

Stakeholder Input Report for

***Alisal Union School
District
Salinas, California***

submitted by



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EXECUTIVE RECRUITMENT & DEVELOPMENT

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Alisal Union School District November 19-20, 2019 District Stakeholder Input

On November 19-20 consultants Mr. William Huyett, and Mrs. Nicole Anderson conducted meetings with district stakeholders represented in 14 different group meetings, which include 4 individual interviews and one open forum session. They received input from approximately 85 plus individuals in these groups and an additional 133 people who responded to the online survey. Input was gathered regarding the selection of a new superintendent for the District using four consistent questions listed below.

Outlined on the following pages is an Executive Summary of the major themes expressed by the participants at these sessions. Following the Executive Summary is a compilation of all the input received from these groups and individuals in response to the four questions asked of each group and participant. The final section of the report consists of responses by individuals who completed the online survey and responded to the same four questions. These survey comments are reported unchanged as written by the respondents with the exception of omission of vulgarity and individual names.

Executive Summary

- 1. Tell us what is good about your community.** (This information is used to help us recruit quality candidates.)
 - Resilient community
 - Cultural awareness exists where cultural differences are embraced
 - Close knit community
 - Families are actively involved in schools and community
 - Cultural richness
 - Community represents strong portion of the Salinas Valley who work in the service industry and provide a large amount of food for the country
 - Hard working and extremely dedicated to making provision for families despite lack of income
 - Community comes together when adversity arises
 - Soccer complex provides great opportunities for community
 - Diverse population (I.e. Indigenous Mexican community-Oaxaca, Central American-Guatemala, Asian-Japanese, Korean)
 - Safe community
 - Staff have pride in schools and community
 - Lots of advocacy groups exist to fight historical inequities

- 2. Tell us what is good about the District and the schools.** (This information is used to help us recruit quality candidates.)
- Families in poverty are provided with Family Resource Centers to support their immediate needs (i.e. housing, WIC, free bus passes, etc.)
 - District partner with outside organizations to support students, families , and entire community (i.e. homeless)
 - Exploring tech-ag pathways
 - Committed group of educators that are committed to the whole child (i.e. all meals for kids, special needs, etc.)
 - Safety of community impacted by school culture and success
 - Good relationship with city and school leadership
 - Many employees were students and returned to give back to the community through education
 - Large ag-tech pathways for students evolving
 - Work very hard to meet the needs of of the students who are impacted by seasonal work of their parents
 - Great teachers who are excited about their students
 - Kids are given chances to be in leadership roles
 - Kids have chances to play music and use instruments
 - Have a good education where teachers help us learn
 - Students learn English in school but home language is valued and supported as well
 - Lots of sports programs exist for kids
 - All students have access to devices
 - Students have access to great, clean, and well maintained facilities
 - Dedicated Principals at each school site who support teachers, kids, and the community
 - Parents are empowered to be involved
- 3. What are the issues a new superintendent should know about when coming to this position?** (This information is shared with the final candidates.)
- Balance the level of respect and value for classified employees in relation to certificated employees
 - Have a protocol for listening to all stakeholders
 - Understand political implications on the community/partners which impact students
 - High English Learner population creates a challenge
 - Lot of families have extensive challenges and needs (homelessness, food, and clothing)
 - Planning for development of Future Growth Area (new housing and new site, partnerships with developer, community input, and knowledge of facilities/traffic issues)
 - Transparency and communication with diverse community is critical
 - Migrant families need to be empowered to speak up and advocate
 - Complexity of homelessness impacts students and commits
 - Historical impact on community that is deeply rooted in racism and oppressive structures and institutions
 - Need to expand dual immersion programs and classes
 - Need to feel a sense of commitment and longevity in the Superintendent
 - Special education services have some challenges including a high turnover rate in leadership
 - Critical work of the labor management has historical context and funding that needs to be supported and evolved

4. What are the characteristics, attributes and skills the new superintendent should have to be successful in this position? (This information is shared with the final candidates.)

- Integrity, honesty, and trustworthy
- Personable
- Effective and genuine communication (i.e. body language, follow up on their commitments)
- Holds themselves accountable as well as others on a consistent basis (I.e. hiring practices: competent and effective teams)
- Strong and stands firm on decisions; comfortable in saying “no”
- Continue to foster and value positive relationship with CSEA
- Solid background in academics while having a balance of educational experiences
- Develop and maintain solid relationships with unions to support recruitment , hiring, and retention
- Communicate effectively with community and families beyond primary language but with relationships
- Be present, visibility, and active in community and schools
- Have strong relationships with community organizations, partners, and city leadership
- Strong, ethical leader that acts with integrity
- Being involved in the community
- Stable balance in working with governance team
- Strong leader who can stand on core beliefs and decisions
- Inclusive decision maker
- Reflective leader
- Multicultural, multilingual in Spanish/English
- Understand the diverse culture/community in Alisal
- Transparent and effective communicator
- Empathetic

Name of Stakeholder Group: California School Employees Association (CSEA) (3 people)

1. Tell us the good things about your community.

- People
- Families support students (i.e. walking them to/from school; extracurricular program, sports)
- 5 core values that are taught to children in collaboration with community
- Employees in other organizations like Rotary Club/Professional Athletes give back to students (i.e. community baseball clinic, backpacks, bikes for perfect attendance, scholarships)

2. Tell us the good things about your schools.

- Care about the whole child (i.e. all meals for kids, special needs)
- Department collaboration to fulfill needs of students
- Families in poverty are provided with Family Resource Centers to support immediate (i.e. housing, WIC, free bus passes, etc.)
- District partner with outside organizations to support students, families , and entire community (i.e. homeless)
- Safety measures taken to support classified staff and community

3. What issues should the Superintendent be aware of as he/she comes into the district?

- Need to hold all employees accountable
- Avoid political involvement
- Balance the level of respect and value for classified employees in relation to certificated employees
- Have a pulse on the culture of the classified staff and the impact
- Have a protocol for listening to all stakeholders

4. What skills, qualities, characteristics should the new Superintendent possess to be successful here?

- Integrity, honesty, and trustworthy
- Work with both classified and certificated employees effectively
- Personable
- Ethical (i.e. avoids favoritism)
- Effective and genuine communication (i.e. body language, follow up on their commitments)
- Holds themselves accountable as well as others on a consistent basis (i.e. hiring practices, competent and effective teams)
- Strong and stands firm on decisions; comfortable in saying “no”
- Reflective decision maker
- Work in collaboration with cabinet to build unity and capacity
- Be able to trust cabinet
- Continue to foster and value positive relationship with CSEA

Name of Stakeholder Group: Salinas Union High School District Superintendent (1 Person)

1. Tell us the good things about your community

- Resilient community who withstands shifts in economics, housing
- Quality of community stems from culture around working and playing
- Community discussions about building community to serve needs
- Cultural awareness exists where cultural differences are embraced

2. Tell us the good things about your schools.

- Exploring tech-ag pathways to provide certifications but no work in local area
- Committed group of educators that are committed to the whole child
- Growing academics through socio-emotional learning
- Resource centers serve families and community collaboration
- Student centered approach
- Use resources on activities beyond the school day (i.e. extra curricular activities)
- Feed students 3 meals a day regardless of income level
- Middle management/extended cabinet are very talented, committed, and calibrate work with SUHSD
- Solid core of board members who are committed to successful academic preparation for students

3. What issues should the Superintendent be aware of as he/she comes into the district?

- Understand the political implications on the community/parents which impact students (i.e. differing philosophies and experiences of Alisal and South Salinas communities)
- Balance focus on whole child and academic progress
- Community is mobile impacting student achievement (i.e. seasonal migrant work)
- High English Learner population creates a challenge
- Build upon strengths of governance team

4. What skills, qualities, characteristics should the new Superintendent possess to be successful here?

- Build strong relationship amongst governance teams
- Solid background in academics while having a balance of educational experiences including academics, business, facilities,
- Understand how to effectively support teachers
- Develop and maintain solid relationships with unions to support recruitment, hiring, retention
- Be motivational/inspirational
- Embed into culture before leading
- Communicate effectively with community and families beyond primary language but with relationships
- Innovative and future thinker that is relevant to current needs
- Ability to lead others who are responsible for different aspects of the work; be leader of the people
- High expectations for all
- Listen effectively
- Be present, visible, and active in community

Name of Stakeholder Group: Scott Davis, City Council-member, District 1 (1 person)

1. Tell us the good things about your community.

- Close knit community
- Welcoming community
- Family and community oriented
- Actively involved in schools and community
- Diversity within the community and city
- Cultural richness
- School and city partner on numerous projects to support the community
- Students involved in arts programs (i.e. lots of talent)
- Resource Center provides
- Community gives back to the community (i.e. donations of 100 turkeys during Thanksgiving)

2. Tell us the good things about your schools.

- Safety of community impacted by school culture and success (i.e. reading comprehension correlations with crime)
- Academic achievement increase
- Good relationships with city and school leadership

3. What issues should the Superintendent be aware of as he/she comes into the district?

- Lots of families have extensive challenges and needs (i.e. homelessness, food, clothing)
- Gang issues are a challenge although they have decreased a bit due to schools providing extracurricular activities, after school facilities,
- Some division amongst various community groups
- Planning for development of Future Growth Area (new housing and new site) (i.e. partnership with developer, community input, and knowledge of facilities/traffic issues is critical)

4. What skills, qualities, characteristics should the new Superintendent possess to be successful here?

- Have strong relationships with community organizations, partners, and city leadership (i.e. joint-use agreement should be considered for after school activities-soccer)
- Knowledge of community and family needs (i.e. farm workers, multiple families in one home)
- Having educator experience to effectively lead the work
- Flexible, creative, and thinks outside of the box

Name of Stakeholder Group: Mayor Joe Gunther (1 person)

1. Tell us the good things about your community.

- Represent strong portion of Salinas valley that provide large amount of food for country and work in service industry
- Community is strong and active (i.e. Relay for Life event)
- Hard working and extremely dedicated to making provision for families despite lack of income
- Building \$20 million soccer facilities
- Alisal community has great potential and is fairly diverse and united

2. Tell us the good things about your schools.

- Kids are coming out better educated and are aspiring to go to college
- Kids are empowered to support parent education
- Enrichment activities for students
- Provide school meals
- Teachers are excited about supporting students
- Employees give back to the community
- Youth violence has decreased due to extracurricular activities, outreach programs, and collaborative community partnerships (i.e. community alliance for safety and peace)
- Relationships are strong with district and city leadership
- Large ag-tech pathways for students evolving (i.e. welders, etc.)
- City funds First Tee program allows 4000 kids to utilize the golf course to support exposure to golf and academic opportunity; school district funds transportation for these students

3. What issues should the Superintendent be aware of as he/she comes into the district?

- Political obstacles
- Need for expansion of extracurricular/after school
- Lack of compensation for teachers/staff
- Declining enrollment due to seasonal work, increased cost of housing
- School fences create barriers to accessing schools on weekend

4. What skills, qualities, characteristics should the new Superintendent possess to be successful here?

- Integrated into the community
- Work collaboratively with teacher union
- Strong, ethical leader that acts with integrity
- Being involved in community partnerships (i.e. rotary)
- Have integrity and a moral compass
- Stable balance in working with governance team to define roles, build strong relationships, and gain effective and unified support from the board
- Strong leader who can stand on core beliefs and decisions

Name of Stakeholder Group: Building Healthy Communities (2 people)

1. Tell us the good things about your community.

- Cultural assets
- Large Latino culture and Oaxaca culture growing
- Humble
- Diversity brings rich culture
- Resiliency in the midst of economic challenges
- Community and youth leadership increasing
- Young population with children and protective of their well being
- Urgency for change in leadership
- Alisal Vibrancy Plan passed to address this
- Collaboration across community to fight historical inequities (i.e. south, east resource distribution-housing, health, crime)

2. Tell us the good things about your schools.

- Openness to partnership
- Parent empowerment to have a voice in decision making
- Family Resource Center
- Investment in whole child
- Great leadership in the district that is focused on hiring staff to directly work with the resource centers
- Focus on cultural sensitivity

3. What issues should the Superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- Transparency and communication with diverse community is critical (i.e. visibility, ownership of progress and challenges)

4. What skills, qualities, characteristics should the new Superintendent possess to be successful here?

- Inclusive decision maker who delegates to team as well as gain input from stakeholders
- Acknowledge others assets and empower to do the work
- Embrace issues/challenges as opportunities instead of viewing them as not possible
- Driven by community values
- Empathetic to the needs of the community and cultural backgrounds
- Leader that embraces the role beyond just superintendent in a larger scale impact on community (i.e. relationship with city and community partners)
- Has a stake in the community
- Risk taker
- Open to listen and bring back to district leadership to act upon
- Has the ability to make educational and community driven decisions with racial equity lens
- Reflective leader who focuses on their role and impact on internal and external aspects in education

Name of Stakeholder Group: Salinas Alisal Rotary (1 Person)

1. Tell us the good things about your community.

- Soccer complex being built and used for regional events
- Strength of sports programs (i.e. several students have signed with professional soccer teams)
- Alisal is the most densely populated urban area in the county
- Rise above the challenges of economic struggles
- Diverse population (I.e. Indigenous Mexican community-Oaxaca, Central American-Guatemala, Asian-Japanese, Korean)

2. Tell us the good things about your schools.

- School district works very hard to meet the needs of the students are impacted by seasonal work of their parents
- Work hard to communicate school district news and promote positive happenings
- Great teachers who are excited about their students (i.e. positive connections, distribute dictionaries to 3rd grades each year)

3. What issues should the Superintendent be aware of as he/she comes into the district?

- Migrant families need to be empowered to speak up and advocate for their kids and not be reluctant to deal with administration
- Complexity of homelessness impacts students and community (i.e. no effective space for homework, proper nutrition, multiple families in a household, ratio of income/rent, shortage of housing, high rent, large migrant population)
- Historical impact on community that is deeply rooted in racism and oppressive structures and institutions

4. What skills, qualities, characteristics should the new Superintendent possess to be successful here?

- Multicultural, multilingual (Spanish)
- Need to understand the diverse culture/community in Alisal.
- Highly visible and present at community and school events
- Transparent and effective in communication

Name of Stakeholder Group: Student Council (8 students)

1. Tell us the good things about your community.

- Safe
- Zumba dance class and swimming pools available
- Places to buy good food
- Caring and understanding
- Afterschool programs/sports keep kids active and stay out of trouble
- People aren't racist to each other
- Everyone has equal rights

2. Tell us the good things about your schools.

- Good programs like dance classes,
- Many activities in school like soccer
- Give chances for kids to be in leadership (i.e. student council); participate with other students and make decisions about fun activities for school
- Give chances to kids to do music and get instruments like drums, etc.
- Every adult is respectful to students
- Students help keep school clean (i.e. classes pick up trash)
- Students have second chance to take tests when they don't do well
- Have a good education where teachers help us learn
- Get to learn math; teachers make it fun and easy to understand
- Food is good most of time (i.e. breakfast, fried chicken, hot dogs, curly fries, mixed beans) but sometimes not (i.e. meat pizza, beans with potatoes)
- Students learned English in school but their home language is valued and supported

3. What issues should the Superintendent be aware of as he/she comes into the district?

- More trash and recycle cans at the schools
- Water filters needed because the water doesn't taste good
- More safety at schools (i.e. at recess, kids get hit but nothing is done by the campus supervisors, bullying, doors are open too much and strangers/ kids can come and go)
- More campus supervisors needed at lunch because there is too much noise
- Recess is too short in the morning; not enough time to finish eating
- Need a new playground for older students (i.e. monkey bars too low)
- Some playground equipment is dangerous (i.e. spinning/spaghetti equipment)
- Need more supervision at the restrooms since some kids in restroom play around (i.e. feminine products, wet toilet paper, urinate on the floor)
- When kids line up in the morning, some kids play around with balls hitting other kids
- Need more bilingual classes
- Should have a class to prepare students in January for middle school

4. What skills, qualities, characteristics should the new Superintendent possess to be successful here?

- Allow students to use cell phones at school (ie. In case of emergency if parents need to reach them)
- Nice person
- Strict but not mean
- Respectful and not let kids use profanity on the playground
- Likes sports and will bring more sports programs like the high schools
- Fair with students

- Be seen at the schools
- Allow students to have pools at the school

Name of Stakeholder Group: Parent Teacher Organization/School Site Council Parents (8 people)

1. Tell us the good things about your community.

- Strength based community (i.e. cultural diversity is valued and not viewed as a barrier)
- Resilience despite issues/challenges
- Farm worker community brings more challenges around inclusion and empowerment of voice (i.e. language barriers)
- Generational legacy and loyalty exists where families stay and raise families in the community or leave for college/work and return
- Hard workers

2. Tell us the good things about your schools.

- Extensive resources that are available (i.e. Resource Centers)
- Whole child focus (i.e. MTSS)
- Model district for other districts (i.e. Resource Center, Counseling, ESL classes)
- Home language is valued in schools
- Four sports programs exist which builds a sense of community

3. What issues should the Superintendent be aware of as he/she comes into the district?

- Should focus on bridging language gaps by supporting the teaching of Spanish to English only students; Spanish speakers need more support in reading and writing (difficult for kids to access at school; need to expand dual immersion programs)
- Openness to ideas that are brought by parents (i.e. forums for parents to be heard; open door policy, LCAP stakeholder forums)
- Commitment/longevity in the Superintendent position is desired
- Special education services have some challenges (i.e. early identification, large class sizes, no aids in classes)
- ELD instruction brings challenges (i.e. no bilingual aids, large number of students, funding source)
- Socio-emotional support for ELLs and students with special needs
- Unclear understanding by parents in the use of funds for special education, bilingual education
- Bullying is a real concern, need a comprehensive plan to address it
- Need a better communication and calibration amongst all schools (i.e. schools have inconsistent programs and practices by teachers; differences based on demographics)
- Teachers not aware nor have resources to be effective for students with special needs
- Need to expand sports programs

4. What skills, qualities, characteristics should the new Superintendent possess to be successful here?

- Commitment/longevity in the Superintendent position is desired
- Unifier based on diverse needs of each school (not a one size fits all approach)
- Flexible thinker
- Understand and be passionate about the needs of students with special needs
- Align school programs across the district (i.e. all kids deserve similar program)
- Empathetic and cares
- Understand and embrace rich culture that exists

- Understand needs of migrant families (i.e. need to move based on seasonal work)
- Prioritize socio-emotional support
- Supportive of teacher needs (i.e. hear their voices, provide them with training and resources)
- Supportive of parents (ie. hear their voice)
- Good/effective communication skills (oral, written, digital) and reach diverse community stakeholders (prefer they speak Spanish)
- Have an open door policy and listen to stakeholders
- Understand the culture of the community, specifically the migrant area
- Build relationships with community, partners
- Be present, active, and available in school and community
- Smiles, enjoys job, and communicates with authentic body language

Name of Stakeholder Group: Open Forum: Community/Parents at Large (18 people)

1. Tell us the good things about your community.

- Hard working community to provide for children
- Unite
- Rich culture
- Pride in schools and community where many leave and return
- Parents are involved and support the community

2. Tell us the good things about your schools.

- Employees have good intentions and have best students interests at heart
- District supports parents
- Support our students dreams and goals
- Support parents dreams through supporting kids dreams
- My kids have benefited from being in the school district
- All students have access to laptops
- Good number of teachers have grown up in the community and returned
- Majority of teachers are excellent teachers which benefit our kids; they go above and beyond
- Teachers communicate effectively with kids
- LCAP stakeholder meetings provide opportunity for parents to be included and heard by the district
- Parents are ready to do whatever it takes to support
- District provides opportunities for professional growth; parents serve as leaders, mentors around parenting techniques and literacy support (trainer of trainer model)
- Culture is honored and valued through activities like Sports, Folklorico, music-marching band/drums, dance; provide opportunities for students and parents; prepares students for future opportunities
- Resource Centers support students and families

3. What issues should the superintendent be aware of as he/she comes into the district?

- Many parents fear immigration issues and superintendent needs to understand the emotional stress and impact on families; struggle to support kids in learning English
- Most of the students speak Spanish which create challenges in farm worker community that is impacted by poverty and lack of resources/support in learning English (district needs to provide teachers with more resources to teachers ELD; bilingual aids)

- Superintendent not always available for parents who desire to be heard; parents have to go through many processes to reach the Superintendent
- Lack of understanding of parent education (i.e. Resource Center)
- Teachers have challenges in teaching classes more than 24 students; need received to support emotional challenges for students
- Challenges across the state, city with bilingual education (i.e. various ELLs status presents challenges; students can't translate between languages)
- Dual immersion program not available at all schools
- Parents need community/parent liaison to bridge gap in support
- Working community struggle with being involved and accessing the school district

4. What skills, qualities, characteristics should the new superintendent possess to be successful here?

- Be accessible to parents
- Have an effective protocol for listening to ideas from parents
- Develop plans in collaboration with parents
- Be bilingual; prefer they speak Spanish
- Motivate teachers
- Value parent involvement
- Support teachers and parents for student success
- Open door policy
- Need to outreach to families that don't feel empowered to share issues
- Cultural competence
- Understand culture of migrant community
- Love their job and connect to kids
- Goals developed in collaboration with parents
- Understand resources available to the district (i.e. teacher pipeline recruitment with local college)
- Open mind
- Leader in community beyond the position of superintendent
- High expectations/standards of students with vision for future success/potential
- Committed/longevity (consider paying higher wage as the kids are worth it)
- Transparent with families
- Prioritize socio-emotional state of students (i.e. more counselors in schools)
- Authentically allocate resources while understanding needs and challenges of community (i.e. housing prices)
- Financially accountable for oversight of budget
- Communicate effectively to parents in a variety of ways to bridge the gap

Name of Stakeholder Group: District Office Clerks and Secretaries (13 people)

1. Tell us the good things about your community.

- Hard working parents and strive to get the kids to school daily
- Want what's best for their kids
- Diversity in Hispanic community (from different parts of Mexico and South America)
- Come together when adversity exists (i.e. impact violence)
- Slowly improving the image of Salinas through a unified community (i.e. media often highlights negative, insurance prices are higher in certain areas based on image, east vs. other parts)

2. Tell us the good things about your schools.

- Students are willing to achieve and take advantage of resources given to them
- Family Resource Centers offer lots of resources for families in need (ie. housing, clothing, transportation) and are accessible around the district
- Great facilities for students
- Site/district leadership were former students and understand the community and family needs
- Managers are open and ready to learn and get good professional learning
- Lots of supports for student behavior and needs (i.e. counselors)
- Parenting classes year round
- Technology focus allows students to access one-to-one with chromebooks
- Looking at full day kindergarten
- After school programs
- Moving towards every teacher/admin being Google certified
- Employees are hard working

3. What issues should the Superintendent be aware of as he/she comes into the district?

- District is growing (i.e. modernization and new construction in the works)
- Need to include classified in Google certified
- ELA gets a lot of attention but math needs more to get more
- Special education turnover in leadership and qualified staff/teachers; students with special needs don't have recourse and space at sites (not embraced, seen as a problem)
- HR role in hiring of special education staff (i.e. challenge in retaining staff-sponsor with VISAs)
- Need to consider comparable pay for teachers to recruit and retain qualified teachers
- Challenges with retaining qualified employees across the board
- Challenges exist with revolving of staff/teachers who are not qualified and are ineffective with students (i.e. progressive discipline process for staff doesn't seem to be effective where they aren't released but are transferred to different sites)
- Need to align all departments with a common vision and create a unified team to build moral

4. What skills, qualities, characteristics should the new Superintendent possess to be successful here?

- Don't have to live here but needs to be involved with community
- Support classified employees through being visible and listening to them
- Balance of education and finance experience
- Be visible in schools and community
- Be accessible and approachable for all classified and certificated
- Open door policy to allow employees to address issues
- Build relationships and know all employees
- Understand the issues and needs of special education (i.e. hiring and retention of qualified staff, students identified with special education needs is increasing)
- Need to be experienced in improving instruction for increasing student achievement (i.e. instructional leadership capacity for principals to support teachers in the classroom)
- Ethical and moral compass
- Strong character who stands firm on decisions in the midst of pressure through staying focused on students
- Fair and consistent
- Doesn't have to have a doctorate degree

- Integrity
- Build strong relationships with city leadership and partners to support graduate preparation and opportunities; bring jobs and industry to Salinas
- Continue to build capacity of the Whole Child division and consider relocating the division due to poor conditions for learning
- Build collaborative teams across departments
- Be innovative, proactive, and a visionary for future of district
- Be focused and prioritize the work of district
- Committed/longevity

Name of Stakeholder Group: Principals (10 people)

1. Tell us the good things about your community.

- Stable where students have kids and stay in community
- Staff/leaders have gone through the schools and come back to work
- Parents are involved and empowered to give voice
- Parents are looking for stability across the district
- Advocacy groups in Alisal area (i.e. partnerships with non-profits, agencies)
- Desire to give back to the community
- Community entrusts the schools to educate their kids
- Cross section of socio-economics with a common mindset to get ahead for families (i.e. farm workers, poverty, skilled)
- Local partnerships with community college/university
- Opportunities provided to current leaders who have moved from farm worker to advanced roles which enables them to see themselves in the kids
- Soccer and sports are a big part of the community (i.e. soccer complex, softball, basketball travel clubs, youth football)
- City is developing in numerous ways economically and culturally (unity is evolving)

2. Tell us the good things about your schools.

- 12 schools creates a small and close knit school community
- Schools are integral part of the community
- School and community partnership is critical
- Pride in students is a unified focus
- Parent engagement is a focus and is evolving (i.e. parent workshops)
- Unique in that most administrators have gone through the school system as students and staff
- Schools are an extension of the family where all take care of each other
- Schools represent a great resource for families and whole child (i.e family resource centers which are open to all families and community members, weekend programs, dance, sports, and academic programs)
- Focus on teaching and learning have evolved (i.e. site teams, PLC, GLT system in place for effective collaboration time, ed-tech team, quality level of professional development for leadership, all students have devised, instructional coaches for each site and district level TOSAs, counselors at each site)
- Dedicated principals who stay and are committed to the work which is heavily influenced by their experience as former students
- Principals have autonomy and are innovative and in tune to meeting needs of kids beyond district initiatives
- Committed to bilingual education/dual immersion programs

- Whole Child initiative creates a focus on socio-emotional needs (i.e counselors at each site, MTSS, resource center)

3. What issues should the Superintendent be aware of as he/she comes into the district?

- Special education program has had high turnover creating inconsistent and inefficient support for students with special needs; role of each staff member in the process for SST and 504
- Issues of privilege for some students and parents
- Lack of cohesive movement of work where people are working in silos at the district
- Lack clear direction for all leaders causing unsafe culture
- Site leaders are pulled off of campus often which impacts serving the site
- Small district/community creates challenges in confidentiality and relationships

4. What skills, qualities, characteristics should the new Superintendent possess to be successful here?

- Visionary who articulates and implements vision in collaboration with all stakeholders
- Clear plan to collaborate with site leaders to maximize time when meeting with site leaders
- Create a culture where it is safe for leaders to speak their truth
- Instructional leaders
- Humor
- Great relationships with site leaders
- Consistent communication with site leaders
- In tune with the pulse
- Charismatic leader
- Understand the community and the people who they are working for
- Student centered decision maker
- Skilled in negotiations through positive relationships with unions
- Be direct and stand on decisions under pressure
- Well rounded with a balance of skills around various educational issues
- Able to navigate the board governance process and have clear roles and positive relationships with Board members
- Team leader that brings people together

Name of Stakeholder Group: League of United Latin American Citizens (LULAC) (2 people)

1. Tell us the good things about your community.

- Great people who are used as resources
- Lots of advocacy groups (LULAC, 5 different Rotary groups)
- Solution orientated
- Great local leadership who are willing to communicate; open for meetings
- Vibrancy plans/funding to support community growth, however, differs for some parts of the community (i.e. Alisal)
- Provide food through agriculture
- History of advocacy

2. Tell us the good things about your schools.

- Family resource centers led by amazing leader (goes above and beyond for Alisal area)
- Alisal High School graduation rate is high and has leadership that is active in community advocacy
- Whole Child initiative
- Lots of parent resources

- All high schools have wellness centers which align with philosophy of Alisal School District
- Cultural programs are powerful where all cultures are celebrated
- Strong principals who are willing to address issues

3. What issues should the Superintendent be aware of as he/she comes into the district?

- English Learner program present challenges where some students are not served well based on first language and family experiences (i.e. reclassification process, differentiation of ELD, funding, parent rights and accessibility to opt out of program)
- Accessibility of superintendent to hear concerns about district
- Issues aren't addressed in a timely manner and are not followed up on

4. What skills, qualities, characteristics should the new Superintendent possess to be successful here?

- Relationships and effective communication with advocacy groups is critical
- Honesty
- Be clear about decisions and follow through on them
- Engage with all stakeholders
- Visible and accessible to all stakeholders
- Bilingual and be able to communicate in Spanish

Name of Stakeholder Group: Directors (13 people)

1. Tell us the good things about your community.

- Humble and family oriented who support children at school events
- Families are proud of children
- Families respect leadership in school community and desire for their students to respect their school process
- Beautiful place; huge town but small city
- Small town mentality
- Parents have a vested interest in schools and see the school as a leadership role in the community
- Politicians have vested interested
- More good than bad; negative narrative in media isn't reality (i.e. violence, vandalism); huge success stories come out of all school levels
- Lots of employees have come through the district as students and see the students as themselves and the future of the community
- Community and school are closely connected
- Ag community and regional leader in technology which is supported by families
- Parents consistently rise above the expectations of our leaders (i.e. virtually all technology returned after summer by families speaks to value and respect of schools by parents)
- High level of resilience in the midst of adversity factors

2. Tell us the good things about your schools.

- District staff looks like the community
- Schools are safe
- Students have a sense of belonging and are known by name
- High expectations for students
- Extensive support for students and families in needs (ie. Family Resource Center)
- District staff are on site often to support
- Kids have access to great, clean, and well maintained facilities (community respects this and contributes to this in collaboration with district staff)

- District recognizes and values the students the community and ensure that students get what they need regardless of income and race
- Only District in the county/area who sends device home daily
- Well trained staff in technology education (i.e. Google certified teachers and ongoing professional development to ensure up to date capacity building in ed tech)
- Sense of pride in schools from district/site staff being the core of the community
- Innovation and cutting edge strategies and activities have been brought to the district
- District instructional leadership team including teacher, admin, coaches, and counselors helps calibrate and guide work at site and grade level
- Use key LCAP goals to drive professional learning and align the work
- All schools have an instructional coach
- TOSAs used to facilitate professional development and provide support in key focus areas (ed tech, math, migrant EL, Sp Ed, Early Learning)
- Most employees went to the schools and live in the community and understand the needs of the community
- Upward movement on indicators on the California dashboard and improvement for ELLs is twice as high than surrounding districts
- Students are well fed (4-5 times a day and during the summer)
- Staff is resilient and persistent in getting the job done

3. What issues should the Superintendent be aware of as he/she comes into the district?

- Communication to district staff needs to be effective and efficient
- Challenges exist with growing enrollment
- Revolving door of administrators within special education department creating lack of structures and procedures at local and state level
- Lack of longevity of management who are not from the community causing concern about vested interest
- Needs of the community require consistent leadership
- Reactive vs. proactive approach by leadership in midst of lack of communication and cohesive vision
- Although most staff are from the community, there is value to outside perspective due to entrenched history ways of the community
- Challenges exist with high unduplicated count as the needs are extensive and diverse
- Teacher turnover and shortage in general and special ed settings
- Capacity building of site/district leadership through professional learning is needed to minimize litigation and mishaps
- Self care and support is needed for staff in the midst of supporting students with extensive needs
- Need comprehensive instructional plan that is understood by all leaders (i.e. master calendar and instructional plan to create cohesiveness and alignment of work)
- Administration is a thankless job and acknowledgement and support is needed

4. What skills, qualities, characteristics should the new Superintendent possess to be successful here?

- Have a deep understanding and awareness of the unique needs of Alisal
- Understand the community; have the heart of the community
- Have extensive experience with effectively supporting English Learners and unduplicated students
- Have experience in all aspects of education
- Values and supports the commitment of administration and leadership team
- Has direct relationship with directors

- Is willing to learn about the community prior to making major decisions
- Authentic presence and engagement in all aspects of the schools, district, and community (i.e. sports)
- Accessibility to all stakeholders
- Effective communicator with stakeholders
- Politically savvy and embraces local community groups (i.e. city council, cultural groups, advocacy groups, and agencies; Superintendent role is a community leader beyond district leader)
- Celebrates student success

Name of Stakeholder Group: Alisal Labor Management Association/Alisal Teacher Associate (ALMA/ATA) (5 people)

1. Tell us the good things about your community.

- Employees identify with community experiences and desire to give back
- Employees embrace the challenges of working in the community but desire to make an impact
- People are very resilient despite the challenges (i.e. housing with multiple families)
- Families value schools and ensure that their students attend
- Innovative and committed to supporting students (i.e. adept tool used to support ELLs)
- People rally behind each other when challenges exist (i.e. housing)
- Value and embrace culture (i.e. home language)

2. Tell us the good things about your schools.

- Site leadership who love students, supportive of teachers, and cares for the community
- Parents are welcomed, empowered, and involved (i.e. speaking home language of Spanish, attend events, leadership roles available)
- Opportunities for extracurricular activities that are culturally relevant and student centered (i.e. drum line, Folklorico, Sports)
- District sponsors its own sports for grades 3-6 (free of charge)
- Kids are happy at school
- Schools are safe for students
- Schools host literacy nights that are well attended
- District values students' needs and provides resources for them (i.e. three Family Resource Centers)
- Site leadership is inspiring to teachers and creates a community which enables the will to grow professional
- Whole Child initiative is supported by district leadership and board
- Lead the county in ed-tech efforts
- Collaborate with local college
- Foundation acknowledges district educators

3. What issues should the Superintendent be aware of as he/she comes into the district?

- Trust and communication with all stakeholders, specifically the unions
- Critical work of the labor management has historical context and funding that needs to be supported and evolved (i.e. attending the custodian meetings, visit all schools, meet with reps regularly)
- Lack of transparency and honest communication
- Favoritism exists within staff (i.e. appointments, interview process)

- In prioritization of student achievement, needs to include multiple perspectives (i.e. development of instructional leadership teams, roles of staff, diverse representation, Democratic process)
- Accountability through the evaluation system isn't consistent and effective

4. What skills, qualities, characteristics should the new superintendent possess to be successful here?

- Communicate and make tough decisions in the midst of pressure
- Data is used to authentically drive student achievement efforts with high standards as the ultimate goals
- Lead with conviction and stand on core values
- Models ethical values
- Honest
- Transparent and fair
- Challenge staff with respect and high expectations through strong relationships
- Find strengths in staff and build upon them
- Follow through and execute in decision making
- Inspire people and bring them along to be a part of a shared decision making process
- Unite all schools, employees, and stakeholders to dismantle any perceived or real barriers that exist with positional differences
- Listen more than talk
- Value all perspectives
- Be present and visible
- Be accessible and approachable
- Make informed decisions through listening to multiple perspectives
- Open minded
- Be reflective and practice calmness in the midst of conflict without personalizing it
- Be experienced and/or understand the the role of superintendent (i.e. understand all aspects of education and challenges that come with the job)
- Authentic engagement in schools and community activities
- Have a systemic approach to addressing issues

Survey Monkey Results for Alisal Union School District

November 2019

*(NOTE—these responses have not been edited,
they are printed as entered by the stakeholders)*

123 Responses

Administrators

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Values education and technology
- This community has many caring and giving people.
- Our community is predominantly Spanish speaking. Our community is also very close knit and has a large number of agriculturally employed families.
- This community has some of the best parents if you tap into creating a relationship with them. We have amazing resources, including the Alisal Family Resource Center, to help our neediest families. Many of the parents appreciate communication regarding how their children are doing in school, and will try their best to provide support at home.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- They're physically safe and technology rich
- Our staff are caring, wonderful adults who care about our students and community. They work hard to help each and every one of our scholars. We have many organizations that we are connected to to help our families. We work together for the betterment of the students and community. We have PBIS, Family Resource Centers, First 5, Sports programs, Before School, After School and Summer School Programs, interventions for students who needs more assistance, school counselors, psychologist and MCBH workers here for our students. Our admin. and coach are here to help and support our teachers. We have professional development for our staff to keep learning on-going. We work cohesively and collaboratively to make our school a pleasant and inviting environment for all.
- Our schools have caring teachers that focus on equity for all students. Schools have dedicated administrators. All schools have a socio-emotional counselor to serve our students. Our schools have Grade Release Teams that allow our teachers to collaborate and focus on student achievement every 5 weeks approximately.
- Our schools have incredible, resilient students who live in a hard area. These students have dreams and aspirations, and with the help of consistent, high expectations, modeling to follow, and love, these students have the ability to make their future dreams come true.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- Over dependence on consultants and curriculum which keeps full understanding of the standards low. Low mathematical ability of teachers and admin vis-a-vis the CCSS math standards and 8 mathematical practices. Low accountability across the board.
- Candidates should know that the Alisal District has many who have been here for many years. Many of our principals, Assistant principals, and directors worked here as teachers. We are a close nit community of workers. We are proud of our community and our district.
- Half of our 12 principals have less than 3 years of experience as principals. The other half have from 5 to 20 years of experience. We have a special education department that is in need of attention in regards to communication/protocols and consistency. Board member responsibilities need to be clarified. There is a contentious relationship between assistant superintendents that needs addressing. In the opinion of this observer (Me) Trust, collaboration and teamwork is not evident on the part of the Whole Child Department Assistant Superintendent.
- We do not have a Director of Special Education, and the psychologists are spread very thin and are feeling overworked.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- Interested in and understand the value of technology and the google for education tools for both professional and pedagogical purposes. Alisal is currently the leader in Monterey county, but we could be doing so much more.
- Our new superintendent should be someone who can run a business, know budgets, be flexible, visible, open and honest. She/he should be one who visits all schools, not just certain schools. Should know the community. One who knows the importance of having admin at the sites not at continuous meetings. Someone who has a vision, mission, and can see the big picture, but yet zoom in to see the individual needs. Someone who is willing to stay, not just here to improve their resume. Someone who is willing to
- A listener. Someone with excellent counseling, communication and people skills. A collaborative person. a superintendent that has humor. A visionary that is able to formulate a vision and implement it. A superintendent that is astute in working with our unions. Preferably a superintendent that is familiar with our district and community and lives in our community.
- The new Superintendent should be a person of resiliency, transparent communication, and positivity. She or he should be open to visiting each school site often, and being visible. This person will hopefully support the ALMA initiative that has been started and invested in with time and money. He or she will possess the skills needed to help all Assistant Superintendents and Directors to communicate across departments clearly, respectfully, and develop strategies that will benefit student learning.

Classified Staff

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Good food! Family gatherings! Parents' endless love for their children, and always looking a way to provide the best they can. Resourceful. When somebody needs help, neighbors or friends help. Families consider schools, churches, and library a safe place to attend or gather. Creative. Despite of the fear parents may feel, they do whatever they can to provide a safe environment to their children and do not stop their routines. A parent continu
- We are full of culture and we are open to learning to better ourselves.
- The Alisal is a vibrant, enterprising community that cares deeply about it's children, seniors, and families, and has rich cultural and family values.
- Our school community is like any other community, we have parents that invest a lot of time in our school. We have parents that cannot always make it but will make some time for certain events and we have a few parents that we rarely see. Our staff is very supportive from teachers to custodians to campus supervisors and of course administration.
- The community is bilingual, English and Spanish speakers. The students have a background from Mexico and Central America countries.
- The community is rich in culture and maintaining traditions.
- Our community consist of hard working parents that want the best education for their children.
- Our community does it best provide necessary materials to students to enable their learning experience. It could be from backpacks with school supplies to dictionaries.
- The Alisal Union School District community is very positive, hardworking, and does everything in their power to help keep the students nourished by providing healthy and free meals daily.
- Our community is like a family, always attentive to what occurs, family oriented, appreciative of anything even if the detail is small. The community is very supportive when it comes to their children a
- Salinas cares! We are a community who cares for, supports, helps, and encourages one another for the good of the community. We are a city who values people and their commitment to our city.
- I don't live in salinas, but I have worked in the district for the past 13 years. what I love about this community is that the community supports the east side of Salinas as it is labeled. they want all students to succeed and the students do return and give back to the community. Alisal and Alisal High School seem to have alot of community members that give back and support each other.
- Close knit community. Families now each other.
- the solidarity and humility of the people from east Salinas.
- We have alot of need in the community but we also have alot of wonderful students and families. There is still room for improvement and look forward to new eyes in our district to see where things could be improved and made better.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Schools provide free breakfast and lunches to children. There are after school programs which helps the children to do homework and stay safe while their parents are still working. There are parent specialists who help families to connect services.
- They are always looking for improvement.
- Our schools are safe, welcoming places for the entire community.
- Our school is a beautiful school with a great campus that includes a soccer and baseball field. We have the necessary parking and our school traffic areas are well marked.
- We are a diverse community, rich in culture.

- The schools are focusing on the whole child and taking on the RTI approach to target students in need of individual assistance.
- The good thing about our schools are the students, staff & parents. We have AFRC's that help support the community and students. There is a coach in every school to help the whole child concept. The AUSD School District has a Whole Child Division.
- I am impressed with the Music enrichment classes our students have been able to participate in and also perform statewide. This opportunity builds their confidence and self worth.
- During the times I visited the school sites during my supper site reviews, I witnessed teachers, supervisors and the cafeteria staff interacting very well with the students and encouraging them to make positive and beneficial choices.
- The schools have a strong motivation to support our students within sports, academic- such as the after school program, extra curricular activities, and counseling. These services and support is what defines our schools and the district itself.
- Our schools are communities within our city. This community is full of dedicated, faithful, professional people who are committed to caring for and supporting the children, their parents and each other for the future success of everyone in our community. It's a great place to work in and be a part of a community full of such a diverse, talented, gifted, and caring people.
- I think our school district's negative politics has changed drastically for the better. That helps the setting of the district culture.
- Very humble respectful parents and students. Hard working families.
- The best of our schools are the same students and parents who each day strive to give their children a better life.
- Alisal is a great place to work. We have a lot of great schools with exceptional staff and great kids. A lot of great people working for the students and to make it a great place for kids to go to school and become better people.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- There is fear and worry among families when Immigration or gangs are around. Safety concerns with vandalism at the schools. There is a huge need for mental health professionals to deal with bullying, depression after a parent has been deported or killed or out of the house, etc. We also need more communication among school departments and staff. We also need an honest superintendent.
- I feel that we are not united as a district. We need to put our students first.
- The superintendent needs to adhere to high ethical standards, avoid the appearance of favoritism towards certain employees. Be fair, and make informed decisions.
- I do not feel we have huge issues at our district I just feel we have different challenges that require a lot of support from employees, parents, community and students. If we face those challenges and actually work together to meet them we would be more successful.
- Students' levels compared to California or USA students.
- Math scores need to be improved and Math Score reports need to be presented to the Board of Trustees through out the year not just at the end of the year. There should be Math updates/reports to the Board of Trustees often through out the year. Math scores should be compared through out the US and not just through out Monterey County. It appears the current Math Program is not being used to its potential. More Consultants from the current Math Program/System need to be hired in order to help teachers have their students improve in Math. Most (3) graders should know their multiplication tables by the end of 3rd Grade. Student attendance is a key factor for students having a successful Math knowledge. Student

attendance should be one of the high priorities of the new Superintendent. The current attendance is good but there is room for improvement. Math has not been given the same high status as Language Arts.

- Since a lot of employees or staff are local we support the students but there are a group of employees that are difficult to please. Don't be alarmed or swayed to please them. Use your creativity in working with difficult employees.
- Ongoing issues with the Nutritional Services department would be constant long-period absences and many departments being very short staffed/little to no substitutes.
- The superintendent should be aware of that homelessness, poverty, language barrier and housing issues that exist amongst our community. One that's been consistent and alarming is the immigration situation and students worrying about what may occur.
- One area of improvement that's necessary and needed is effective communication. Communicating with and seeking the input and advice of others is key to solving every issue that arises. Another area of improvement needed is showing in tangible ways the staff is valued, needed, necessary, and thanked for their commitment to their job, their duties, and our school community.
- communication is key.
- Most students come from agriculture working families. Low education and little help at home with academic help.
- That many of the professionals in our schools lack empathy, that many forget the reality of the people of east Salinas. There is also a group that is passionate about their work and enjoys helping the community. That the bond between parents and educators should be strengthened. And that our students beyond the content by class, need understanding and empathy. That in order for a community to grow and strengthen, people who love their work are needed.
- Being able to recruit good candidates to work in our school district. We have a lot of vacancies that need to be filled by credentialed staff and that needs to be one of the priorities that needs to be addressed

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- He or she needs to remember that he or she works with not only administrative staff, certified or classified staff; but he or she needs to remember that parents and specially the students need to know who their superintendent is. What I mean is that the new superintendent need to meet and socialize with the children and their parents to know/ask how they are doing because sometimes the connection between the families and the superintendent is lost or nonexistent.
- A problem solver, someone who does play by the rules and enforces them. Also to understand our school's culture .
- Openminded, approachable, excellent communicator (English and Spanish), former superintendent or Asst./Assoc. Superintendent experience, computer literate, culturally proficient
- A team player, someone that is willing to work with different personalities and opinions to reach an agreement that on the long run will benefit students without giving up.
- Be bilingual or multilingual, English, Spanish and Tagalog. Respectful to several communities. Friendly and willing to speak to parents and staff. Knowledgeable about USA education.
- Culturally competent Empathetic Critical thinking Open-minded
- The new Superintendent should have leadership skills that can handle stressful situations and be able to handle an ADA of almost 9,000 which would include Pre-Sch students. The new Superintendent should be able to communicate with everyone and especially with the School Site Principals and let them know of issues and goals they should have in order that the students learn to their potential. Also, the new Superintendent should be able to work with the Teacher's Union and Classified Employee Union. The new Superintendent should lead by example. The new Superintendent should have knowledge of

Budgets, Programs and Facility Construction Process. The new Superintendent should support the Full-Day Kindergarten Program in which the Kindergarten students would attend the same number of minutes as the 1st graders. The new Superintendent should also have the Pre-Sch. Program be a learning lab to make the transition to Kindergarten successful. The new Superintendent does not have to live in the District area to be successful and does not have to have a Phd., teaching credential or be Bilingual to be an effective Superintendent at our School District. We have (2) Facilities that will be re-constructed and potentially a new school built in the next (2) years the Superintendent should be supportive of the building construction needs of the District that the Board of Trustees has put in place and will support in the near future.

- Have an open door policy and hear both sides of the story in order to make uniform decisions. Keep focus on TEAM efforts and it takes everyone's input, ideas, suggestions to reach each student at a time.
- I was very impressed with previous Superintendent, Dr. Rico. He always displayed a very outgoing and positive attitude, did everything in his power to help the community and every year wanted to improve the district by providing new programs or continue programs that benefit the whole child.
- Patient, understanding, cooperative, enthusiasm, culturally sensitive, demonstrate equity or be equitable, comprehensive, constructive,
- Our Superintendent should have integrity, maintain professionalism, be a great communicator, and problem solve with ease. Our actions affect other people whether they are good or bad and being compassionate towards our community members is a must. When we are in the presence of others we leave them with memories. Our Superintendent should be dedicated to building up and motivating everyone in our school community and represent our schools and community well.
- The new superintendent should have leadership skills, able to make decisions and not easily influenced. They should treat everyone the same no matter who they are. Friendly and communicates well. Bilingual candidate. NOT retired, no consultant we need someone who is dedicated and willing to be part of Alisal for the right reasons. Hold people accountable to improve our management of schools. If it is an inhouse candidate they should not have preferential treatment and be professional as the position demands.
- New Superintendent should possess the following:
 1. Ability to handle high volume of Paperwork.
 2. Budget wisely to ensure a payday.
 3. Work hard to improve our student's test scores to a Nation Wide Level not just compare to Monterey County (especially Math). Bring Math to the level of importance as Language Arts.
 4. Have no hidden agenda's
 5. New Supt. needs to be focused on AUSD and Not obtain or have a second job.
 5. Needs to Lead by example.
 6. New Supt. should have student's attendance as a priority. The new Superintendent should have Principal's follow up immediately on chronic absences or absences that exceed (3) days or more when student becomes truant and have Principal's report to the new Superintendent chronic absences.
- Work experience with ELL students. Preferably employed as classified and certificate positions. Outside of the district with no bias or ties to employees in the district or members of the board.
- Bilingual, preferably female, due to lack of women in important positions. Listen to the voice of the community, to ensure the safety of our children inside and outside the schools. Transparent and enthusiastic. Empathic and that knows the needs of our community.
- Transparency and getting out to the schools so that staff is accessible to you. Get out to the community and meet our families. Really get to the all aspects of this wonderful school district. Integrity and honesty. But most of the joy of the job!! Really be committed to this community and children of this school district. Be a people person and get out there and visit the schools and departments and not just once or twice a year.

Community Members

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- I love my community of Alisal. Alisal is a special District where parents and students are thriving in their pursuit of the American dream. They are bilingual for the most part and the Hispanic culture is alive.
- hard working and caring people.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Our students are resilient and hard working and if given the opportunity and the proper resources they will do well in the future.
- lots of support and great leadership in the schools

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- The District's Human Resources Department is in need of a total make over. Their treatment of employees and their obvious discrimination towards some members of the community and teachers leaves much to be desired.
- Socioeconomic issues, Need for parental support in education, great opportunities to drive better education models focused on fun learning for the students, rather than crazy state focused testing.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- A superintendent needs to be approachable, a people person. Ideally bilingual.
- Speaks both Languages, Has a history of leadership at super level, Disadvantage economic background would be helpful, Local would last longer.

Parents

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Vibrant diversity. Hard working families.
- We are family oriented, hard working and culturally proud.
- My community is a good place to raise children.
- Salinas, California, promotes itself as the "Salad Bowl of the World" as tribute to the area's huge agriculture business that produces lettuce, tomatoes, peppers, strawberries, broccoli, grapes for wine, and flowers. John Steinbeck, was born and raised here. The area has named libraries, museums and festivals after him, and locals happily welcome tourists who come seeking the Steinbeck connection.
- This is a hispanic community we like to practice our traditions and we live in a community where both the city and the Alisal School District encourage us to practice them.
- Parents work hard and care about their kids and the community. There is quite a bit of growth planned for the city.
- I love our community we have hard working parents who want the best for the children.
- Bilingual
- There aren't really any I can think of off the top of my head
- Neighbor hood watch is great. Neighbors on look out for each other on suspicious activity.
- We are a small united community with big expectations for the well being of our students.
- Our community is not perfect but people in it are trying.
- We are dedicated hardworking blue collar people with integrity, collaborative, and persevering. We maybe economically challenged but we are rooted in tradition and sense of self reliance. We are entrepreneurs, risk takers, of immigrant descent who will power the economy through the next recession. We are community oriented with strong emphasis to see our kids succeed through education.
- Our community fosters love, compassion, resilience, grows strong individuals.
- no good thing
- My community is family focused, united and culturally diverse.
- Hardworking Creative
- Unique community. With different backgrounds and experiences that want the best possible public education for our children.
- My own children attended a school in Alisal (K-6) and were exposed to great things.
- Hispanic community. Parent work hard to support their families
- - close-knit - family oriented - great community services available to all families
- Working and friendly community. Neighbors willing to help neighbors
- We get together and celebrate our culture. We are mostly bilingual and respected the diversity in our community.
- Wanting excellence from our student populations in terms of education
- Most households have agriculture, and service industry jobs. Also, most households have multiple families.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Even though a lot of us come from underprivileged backgrounds, we love our children and show up to their performances. AR reading is pushed in a good way. I love the use of technology and easy communication with staff even if it's currently under ClassDojo.
- Great teachers, administrators that care, many are home grown
- My child's school offers a positive and safe environment. I love that they promote culture and children have access to computers early on.

- Our school has a great staff and a phenomenal principal! My kids are happy to go to school and that says a lot .
- The teachers at the sites are dedication and passionate about student achievement. Most of the schools are focused on academic achievement and are making progress with the CAASPP testing.
- I would like to speak about Creekside. I currently have one child attending that school and I love it. The teachers and administration are genuinely involved in the children's education and making sure they have fun and are safe while they are in school. My daughter has gotten the help with reading when she needed it and I have seen her grow academically.
- The teachers and staff care about the kids and want what is best for them.
- I love my daughters school. The teachers and staff care a lot for the students and are all very involved.
- Teachers, office staff, bilingual assistance.
- I can't think of anything for this category either
- School like Monte Bella getting golden award.
- Parent involvement.
- My kids school is overall a good place to be, the traditions set in place make me happy.
- Multiple are schools centralized around growing neighborhoods
- Our schools have caring selfless teachers.
- the fruit the children get Monday Wednesday and Friday
- I love that are schools seek to provide students with cultural affirmation while encouraging higher education.
- Folklorico Music Sports
- Great school overall.
- Most schools in Alisal have students, teachers and parents who work in tandem for students success.
- Welcoming
- - good leadership - strong commitment from teachers - respectful of families, community, and each other
- nothing positive I can say about my school.
- Our parents speak Spanish and some speak English. They celebrate our culture. Has programs that help in social emotional part in our students. They have Florklorico, music and NASA programs.
- The teachers are passionate and dedicated to student success. Most facilities are in good shape.
- The diversity of staff and students
- Our district has knowledgeable Instructional Coaches and Resource Centers.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- Your schools allow for children to participate in both the afterschool program and do nicely in working together with those students that also attend sports (examples: onsite soccer etc and offsite at the First Tee) except the Tonatitos folkloric dance discriminates students that are in the afterschool program. It's not double dipping when the Tonatitos is only twice a week for 90 minutes versus the afterschool program is from school dismissal until as late as 6pm. Children from Single full time working parents should not be discriminated.
- Educating the whole child is key Universal screening for mental health needs as well as literacy/academic needs Articulation with feeder high school districts is a huge need
- While the diversity in our community is a strength and an opportunity to learn from others, there are different learning levels in the classroom. Teachers have a difficult job managing students who aren't performing at level and or addressing behavioral issues.

- We, would like Officers at our school , they protect and keep the children safe . I see a huge issue with the fact that all these board members make decisions yet , not one of them have children in elementary school !
- The district has employees that prove they have allegiance to one another and often protect employees that should be released. There are several corrupt administrators that need to be released. Parent voice and concerns are dismissed as invalid and there is little or no help / resolution to issues that will result in federal lawsuits.
- I can't think of any crucial issues that the superintendent should be aware of. There have been many changes over the years in the District and it has improved a lot.
- Class sizes are too big. 27 students in a TK class is ridiculous. TK - 3rd need smaller class sizes, so that children can learn in a safe atmosphere. Also, the school calendar is a hardship for parents with kids at the high school district too.
- I'm really concern about the new California sex Ed Curriculum being impose in schools. Teaching children from K-6 about with books that are way too graphic for them. I have asked in our school and was told by the principal that this curriculum was not being taught in our school. But I personally think it should not be taught any where. Sex education at this extent is irrelevant. Kids are to be taught math, reading and writing.
- Crime, after school programs, and follow through with expectations of each program.
- That most kids are first generation elementary school students
- **BULLYING NEEDS TO BE ADDRESSED IMMEDIATELY BY TEACHERS AND MOST OF ALL BY PRINCIPAL**
- Our students parenta are from all walks of life. You will have ones who didn't finish grade school, those who went to HS and some that received a college degree.
- The superintendent should be aware that not all teachers are treating kids with respect. That bad things happen in the community and it goes into the classrooms.
- We need to improve academic performance increasing performance of our students.
- The issues the superintendent should be aware of are immigration issues, gangs, poverty, the school to prison pipeline. The tremendous need we have for the social emotional piece but also a ways to help these students achieve academic greatness.
- How to love and take care of the children
- Our community is vulnerable to many who come in build their resume and leave elsewhere. We need someone that is committed to staying. We also need someone well balanced that will keep many of the traditions that have worked with AUSD but also lead us into the future.
- Space is limited.
- Teacher retention. Morale of teachers.
- The district office (special ed, human resource, whole child) departments are not working to their potential. Many gaps, lack of communication arise as a result.
- Bilingual education must work to reduce class sizes to support students' learning and provide emotional and social support (the whole child) More consistent curriculum through out all schools in the district. (Teaching to the standards gives teacher too much flexibility and most of the time teachers are not covering the standards as they are supposed to; with fidelity to a curriculum parents can be certain that teachers are covering all standards)
- Know the community and culture. Able to communicate with the community in their language. Respect our culture and beliefs
- More support for teachers, more teachers. Children need to feel welcome and safe. Parents need to feel part of the school, need to be heard. Need to motivate parents to participate in school, by these students will have more opportunities to attend a university.

- There are too many administrators that don't care about the students. Scores are declining and student needs are not being met. Ineffective principals should be fired. Attendance needs to improve and suspension rates need to decrease.
- SoecII education and mainstreaming
- All of our students are at risk and usually do not have higher education expectations.
- Continue to support the AUSD Drumline/ colorguard, mariachi.

**What skills, qualities or characteristics should the new superintendent possess to be successful here?
(This information is used as we screen potential candidates.)**

- I've been to another district who treats kids like followers and the superintendent was buddies with the crappy principal who always sided with her teachers even though the teacher was a bully. Don't be that person. Encourage future leaders! Don't be biased. Really listen to the parents and the issues. Please continue investing in good school counselors. Mental health is a huge weakness in our society. Again, before and afterschool programs are important as this county is expensive to live in and a lot of us work full time and can not afford childcare.
- Ability to collaborate, bring people together, bilingual, strong experience as an educator and focused on developing the whole child
- Must be bilingual, must not be afraid to take action and assert his/her authority, lead by example, be bilingual and bicultural or at minimum have a vast experience in working with the Latino/Mexican immigrant community. Salinas continues to be an agricultural town.
- To be more involved in school , community and parents .
- Knowledge about the Whole Child and supports and services that are needed academically and socio-emotionally. The next superintendent should possess knowledge of academic achievement and how subgroup can improve (ELs, homeless, SWD). The superintendent should be transparent, collaborative, and parent friendly. Budget solvency is at the top of the qualities as well. Alisal needs a change - there are too many good people that try to do the best for kids and the corrupt individuals in higher positions keep that change from happening.
- Bilingual, Someone who is charismatic that can speak the "parents" language and encourages them to get involved.
- The superintendent needs to care about kids first. This means taking care of their staff and teachers. How can they support are kids if they are not being supported. We need more campus security, school lunches are a guessing game on what will be served that day, and smaller class sizes or at the very least an aid is needed.
- Be helpful to the schools, principals and all staff for the better of our children. Have more parents involved in their children education.
- Bilingual, willing to listen to general public from district, have follow through skills or plan.
- Good ones
- Family oriented, outgoing, take time to visit schools be very involved.
- Empathy and tact to adress children, staff and parents. Being genuinely concerned for all students.
- The superintendent should be a people person, someone with experience working in this community, someone that speaks Spanish.
- Out of the box thinking consensus partnership building individual. Someone that can leverage community org to increase resources. Ie partnership with MTA or Salinas districts to manage buses, Partner with city libraries to manage the book collections and refresh the inventory.
- The superintendent should be from this community, anyone not from here should not even be considered. The superintendent should speak Spanish. The superintendent should be charismatic, caring, relatable to all parties, respectful and above all humble.
- truly care for the children and be patient with the strong-willed Child

- Transparency, diplomacy and Most of all GRIT!
- Bilingual in Spanish, empathetic
- Bilingual and bicultural. Aware of the needs on the east side as well as the two other schools Steinbeck and Creekside. Also someone from out of the area. I think they will be a better fit. I feel if you recruit from "the Alisal" they will come with some bias.
- The ethnicity of the candidate does not have to be Hispanic, rather a person who has a proven track record of success.
- Understand our community Reachable to parents
- Being part of the community you work in is not necessarily a good thing, just as being an outsider is not necessarily a bad thing. It's more important to be impartial, objective, and an advocate for kids, and not blinded by community ties or friendships. Cronyism is always a concern.
- Place students first. Do not take the role/responsibility of the parents, let the parents do the decision taking to the parents.
- Get to know each school by visiting. Provided equality support, each school has different needs. Considering less students in the classroom and hire more teachers. To be able to connect with parents, teachers and students including staff. To communicate with parents with the use of a translator when needed. Making time to participate in school activities.
- Elementary education experience special education background EL background transparent
- A background in special education and inclusion practices
- Should possess people skills and be culturally aware.
- Humble

Students

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Good thing about my community is that I love the Salinas public Library.
- The good thing about my community is about my classroom.
- One thing i like about my community is the food.
- A good thing about My community is that they have public sports.
- One good thing of my community is the people.
- the good thing about my community that there's bathroom
- the good thing about this community that their nice people because they help you.
- One good thing about this community is that they are nice because they say hi.
- something that are good in are community is that some people are nise in the community becuse when its mornin or night the people say goodmorning or goodnight
- The people are nice because they help me, also they are nice because they work together.
- The good things about my community is the transportation and the food places
- There are a lot of good people.Beacause people help one one another.
- There are nice people helping our enviroment, and some are not and we need to take our enviroment.
- There are a lot of good people in my community.
- There is a lot of nice people. They don't fight and don't say bad words.
- Nothing
- The good thing about my community is that there is always good people.
- That we do a lot of math.
- My Class Works Hard With The A Subject At School.This is great community.
- Idk
- my class is a good community

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- The good thing about are schools is that they sometimes provide us with school supplies and they also provide us with computers.
- A good thing is I get to learn to use the guitar.
- Something good about are school is the food.
- one good thing about the school is the office staff.
- Some good things of my schools are, they have transportation. They have breakfast.
- breakfast
- a good thing about my school is that we get to go to first tee and have field trips.
- One good thing about this school is that there are nice teacher.
- good thing about are school is that we have good teachers in are shcool that help us with shcool work and they teach us good so that we understand
- The library, also the recess and the teachers.
- The good things about my school is that there's restrooms
- The sports beacause they are good for you and fun.
- There's nice teachers and students, some students sometimes get prizes for being nice and paying attention also about reading words.
- There are a lot of good teachers in your schools.
- The schools have nice teachers.
- Nothing

- The good thing about my school is that there is always someone that helps me.
- Something good about my school is that they provide us with necessary materials to help us in school.
- That they teach us more in math.
- They respect each other .
- There nice teachers, lots of events/celebrations and no uniform that one is nice.
- all the schools there intelligent
- Our schools are great. I wish that the superintendent would visit.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- Some bad things are that the school food are sometimes really really bad, the lunch ladies got some attitude, the water taste that bad that my teacher added a water filter, the supervisors don't do anything the school nurse need to be professional or at least good because last time my stomach hurt and they just told me to sit down for a while they don't even check my temperature.
- One issue the superintendent be aware of is bullying.
- The Food and Bullying
- An issue is bulling.
- food, bathroom
- the water tasted weird, the food is disgusting.
- They should now that the food of the cafeteria is disgusting.
- some things that we need to fix is the food well sum of it and next is some teachers leave alot of homework
- I don't like the food because is disgusting, and the water its to bad. And the library need more books.
- The issues that superintendent be aware is no homework better food
- Better food because it is not good.And kids don't eat lunch.
- They have to be aware of people littering on the playground and the blacktop and its also affecting our environment.
- The superintendent should be aware that the food in your schools are bad.
- The food is bad, they give to many homework and the water taste weird.
- BETTER FOOD and NO HOMEWORK
- The issue that the superintendent should be aware is the fight, bulling, food and water.
- The superintendent should be aware about problems in school and problems in safety
- To talk about thing in the community
- The food taste bad.
- More recycle bins in school
- The food tastes bad

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- to stop bullying
- To be aware about the liter
- The new superintendent needs to be successful on the cafeteria food.
- people who are nice and
- I want them to be nice and be flexible with the students and the teachers
- hardworkers and to be nice
- Flexible and hard workers and be nice
- Good with dealing problems
- i want he/she to be smart and nice.

- They should have good/nice characteristics also they should care for our environment because some animals are getting extinct and maybe human will on the future.
- The superintendent should be able to deal with problems.
- He or she should have to be a good public speaker and good with dealing with comments.
- Good with dealing problems.....
- The skill that the superintendent should have is that they should be smart.
- Some skills qualities or characteristics the new superintendent should have is that they should be able to solve every problem there is in our community.
- To get the work done.
- Good food
- Idk be nice, hear people out.
- there is nothing to worry about
- The Future is Female!

Teachers

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Hardworking people, responsible kind
- Our families are respectful of educators and value education highly. They are hard-working and want their children to have more education and security than they have. Our families are on their way up socially and educationally!
- Our community has many youth programs and resources for parents that needs more support outside the school setting.
- Our community is rich in culture and pride. There are many small businesses as well as hard-working field workers.
- Parents are very supportive and school community is very open and friendly and supportive to every staff/individual.
- very hard working Spanish speaking community
- Hard working families (both parents and students are very dedicated to their work and school).
- Strong families
- We have a wonderful Spanish speaking community here in Salinas. We have many parents who are involved in PTO to support our local schools.
- Strong and extended family ties. Supportive families...of the teachers, schools, and the district. A large volunteer group of parents willing to help when they can.
- Our community as rich and culture. Parents are hard working and care about their children.
- A widespread belief in the value of education. Our community is full of hard working people who are generous and thoughtful
- close knit community that values education
- Fresh, clean air!
- Parents seem to be involve and generally care about their children's education.
- Lots of very hard working people. Close knit. Caring.
- I feel for the most part our community has humble families that work in ag. I feel that in my experience from the school I teach, families truly care about the education of their children even if they don't speak English. The kids show respect to their elders. I find this being cultural in Latino families especially the first generation. I feel respect is highly valued.
- Our community is very supportive of our students learning . Teachers and parents work together to help our students grow with their education.

- The community cares and helps the schools. They offer their services (Library mobile). Police and firemen always speak at our schools.
- Our community is filled with caring adults wanting to make a difference in children's lives.
- The Creekside parents are supportive of their teachers. Parents always want to find out how they can help their children achieve academic success.
- Our community is comprised of both immigrant families and those of mostly Hispanic descent that have lived here for 3 or 4 generations. Most of our students' parents are hard-working folks who make their living doing agricultural work, and other blue collar jobs. Families are very connected here; we have siblings and cousins from the same families coming through our schools. There are a few community centers or churches offering extended-day care/activities in our community, but not nearly enough to keep good kids off the streets and engaged.
- There seems to be a concerted effort to serve the underserved in this community. There is a sense of community support that is palpable, and a well-rounded approach to serving the academic needs of our students.
- The people of Salinas are hardworking and generally nature-conscious. We understand and appreciate the importance of agriculture in our community and its benefit to our economy and the world. The people of our community are mostly bi-lingual. We have good parks such as Eldorado Park, Toro Park, and other family-friendly places like Fort Ord National Monument and John Steinbeck Community Park.
- Overall, the community is a collective of people striving for a better way of life for their children.
- N/A
- We have a lot of needs. Our students live double occupancy and in garages.
- Caring parents and wonderful students who deserve a lot of direction and reading education that works!
- Our community has for the most part hard working parents that care about their children's education and well being.
- The community is family oriented. Many of our families are bilingual or trilingual.
- Parents and students are very respectful. Students are willing to learn and are very capable to achieve with the right support and guidance.
- Parents and students are very respectful. Students are willing to learn and are very capable to achieve with the right support and guidance.
- Hardworking family oriented
- Strong family ties, and culture.
- ?
- The community is supportive of students and teachers.
- A lot of staff are home grown. We grew up or went to college in this community and are now paying it forward.
- Humble, hardworking community Agricultural economy Home of John Steinbeck Beautiful weather
- Parents are involved and they really care about the success of their children
- Bilingual English and Spanish and shifting to multicultural, latin-American mostly, in some schools.
- Our community is made up hard working families who want their children to be successful because they understand the opportunities that a good education can provide. Our families truly rally around each other as support. Often times there are multiple families or the extended family living within the same household.
- Our parents are hard-working residents who care about their children's education.
- The good thing about our community is the plethora of wonderful and good-hearted people.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Teachers work very hard to provide quality education to our students
- Our schools are responsive to the community's needs, we care about the families and especially the children. We constantly strive to teach better and we have high standards for our students.
- As a district, our schools have the potential to run great programs and classrooms, with the right leadership and MTSS mindsets (i.e., team approach).
- Our schools care about our students by providing each site with counselors. The teachers stay at Alisal Union for long periods of time-this consistency speaks to the care of the District for teachers and classified staff. All schools have an After-School Program with extra-curricular activities. All schools provide a sports program for the upper-grade students.
- School admin/staffs are very collaborative and supportive.
- we all want our students to be successful
- In general, Alisal Schools have great students and families. Very supportive and involved. Teachers are very committed and dedicated to their jobs.
- Great, supportive administrators
- We have dedicated teachers who care about our students. Our schools and teachers are committed to not only focus on core academic subjects, but also care for social emotional well being of our students.
- Schools...teachers, classified staff, and administrators...are involved in helping each individual child reach their potential, particularly those students who are struggling through difficult family and personal situations.
- Our school is made up of hardworking teachers and eager children. We have a strong sense of community
- Dedicated staff and a well-maintained plant. A high number of bilingual staff, and people from the community.
- Highly qualified teachers (required credentials; advanced degrees, for the most part). Teachers that supplement the curriculum (usually out-of-pocket). Enrichment programs.
- there are a lot of resources for kids
- The trainings where teachers train teachers. I like to be led by others who are in the trenches.
- It is an absolutely beautiful campus. Teacher are very collaborative, welcoming, and helpful.
- Warm and welcoming teachers and staff.
- I feel at this point they are trying their best to meet the needs of the whole child. I also feel they are putting great emphasis on developing technology among the students and school personel. It is a big investment they are doing in developing teacher capacity in technology for the benefit of the students. This investment in 1:1 devices also permits students access to other means of learning and resources. I am thankful for that as a parent and a teacher in the district. The other good thing I see in our schools/district is the emphasis and investment in its ILTs. Having the monthly ILTs is a way to unify the district and create a unified vision. I hope this is successful in moving the district towards having schools work more collaboratively and not so much in isolation.
- The administration at our school site is very supportive and hard working. Our students are friendly and love to help out their fellow classmates.
- Our school has lots of school wide activities for parent involvement and children.
- Our schools have many great programs, such as: sports, NASA, Coder Dojo, Folklorico and Music Programs. Academics are a priority and teachers strive for student success.
- Creekside has a dedicated I'm a hard-working staff. Our vice principal has done an excellent job.
- Many of our students are enrolled in After-School Programs such as: music, folk dancing, or sports teams, which helps to keep them occupied, healthy, and out of trouble. Our schools also offer Saturday NASA Programs, Coding classes, counseling, and monthly "special events" as earned incentives for following PBIS school rules. Every year, our schools put on a winter and spring program, carnivals,

Book Fairs, Family Reading Night, Field Day, Day-of-the-Child celebration, and Kaffee Klatch meetings for parents. Our schools have dedicated Classified employees who work long hours ensuring that our schools run smoothly and adhere to state and government regulations. Our teaching staffs collaborate on a monthly basis, analyzing data to drive their instruction, and brainstorm how best to meet the CCSS. Our students are offered a free-breakfast, free lunch, and healthy fruit or vegetable snack daily. Our school's test scores are making a steady trajectory up, however, our students still lag far behind their peers in dual-income, more affluent communities. Our students in Grades 1-6th now have 1:1 electronic devices (Chromebooks) to help them prepare for the digital world we now live in. Families can seek support with food assistance, uniforms for their child, counseling referrals, and other help from one of two Family Resource Centers in our district. Our schools all lie within a 1-mile radius of each other. No children are bused here from other communities; we are truly a "neighborhood" school. As many crops are now being grown year-round in Salinas, we are seeing much less student mobility than was the case 20 years ago, and that makes for greater consistency of a child's education.

- Alisal schools serve a very unique demographic in a very special way. Many of our students come from very complicated situations at home, and our schools have a heightened awareness of this, and we aim to do as much as we can to help support students and families in this regard.
- Our schools are full of excellent teachers and hardworking, caring administrators. Our students are generally respectful and responsible.
- Our schools put forth and value a collaborative effort by ALL stake holders.
- Gold Ribbon
- Some of our great schools that are full of wonderful, caring educators who have the best interest of all children at heart.
- Good teachers with good intentions. Clean facilities
- My school is a safe and welcoming place. Our teachers are hard workers with a genuine interest in helping our students thrive academically, socially and emotionally.
- We are focused on student achievement and creating a safe environment while promoting equity and respect.
- We are focused on student achievement and creating a safe environment while promoting equity and respect.
- All staff and parents want students to be confident and do well.
- Dedicated teachers, Dedicated classified staff, supportive admin.
- Many parents want the best for their children.
- I absolutely love my school. They are professional and dedicated teachers are VRB. The support that I have received as a new teacher has been greatly appreciated beyond words. Their kindness and patience to support the community is given without heistation.
- We are each our own little communities.
- Sweet, dedicated students Amazing teachers and staff
- Every school has a devoted and committed staff whose focus is on the success of the students.
- Staff gets along like family. We usually are in good spirits. Our principal and assistant principal are supportive with the staff and community.
- Our district has some of the hardest working educators who truly want to help students, families, and the community be successful. These educators will often go out of their way to make sure our students are getting their needs meet and truly believe in teaching the "whole child." The family resource centers are a great asset to your community and families. As a district, AUSD has invested a lot of time and resources into the philosophy that the more we collaborate and share ideas the more, successful that our educators and even more importantly our students will be. Some of the structures in place to facility collaboration include: monthly ILT (instructional leadership team) meetings; grade level team (GLT) meetings; the improvement of labor-management relationships though the ALMA committee. Our

district has many educators who grew up in the community and have returned to teach in the community because they love it and want to see it grow and be successful.

- Our schools embrace all cultures and care about each one of our students with faculty that can understand parents and students on their own language other than English.
- Our schools are filled with many teachers that truly care and go above and beyond the call of duty.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- He/she should not play favorites.
- We need help breaking down some walls within the adult community of the district so that we are all working in the same direction. If we keep our focus on the students, we will go farther and feel more rewarded.
- Our district has taken back several county SDCs and students (County SDC's), that impacts our RSP programs to hold low kids that should be in SDC. This also impacts gen. ed classrooms to have more low kids in the gen ed setting. As a district, we are short staffed, and continue to take back county classrooms and students without hiring qualified staff. Many of our recent hires are not credentialed or have subs. This results in our programs being run similar to daycares rather than a structured special education setting. There are also too many required meetings, and not enough time for staff to complete assessments and/or paperwork to meet deadlines. Demands of staff increase, while time to do these is not taken into consideration. There is also a lack of administration transparency. Several schools suffer from lack of support or knowledge from admin, and as a result, the special education programs and students suffer. There is no overlap of special education and general education in our schools. The cultures have a tendency to be divided which goes against the MTSS mindset. There is a lack of team building and team work at several schools. There is a growing culture in focusing on "test score" rather than meeting the student's needs (MTSS). As a result, many students behavior increase and teachers are not prepared on how to approach these situations. Teachers and students are stressed out and overwhelmed with meeting curriculum requirements. Many of our students don't have a warm bed to go home to or even support from parents.
- The Departments need an aligned vision, master calendar, and updated job descriptions. The Special Education Department needs extra attention to support specialists, parents, and efficient reporting. Although our site facilities have received some upgrading, the maintenance schedule may need to be enforced. Communication has improved and can always be better.
- not really sure
- Not all students have resources available in their homes.(desks, quiet study areas etc.)
- I'm not aware of any issues that he/she should be aware.
- Equity.
- Human Resources needs help
- We need to improve communication between the district office and our local schools (teachers). One proposed solution is the use of master calendar to provide information about meetings, training and district/state tests. We also need a superintendent who is committed to involve teachers for curriculum decisions and get to know our schools (students and teachers) - visit our schools and get to know our teachers and students.
- Dilution of teacher work and effectiveness due to proliferation of various traditional and digital programs, curricula, and interventions.
- Class sizes are very large. Kindergarten has no aids and in my case many behavior and emotional problems and a few if my colleagues, many emotional and behavioral problems.
- Teachers have had their input on curriculum solicited and ignored so many times it's not even funny any more. Many parents bring complaints straight to the superintendent without stopping first at the school level.

- Not an issue, but he or she should be aware that parents and teachers have a voice, we are all part of this district, decisions should not be made without everyone's input.
- Data does not reflect our students, nor the efforts of the teachers. AUSD serves a low socio-economic community, and those factors impact the schools and the students. Teachers work against those disadvantages and hardships, but the assessments and data do not take those factors into consideration.
- special education is in dire straits
- Program overload - it seems the last several years a lot of money has been used on a lot of different programs and curriculum. As a teacher, it feels like whiplash with so much to use and also it creates a lot of everyone doing their own thing and therefore, less equity.
- I feel that working very closely with the City of Salinas to help ensure improvement in our roads to ensure the safety of our students, parents, and staff is simply a MUST DO. The situation in front of Bardin Elementary School is completely unacceptable, and I have honestly never seen anything like this in front of any school before. It is simply dangerous, and has gone on for much too long. The city of Salinas needs to be held accountable for this.
- English language learners, low socio-economic status
- I feel we have a high population of ELLs and their needs are not being met. I feel true intervention is lacking in our district. The afterschool program is not intervention in my opinion because it doesn't focus on the academic needs of the kids, there are not criteria for admittance just first come first serve...Also, at school sites (at least at my site) we have zero-intervention support in upper grades and zero in kindergarten. We only have one intervention teacher that serves first and second. I feel the lack of a clear focus on student academic needs such as intervention is a big issue.
- That our district doesn't always follow the ed codes. Our SPED department is a mess, and should be following the ed codes to meet the needs of our SPED students. Including those who are in RSP. I know that our RSP teacher at my particular site is over the legal limit of students that she is allowed to have. Overworked and so underpaid.
- superintendent should be aware of the special education issues occurring. He/She should be aware there are lots of teachers, who have been on emergency credentials for over a year. There are also people who have no credentials, who are teaching.
- I believe that each of our schools have different needs. Creekside does not mean the norm for most schools in AUSD and it is important for our superintendent to realize that.
- Our district needs a consistent special education director. Special education students not getting what they need to succeed due to lack of leadership at the district level. We need a special education director that will stay at the district for a long time.
- A new Superintendent should be aware that our demographic can be a challenging one due to above-average levels of poverty, homelessness, drug and alcohol addictions, and gang violence. A Superintendent should be open to parent comments at Board Meetings, but not let the meetings get "hijacked" by irate parents who fail to follow proper meeting decorum and protocol, resulting in the need for security personnel or police presence, as has happened in the past. A Superintendent should be able to give reasonable and attainable solutions to his/her Administrators to raise student test scores, instead of nebulous, or general, directives that cannot be measured for their effectiveness. A successful Superintendent will recognize that beginning teachers often come into the profession with few "tools of the trade" and will require some grant money (\$300) to build their classroom library and fund other small purchases necessary to operate a well-organized, smooth-running classroom and direct the Board members to authorize these monies. Superintendents should also tour the 12 campuses to take inventory of maintenance issues that could be addressed by enacting short and long-term goals for repair, modernization, or safety, in conjunction with each site's Admin and Custodial Staff. A challenge in our district is impressing upon families the VALUE of an education and the IMPORTANCE of reading daily as "keys" to success in their children's lives and--ultimately--their own. I believe most parents DO want the best for their children, however, the percentage of parents who volunteer at our schools is

extremely low. This is important because teachers need to see that parents are invested in their children's education, too. This should be a TOP GOAL for any candidate wishing to undertake this position.

- Apparently there is a lot of turnover.
- The superintendent should be aware that many of our parents do not read, write, or speak academic English. He should be aware that poverty, joblessness, and in some cases even homelessness are issues that many of our parents and their families struggle with, including our students, on a regular basis.
- The new superintendent needs to know that many teachers' physical work environment is sub par. From overcrowded classrooms, broken blinds, to classrooms that heat up to 90F during the warmer months. These are points that need to change. That the worker bees of the district still feel devalued by lack of consistent, considerate communication from DO. That we want to see the superintendent on campus more than on TV interviews.
- reverse racism
- Special education non-compliance regarding IEPs and non-compliance with laws/ed code.
- SPED/RSP classes need to be revisited and look for well qualified teachers.
- Our community is great but has many needs, financially, socially, and emotionally.
- He should know that the possibility of having all day kinder in the future is causing great concern and human resources department needs to have more consistency in hiring process.
- He should know that the possibility of having all day kinder in the future is causing great concern and human resources department needs to have more consistency in hiring process.
- Provide consistent reading intervention support for Kinder to 2nd grade. Don't pull support staff to sub. Lower ELC class sizes in Kinder and first grade like dual immersion and bilingual classes. Require Principals to sub in class a few hours a month to stay in touch with students and curriculum. Don't allow both administrators to be off campus at same time for meetings or trainings. Have an administrator on campus at all times. Superintendent and Board members visit and evaluate administrators to see if policies are in place and are done. Superintendent sit in a various staff meetings throughout the year.
- Class size, adequate training, and consistent discipline.
- Our students are very far behind in reading, math and science.
- The last superintendent had a lack of communication.
- Teachers need to continue to be supported as they are always willing to do their best for the students.
- There is a lack of staffing for the SPED department and students remain in the SST process for years without assessment due to the backlog.
- Alisal has a big EL population Our students come with many traumas and need ongoing counseling services
- Teachers have a strong voice. We have a strong union.
- Students and parents need to feel a lot of security because the current political rhetoric. Also, teachers and staff need to feel secure in the midst of active shooters or other perpetrators at school. We are not security guards!
- Many families in our community are leery of government agencies (including School Districts) who are often trying to help them be successful. This in large part is due to the currently political climate and due to past offense by government agencies. Our new superintendent needs to understand the challenge and how to navigate such a delicate topic. In my opinion, we are coming out of an experience of a superintendent who couldn't or wouldn't make difficult decisions and due to the lack of vision and execution, many of our leaders are doing things in the best way they know how. This type of leadership has been so prevalent that we don't have a common vision and goal. We are very fragmented as a district and we need someone that can articulate the vision and then work to execute it. This will be a challenging task, but a good candidate for superintendent should be able to inspire, motivate, and get people behind them for the common good of our students. I would also like our candidate to know the history of our district and why some any AUSD employees are cautious when putting trust in new leaders.

- -A large population of ELA students. -Crime around schools -Strong CTA -Low income population
- Some issues the superintendent should know is that barrio schools are more than often ignored.
- Also, that men get away with so much including sexual harassment and the only thing that happens to them is getting moved to a different school and the majority of the culprits are admin. Women of color are not given a complete voice.

**What skills, qualities or characteristics should the new superintendent possess to be successful here?
(This information is used as we screen potential candidates.)**

- Integrity!
- We need someone who has hard skills as well as soft. S/he needs to have high standards for our adults as well as our children. Honesty is the most vital quality that our superintendent needs to have. It should be someone who is familiar with our community. Not necessarily a resident but someone who has worked with Alisal and understands us. S/he should be someone who is focused on achievement, who respects everyone, regardless of "rank," someone who is not the star of the show but rather who uses her/his position to empower others to do their best work for the children. But, s/he also needs to monitor her/his subordinates and make sure that they are doing their jobs effectively.
- Someone with experience in special education, and who is familiar with the MTSS needs of our students in our current society.
- Effective communicator, well-informed of the current educational trends and research, transparent and vulnerable, above all honest with our data.
- Supportive, open to all, no politics!
- BILINGUAL/Mexican American, to be able to relate to our students and families.
- The superintendent should be honest/transparent, humble, full of energy, and hard working.
- Ethics, accountability, integrity.
- Innovator, forward thinker
- We need a superintendent who is committed to improve communication among the school stakeholders. We also need someone who is attentive and respectful to parents, teachers, and students. We want a superintendent who embraces diversity.
- I would want the new superintendent to have been a classroom teacher for at least ten years, a principal at at least two schools, and have worked in at least three school districts.
- The superintendent should be approachable and listen and acknowledge everyone's points of view. He or she should put students first but also value and respect teachers. He or she needs to communicate well with principals as well as with teachers. She or he should be knowledgeable and I'd prefer to have someone with prior superintendent experience preferably in a district like ours.
- The new superintendent should have the ability to value things other than test scores. This superintendent will have to cope with shrinking enrollments due to the high price of housing, and an economically stressed population. We have a pretty good budget, but we have to provide a lot of supplementary services.
- The superintendent should have knowledge and a background in curriculum.
- Must have 1. extensive elementary classroom experience (a balance of experience in primary and upper grades). 2. experience in the financial sector (not theoretical, but actual experience) 3. leadership experience
- problem solver accessible quickly capture nuanced issues & potential solutions presented
- He/she should have top notch communication skills and be an effective speaker and leader. He/she should also have the environment in mind and look into all the waste of food, materials and cut back on the amount of waste created.
- Experience, tactfulness, efficient, effective, a huge heart, puts students first, dedicated, hard working, responsible, punctual, professional, collaborator, caring, protective of our district and all of the staff regardless of position, empathy and dedicated.

- Culturally competent and bilingual
- I feel the superintendent should possess good listening skills, articulate well, problem solve, be knowledgeable of current research-based methods, and innovative. I also feel they are to be sensitive to cultural differences and always respectful. Ideally, if they could speak Spanish, but that is NOT a necessity because I value more the traits of honesty, integrity, and respect towards our community, profession, and workplace. Language barriers can be translated but genuine concern for the success of our community and the welfare of the children and everyone involved in the Alisal Familia can not. PS-in regards to question 5 I would click more than one category for stakeholder, but I am only allowed to select one. I'll put it in writing here. I am a teacher, parent, and community member.
- I would like to see someone hired that is not in house. To be a successful school district, communication is key. I would also like to see that who ever is hired to get rid of some of the director positions. We have too many directors, and that money could instead go to hiring more teachers. We're too top heavy in the district office.
- He/She needs to be fair when it comes to listening to issues between teachers & admin. superintendent should not only be fair, respectful, people person.
- I believe the new superintendent should be a good listener, be transparent with important decisions, work well with all stakeholders and have students' best interests at heart.
- The new superintendent should be aware of the specific challenges of the Alisal District. We need a strong special education director. Creekside needs to have less staff turnover.
- I would like to see the qualifying candidate be more of a visible "presence" on our district campuses for several reasons. First, it gives ALL employees a chance to meet--in person--the new Superintendent, rather than just being informed on the district's website or by letter that we have a new "Captain at the helm". I believe employees are more apt to align their work ethic to a higher standard if they know that their leader took the time to personally meet them at their job site. Secondly, I also feel it is important for our students to see important adults in leadership positions (like a Superintendent, male or female) touring our campuses, so that students know that their hard work is being noticed, validated, and appreciated. Third, I don't think it hurts, either, for a new Superintendent to visit each of our 12 schools and give some sort of short introduction of him or herself and explain his/her role in their education.
- A new superintendent needs to be new to Alisal, but not new to the profession. Ideally, we would benefit from a candidate who has taught in the classroom for a number of years, and has pursued advanced training or degrees. We need someone who is strong enough to face tough challenges, and sensitive enough to offer direction in the most beneficial ways without getting caught up in politics. A person of integrity who is driven toward the value of education is of the utmost importance.
- The new superintendent ideally will be bi-lingual or even tri-lingual, with Spanish as one of his or her main languages. The new superintendent needs to understand technology, the issues of our Mexican-American families, and have excellent communication skills. I believe that a male superintendent might be the best choice, all other factors being equal, considering the demographics and culture of the Salinas Eastside community.
- A willingness to listen and act on the needs of all stake holders in a fair minded and caring manor. That ALMA truly means something for all stakeholders.
- bilingual
- A good quality is someone that is involved with non-profits or charities. That cares about working with children and tries to assist families in need.
- Personable and approachable. Someone who is honest and that can conduct follow-up/follow through on teacher/school concerns. Holds directors accountable for tending to their duties and addressing needs within their departments.
- Instructional and Curriculum knowledge. Willingness to build capacity among all schools.
- Be able to understand our families, be family oriented. He/she needs to be supportive of our staff and acknowledge the hard work and dedication that each employee puts in their respective positions. He/she

needs to acknowledge that our district is growing not only in population but in the needs of the community and should prepare to increase staff to better meet our students' needs.

- He needs to be transparent and be able to relate to our community and student needs. Students should be the main focus of decisions being made.
- He needs to be transparent and be able to relate to our community and student needs. Students should be the main focus of decisions being made.
- Multi cultural view of a community. Sincere about making positive changes. Adopt a few initiatives and do them well rather than too many and not doing them whole heartily.
- He/she must be a good listener.
- Progressive mindset. Tenacity. A fresh perspective.
- A candidate with a strong background in curriculum for English language learners.
- A strong leader that listens to all stakeholders voices and does not make decisions or curriculum adoptions without proper committee protocol.
- This candidate needs to be bilingual, culturally aware of the community that will be served, positive, honest and a problem solver
- Someone who once taught in our elementary district. Who remembers what it's like to teach and wants all of our students to succeed.
- someone who if from our district and knows our community. Someone with a strong background in curriculum and clarity with the ccss standards.
- Bilingual, bicultural Understanding of the EL population needs People person
- Innovative, creative, forward thinking, open, free thinker
- Budget administration Communicate with peers and staff Budget on a student, school, staff need basis (i.e. not to take an administrative field trip to an ivy league school for \$10,000; but to get the dry rot fixed on the roof first = \$0).
- I would like a superintendent who truly believes in collaboration and one whose actions speak louder than their words. I would also like to see a superintendent who is present at sites (when possible) so they can truly understand the challenges that our students and educators are facing. Quality visits to school sites and district events with a purpose (and not just a photo opportunity) can be very revealing as to the needs of our students and educators. A leader who knows what questions to ask and one who brings in experts for advice (be it teacher, classified employee or consultant) when they themselves need more information before making critical decisions would also be appropriate. For example, if we have a superintendent who hasn't taught in the CCSS era and a decision needs to be made on the matter, then it would be appropriate to get the individual in charge of of Curriculum and Instruction as well as classroom teachers as part of the conversation.
- First of all, He/She should be bilingual in other to be able to communicate with parents. Next, they should be from around this area or coming from an area with the same characteristics. Finally, they should open-minded to teacher's opinions and ideas.
- The superintendent needs to be involved in every school, not just the "nice" schools. This person should respect teachers and care for them and their well being. This person should not turn a blind eye just because they like someone or because they are friends. This person should be humanistic and think like a human.

Survey Monkey Results for Alisal Union School District

November, 2019

Spanish Version

*(NOTE—these responses have not been edited,
they are printed as entered by the stakeholders)*

10 Responses

Administrators/administrador

No Responses

Classified Staff/personal Clasificado

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

Diga las cosas buenas de su comunidad. (Esta información se utiliza para ayudar a reclutar candidatos de calidad.)

- La comunidad del distrito Alisal son buenos trabajadores y responsables. Hay mucha unidad y sinceridad en el trabajo.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

Diga las cosas buenas de sus escuelas. (Esta información se utiliza para ayudar a reclutar candidatos de calidad.)

- Las escuelas del distrito Alisal son hermosas todas, los estudiantes son lo que las hacen hermosas.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

¿De qué temas el superintendente debe estar consciente cuando él / ella entre en el distrito? (Esta información se comparte con los candidatos finales.)

- Ella o él debe tener en cuenta que en el distrito haya equidad, equidad desde salarios, equidad de personal y equidad en derecho a empleo.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

¿Qué habilidades, cualidades o características debe poseer el nuevo superintendente para tener éxito aquí? (Esta información se utiliza como examinamos a los posibles candidatos.)

- Algunas de las habilidades que tendría esta persona serían, responsabilidad, honestidad, empatía, que se relacione con la comunidad, pero sobre todo que tenga los pies en la tierra.

Community Members/miembro de la Comunidad

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

Diga las cosas buenas de su comunidad. (Esta información se utiliza para ayudar a reclutar candidatos de calidad.)

- La gente es trabajador y se preocupa por sus hijos e hijas. Hay mucha preocupación por el arte e interés en que haya apoyo del distrito para las cosas artísticas.

People are hardworking and care about their sons and daughters. There is much concern for art and interest in the support of the district for artistic things.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

Diga las cosas buenas de sus escuelas. (Esta información se utiliza para ayudar a reclutar candidatos de calidad.)

- Las escuelas se preocupan mucho por los estudiantes y hay muy buenos maestros.

Schools care a lot about students and there are very good teachers.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

¿De qué temas el superintendente debe estar consciente cuando él / ella entre en el distrito? (Esta información se comparte con los candidatos finales.)

- Que somos una comunidad de clase trabajadora y que no siempre hay tiempo de ir a las juntas, pero que siempre estamos preocupados por la calidad de la educación de nuestros hijos.

That we are a working class community and that there is not always time to go to meetings, but that we are always concerned about the quality of our children's education.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

¿Qué habilidades, cualidades o características debe poseer el nuevo superintendente para tener éxito aquí? (Esta información se utiliza como examinamos a los posibles candidatos.)

- Que sea alguien que escucha a todos sin minimizar a nadie. Que este dispuesto a recibir críticas constructivas sin ser defensivo/a.

Be someone who listens to everyone without minimizing anyone. That is willing to receive constructive criticism without being defensive.

Parents/padre

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

Diga las cosas buenas de su comunidad. (Esta información se utiliza para ayudar a reclutar candidatos de calidad.)

- La mayoría es gente trabajadora.
- Es respetada, dedicada, y talentosa. También tiene mucha necesidad de buenos líderes que sepan guiar positivamente. Que sean bilingües.
- La comunidad es trabajadora y sobresaliente, nuestros hijos trabajan duro.
- Los padres cuando quieren algo asen lo posible para que se realice.
- Comunidad trabajadora que lucha para sacar a sus hijos adelante
- N/a.
- Trabajadora

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

Diga las cosas buenas de sus escuelas. (Esta información se utiliza para ayudar a reclutar candidatos de calidad.)

- Algunos maestros son personas dedicadas a su trabajo ponen su mayor empeño y la mayoría de estudiantes tienen muchas ganas de salir adelante.
- Nuestras escuelas cuentan con programas que alludan a superar la participación positiva de nuestros hijos, como deportes, programa después de escuela, música, baile, golf, y mas.
- Ay buenos maestros.
- Los niños tienen ganas d ser alguien, ai mas niños que les gusta la lectura.
- El personal es atento, pero las clases son muy grandes.
- El personal se muestra muy amigable con los estudiantes.
- Tenemos 3 centros de recursos familiares

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

¿De qué temas el superintendente debe estar consciente cuando él / ella entre en el distrito? (Esta información se comparte con los candidatos finales.)

- Que es una comunidad la mayoría de habla hispana y de bajo nivel económico, también la gran mayoría de padres es trabajadora agrícola.
- Las familias necesitan comprensión, humildad, consideración, respeto, guía para saber alludar a sus hijos. Sobretudo necesitamos ser escuchados cuando hay necesidades importantes. Abuso doméstico, abuso de drogas o alcohol. Salud mental, cambios de carácter, social emocional, liderazgo.
- Como ayudar a nuestra comunidad.
- Que necesitemos su apoyo y se ponga en nuestro lugar cuando aiga conflictos.
- Educación bilingüe, reducir el tamaño de las clases ya que son muy numerosas y así es muy difícil que los maestros puedan ayudar a todos los estudiantes.
- Los estudiantes necesitan más consejeros para que mejoren sus habilidades académicas.
- Nuestros niños están bajos en sus niveles académicos de inglés y math pero no hay suficientes programas bilingües y los maestros no tienen ayudantes La comunicación es muy mala No hay comunicación entre escuelas entre departamentos entre directores siempre están compitiendo para ver quien es mejor

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

¿Qué habilidades, cualidades o características debe poseer el nuevo superintendente para tener éxito aquí? (Esta información se utiliza como examinamos a los posibles candidatos.)

- Que hable español, que tenga la capacidad de motivar a los maestros, directores, alumnos y padres, que tenga metas y expectativas altas y muy importante que tenga la capacidad de involucrar a los padres en la educación de sus hijos.
- Que hable español, que su misión sea alludar a los estudiantes primordialmente, después familias y maestros/as. Humildad, que su corazón este lleno de humildad, compasión, respeto y perseverancia. Nuestras familias necesitan líderes comprensivos, que sepan guiar a la familias con necesidades de todo tipo. Líderes que puedan dar un buen consejo de persona a persona en cualquier momento dado. Líderes que sobresalga en lo que dicen y hacen y no en lo que prometen. Que distinga la importancia que los niños son para el futuro, y que los niños sean su prioridad en todo momento.
- Que hable español, que respete a papas.
- Primero que nada le deben de gustar los niños y tener la meta de mejorar la escuela.
- Humilde y trabajador que entienda nuestra comunidad; preferentemente, que sea de fuera de nuestra comunidad.
- Paciencia, Avil para explicar.
- Crear un sistema de comunicación efectiva con su personal (directores de departamento hasta padres) Priorizar lo socio emocional Colaborar con maestros Tener una relación abierta con padres y estudiantes Empatía con la comunidad

Students/estudiante

No Responses

Teachers/ maestro

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

Diga las cosas buenas de su comunidad. (Esta información se utiliza para ayudar a reclutar candidatos de calidad.)

- La mayoría de las familias cuidan a sus niños y desean que la educación para sus niños sea la mejor.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

Diga las cosas buenas de sus escuelas. (Esta información se utiliza para ayudar a reclutar candidatos de calidad.)

- Se ofrece educación bilingüe. La mayoría de los maestros son dedicados a su profesión. La mayoría de los maestros son bilingües y entienden las necesidades de los estudiantes. La mayoría de las familias apoyan a los estudiantes. Los estudiantes tienen ganas de aprender. Se les ofrece a los estudiantes tecnología para apoyar su aprendizaje. La mayoría de los maestros son profesionales.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

¿De qué temas el superintendente debe estar consciente cuando él / ella entre en el distrito? (Esta información se comparte con los candidatos finales.)

- El debe saber que este distrito está compuesto por un gran porcentaje de estudiantes bilingües y al igual ELL por tal razón. El nuevo superintendente debe ser una persona bilingüe que pueda comunicarse con los padres de los estudiantes y entender sus costumbres y necesidades. También debe ser consciente de que el tamaño de las clases en general deben ser reducidas en especial las clases bilingües donde los maestros trabajan doblemente y los alumnos tienen más expectativas y el doble de aprender que en una clase de Inglés únicamente.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

¿Qué habilidades, cualidades o características debe poseer el nuevo superintendente para tener éxito aquí? (Esta información se utiliza como examinamos a los posibles candidatos.)

- Ser bilingüe y creer en el bilingüismo.