It's inhumane we are having them carry this back and forth. Get rid of phones at schools. #5 - someone who is not afraid to upset parents/students to do the right thing based on best practice and research-based evidence.

Q 1. Which of the following best describes your relationship to the district?: Administrator

Q5. What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position?

SR No.	Response Text
1	Integrity. Strong school systems and educational background. Ability to establish and maintain a healthy culture and climate that is student centered. Thick skinned - the community can be brutal. Kind yet firm. Politically savvy but not a pawn.

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2	Build a diverse team that represents all levels, listening skills,
3	The new Superintendent should be a strong instructional and organizational leader with the ability to build trust, foster collaboration, and unify diverse perspectives across the district. Key characteristics include integrity, transparency, and a deep commitment to students and equity. They should be an excellent communicator who listens actively and values input from all stakeholders, while also making clear, consistent decisions aligned with a shared vision. Strong skills in systems thinking, organizational alignment, and change management are essential to bring clarity and coherence to district operations. Equally important is the ability to support and uplift site administrators and staff, recognizing their critical role in leading schools. A successful Superintendent will also prioritize relationship-building, cultivate a positive and inclusive culture, and lead with both empathy and accountability.
4	Strong, honest, open and willing to listen to everyone. Everyone I speak t would like to see the Superintendent visit schools more often, remember teachers, know groundskeepers, and other employees. He/She needs to be seen regularly. Trust is big, and even if people don't agree with the new person, that trust will get them through. I think the "coach" mentality doesn't work. When someone is seen as genuine and caring, but firm...it goes a long way.
5	The new Superintendent should be a calm, caring, and emotionally intelligent leader who builds trust and leads with respect for the strengths and skill sets of others. They should have a strong understanding of PLCs and know how to create the conditions for meaningful collaboration, continuous improvement, and shared accountability across schools. Just as importantly, they should be deeply committed to equity by ensuring that growth opportunities, support, and access are available to everyone, not just a few.
6	This position will require someone who is a seasoned educator in the State of California who understands the need to support ALL areas of the community: Parents, Students, Teachers, Staff, and Administration. This individual should have a Respect for Educators and Teachers and a commitment to Public Education and Equity in Public Education. A focus on the communities which are already high performing will only continue the culture that we currently have in place. We need a visionary leader, who is compassionate and caring and will support ALL students/families.
7	Progressive, collaborative, clear & thoughtful communicator, preferably someone who represents the larger community, someone who respects teachers, more focused on our underserved students
8	Compassionate, Firm, Involved, Transparent, and Collaborative
9	Experience in Elementary & Secondary Leadership Honesty Integrity Equity Inclusive of disability, race, sexual orientation, and gender expression Belief that ALL students can learn and achieve at high levels Self-Actualized Reflective A learner Cares about humanity Has diverse lived experiences, including living or working in racially, ethnically, religiously, and linguistically diverse environments Ability to hear multiple perspectives and make decisions based on research and support ALL students Experience working in high-achieving environments Experience working with people with unlimited amounts of money and little care for anyone other than their children Demonstrates a work-life balance Models positive, healthy, ethical, and professional leadership Leads efficient meetings Visionary Clear and inspirational communicator Provides clear direction, sets expectations, and holds staff accountable in an equitable manner Values alternative perspectives Seeks to understand
Q 1. Which of the following best describes your relationship to the district?: Classified Support Staff	
Q5. What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position?	
SR No.	Response Text
1	Communicator, visionary, friendly, honest, as transparent as possible, mentor, ability to see the big picture for all, ability to say "no"

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2	Willing to work and open up lines of communication with teachers. Take a hard look at the budget and identify places to reduce administrative staff given declining enrollment. Reduce the high number of expensive lawsuits by implementing better practices across the board.
3	The Superintendent - while interviewing - should be up front on their values. (This would be good for the Board to also sort out). Knowing their values, the candidates should be able to quickly prioritize the issues facing the district. For example, if a Superintendent highly values the Operations/Finances of a district, we know that solving/communicating our financial solvency will be #1 on their list. If a Sup. highly values Health and Wellness, then we can expect to see efforts to reduce/eliminate student suicide, self-harm, etc. Once we know their values, their priorities - then how they will go about solving problems will be important. How will they collect information? How do they decide who is a stakeholder- decision-maker- customer? What is their timeframe? Finally, open * clear * transparent communication is equally important to values, priorities, problem-solving/running the business. And, a thick skin and a sense of humor.
4	The new Superintendent should be diplomatic, judicious, a thought partner, seek to understand the underlying issues. They should also have a backbone when requests are to the extreme, which happens often in Palo Alto.
5	Listening to parents, staffs and students. Don't stay in your bubble, go out into the community.
6	They should be genuine, smart, have great leadership skills, supportive, professional, empathetic, kind and open-minded.
7	The wherewithal to provide and explain evidence based studies that can keep curriculum and class expectations at a reasonable level.
8	Empathy, kindness, responsibility.
9	Our new Superintendent should be approachable and welcoming. Our new superintendent should be focused on student growth and community engagement. A strong leader in clear communication and financial expertise.
10	They need a history of working in one district for a long time and a desire to stay. People tend to view this district as their stepping stone to greatness. These leads to people with a myopic focus on media attention and/or increasing their own compensation by cannibalizing the classified staff (union busting by bringing in temp workers that don't stay and discouraging permanent hires).
11	Place students at the very top of the list and do what is best and correct for young people today and everyday. PAUSD needs someone who carries a high level of transparency, honesty, high level of integrity, level-headed, respectful of every single student, family and staff, always willing to do the right thing, human focused not money/business focused, communicative, visible and present. Someone who will address the hard issues in the community (like suicide) with care, warmth, respect, determination, dedication and solution focused actions. Someone who will check on the people doing the hard work post crisis such as admin and the wellness department as a whole.
12	Empathy. Good judgement. Good listening skills. The ability to communicate in a way that feels genuine. Intelligent without being an elitist.
13	Ability to listen, ability to think outside the box, ability to discern how to balance the needs of all students which are highly disparate. Significant experience in the classroom AND significant experience as a superintendent.
14	Listen to us
15	values aligned with the community good communication prioritizes the good of the students and employees over personal gain
16	The new Superintendent should want to listen and collaborate with the people who actually work with the students and their families. They need to put aside their ego and know that they are working

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	with and for children and not a business. Understanding the Mental Health is important, but then their actions actually need to match up with that.
17	To be successful the new superintendent needs to first understand the current situation at our school; listen to input from students and staff; address issues in a way that support teachers and staff.
18	Strong leader
19	Non-elite, in touch, experience in education, someone who has worked in various roles in education not just leadership roles, ability to be neutral and stand up for employees.
20	I would like to see someone engaged in ALL the schools, including the special education department. Once a month visits, check in with staff, talk to staff, including instructional aides.
21	Good listening skills, creative, kind, caring, good communication skills, honest, transparent and wants to be part of and build up the community. A team player!
22	Transparency, honesty, integrity, compassion, competency, leadership and willing to listen and take action when appropriate.
23	The new superintendent should be a visionary, student centered leader who balances instructional expertise with financial acumen. Success needs high emotional intelligence, transparency, and the ability to collaborate with a highly engaged community to drive equity and innovation.
24	They need to be able to pan out and see the district as a whole and not just focus on teachers or student programs which get the most attention
25	Embrace diversity and encourage the collective spirit of all. This person needs to be patient and listen to all sides before making decisions.
26	Good communicator Visits all school often Have meetings with school administrators often
27	Experience with organizational oversight, transparency, and collaborative problem solving.
28	The new Superintendent should foster a relationship with the staff by respecting their point of view as "front line workers". The new Superintendent should try to understand what teachers face on a day to day basis in the classroom and to understand their point of view as to the value support staff adds to doing their job. The Superintendent should value working with the teaching staff to come to a common understanding. A "top down" style of management is not a beneficial characteristic.
29	Empathy, Integrity, Transparency and Accountability.
30	Unsure— Steady, level headed
31	Know the staff from lower to higher level
32	Open to input from parents, teachers and staff.
33	Open minded, but also half of the school teachers, Staff, and other workers as the most important people to keep the district functioning well.
34	A Renaissance man or woman.
35	Be a caring human being who is interested in learning about the people in the district and spends time meeting them and getting to know them and the jobs they do and what they contribute to our district. Be curious and willing to learn and listen and communicate clearly. Understand the many different needs that must be balanced and be someone who can create space and time for bringing people together to address issues and come up with solutions and decisions jointly. Good management skills that give people independence and the ability to take initiative. Achieve that with a clear vision for the overall strategic plan for the district that is communicated clearly. Be humble and elevate the students and staff above all else. It is about the community not personal achievements. Have proven track record in inclusive practices and creating belonging (not just talk, actual things that can be pointed to). Create a leadership team and management team that is supportive, kind. Growth mindset.

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36	I believe that the person doesn't have to be a teacher to understand what teachers and classroom staff goes through for them to be sympathetic and kind to the position.
Q 1. Which of the following best describes your relationship to the district?: Community Member	
Q5. What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position?	
SR No.	Response Text
1	Smart, kind, thoughtful, honest. Has a deep understanding about public education in CA. Background in SPED. Interest and understanding in early childhood education. It is where everything start! Supportive of families. Really look at where all the money is going. It shouldn't be on lawsuits but into each classroom.
2	Hear all the voices and find the common ground, define priority and align with community, effective use of the resource we have
3	Empathy, compassion, experience and ethics.
4	The new person needs to be committed to the students and their families, courageous to deal with the union and administration, and a great communicator.
5	Understanding that he/she is ultimately responsible to the voters, not the staff.
6	Professionalism, authenticity, warmth. Integrity.
7	Be able to stand against the school board when necessary
8	See answer to 4.
9	Be STEM oriented , work towards high academics, listen to students, listen to teachers
10	As a leader, one should remain neutral, avoid suppressing students who are eager to learn, encourage struggling students to improve, and provide more academic opportunities to help all students make progress. When making policies, please consider whether you would want your own child—if they were in a public school—to be subject to these policies.
11	Focus on academic excellence not social justice distractions
12	He/she needs to be community involved. We do not need an autocratic system again.
13	The superintendent should be compassionate, intelligent, even-tempered, and respectful of everyone. Choices about programs should be evidence-based and transparent. Politics should be kept out of the school system and if ANY racial/religious/ethnic group feels threatened by politicized curricula this should be respected. Ethnic studies was a disaster that was rammed through and the community feels betrayed. They should demonstrate that the staff they choose are selected based on competence, excellence, and compassion. They should demonstrate that they choose external consultants wisely. They should be ethical in all aspects including financial management and treatment of staff. They should respect people from ALL backgrounds. We have many immigrant parents who struggle with English and hence feel uncomfortable advocating. They need to be supported and nurtured. Above all the selection committee should talk to MANY stakeholders from the district they leave.
14	A successful school superintendent must be a visionary leader with strong communication skills, deep instructional knowledge, and high emotional intelligence. They should prioritize student-centered decision-making, possess financial acumen, and build trust through community engagement and transparent leadership.
15	Someone who is open minded, caring with the children in our schools and with our after school program teachers. Compassionate!
16	Open Minded, humble and example to leadership.

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17	
18	Be an active and engaged listener of minority voices not just the vocal majority.
19	Good communication with various ethnic groups and deal justly with all students well as teachers .
20	The Superintendent should have a spine and not cower before parents who put the interests of a foreign entity ██████ over the interests of our students. No support of ██████ (propagandists talking points) should be allowed in our district. Our children will be at a grave disadvantage if we send them out into the world with their heads full of untruths. They will be deemed unemployable if they are simply automatons who regurgitate ██████ talking points. Our children are the future and they must be treated with respect. Respect them enough to not fill their heads with propaganda. Allow them to speak without fear in the classrooms.

Q 1. Which of the following best describes your relationship to the district?: Community Partner

Q5. What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position?

SR No.	Response Text
1	Building real community- real interactions and partnership with the community and the schools, the neighbors, the parents, the alumni, the district administration, etc. Even between the schools!
2	visionary leader who masters complex district operations, while building strong, collaborative relationships with the school board, educators, staff, parents and community. They prioritize equitable student achievement, possess strong communication skills for diverse communities, and are visible leaders who actively engage within schools and the community. They believe in city/school collaborations because our children's lives extend beyond the school bell. Also a leader that allows their experts to be seen, valued and heard.
3	Community driven leader, diverse, teaching experience, proven track record of building relationships and partnering with the city and other district partners. Needs to have the capacity to build trust with families, students, partners and community.
4	Someone grounded in community, someone with a clear vision for the future, someone with the confidence to drive in a direction of benefit for students even if unpopular, yet someone with the humility to listen and adjust when needed.
5	familiar with, if not already involved in, the community. Excellent communication. Creativity. Balance -- able to understand both sides of any issue - not always one way or the other, but able to make decisions based on available information instead of opinions.
6	strategic, reflective, collaborative, strong EQ, trust in the industry professionals and ability to rely on their expertise

Q 1. Which of the following best describes your relationship to the district?: Other (Please specify)

Q5. What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position?

SR No.	Response Text
1	Communication, knowledge of evidence based practices, ability to seek information from beyond a closed inner circle
2	Transparency -- commitment to be honest, for better or worse Kindness Academically minded -- support advanced kids and struggling kids. Harming one doesn't help the other.
3	The Superintendent needs to be an exceptional communicator, and be able to listen to feedback from the community. The Super needs to be able to accept input without necessarily compromising their

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	own values. But these values must be aligned with the dual (and often conflicting) goals of both a superior education and overall student happiness.
4	Friendly, available to talk to for employees and parents if needed
5	Someone who doesn't cave to the loudest voices, but is adept at conflict management and compromise, when needed, but also knowing when not to compromise. Someone who can make tough decisions and hold hard lines, even in the face of intense scrutiny and backlash. The new Superintendent must have clear global direction and vision and be able to communicate that well to the staff. Someone who can see the progress that HAS ALREADY been made and capitalize on it. Someone who sees and recognizes the strengths of their staff members and can bring the talent and strength of upper management together. Someone who is people-centered and also data driven. This person will also need to have incredibly thick skin and years of experience, preferably in Districts with similar demographics. Coming from someone who has worked in other states and in other CA districts, THIS District is not for the faint of heart or someone new to this level of leadership! You better know what you are doing!
6	Personally I like someone who is verbal, wants lot's of student input, and is physically/observing what is happening in the school to best help students. Someone who aligns with what the students want/need as they are in this position to help the students/body.
7	Willing to meet with the specific community groups (Muslim, Arab, Palestinian) to ensure he is directly hearing their concerns. The new superintendent cannot just listen to the loudest, they must listen to the whole community.
8	Completed this prior.
9	Good character, buena moral, ser inteligente y estar en comunicacion con los empleados y otro personal ."comunicacion" y mucha "transparencia" / Good character, good morals, being intelligent and being in communication with employees and other staff." communication" and a lot of "transparency"
10	Being a decent human being who doesn't pretend to have all the answers would be a good start.
11	Ability to Connect with principals and develop a deep bench; lead so Churchill is not an ivory tower, but amplifies and shapes schools; offer external or summary/strategic data and direction that isn't seen at site level; leverage individuals or centers or excellence/skills; good to innovate but don't chase every new fad without ensuring basic social/academic needs met; be a good listener but a decisive decision-maker; own up to errors/blindspots; don't over-react, leave margin for contemplation and learning; wisdom to know when what's new or what's old isn't necessarily best/right; ability to connect with HS students; this is a tough job, best wishes!
12	Growth mindset, work with the staff and treat them as professionals, support students and have their best interest and health in mind, it's not all about test scores, more SEL
13	Integrity, understanding of what is in the best interest of students in terms of both academics and non-academics, including building school community, reducing bullying and improving mental health. Communication is also important, as well as compassion and team-building skills.
Q 1. Which of the following best describes your relationship to the district?: (Did not answer)	
Q5. What are the characteristics, attributes, and skills the new Superintendent should have to be successful in the position?	
SR No.	Response Text
1	

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2	Compassion and empathy; an open mind; willingness to put students and teachers first; respect for teachers and their expertise and suggestions since they are the ones working with students daily; ability to create a respectful culture at at the district level as well as across the district
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