

Stakeholder Input Report for

***Albany Unified
School District
Albany, California***

submitted by



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MCPHERSON *M J* **JACOBSON, LLC**

EXECUTIVE RECRUITMENT & DEVELOPMENT

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**Albany Unified School District
March 19-22, 2019
District Stakeholder Input**

On March 19-22 consultants Mr. William Huyett, and Ms. Nicole Anderson conducted meetings with district stakeholders represented in 14 different group meetings, 5 individual interviews and two open forum sessions. They received input from approximately 96 plus individuals in these groups and an additional 80 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.

- The diversity of the community
- It is a small city where people know and support each other
- High community engagement and involvement especially in the schools
- We take care of each other and their children
- We care about education
- Students are safe to walk to school
- Close to other Bay Area activities/resources
- Fundraising efforts for schools
- University Village is a great asset
- Low (violent) crimes; safe in comparison to other areas in the Bay Area

2. Tell us what is good about the District and the schools.

- Strong academic programs at every school
- Caring and hardworking certificated and classified staff
- Staff genuinely care about their students; there is a sense of family at the school, everyone is connected to someone
- Good relationships with the employee unions
- Excellent and plentiful professional development for teachers; teacher coaching
- Good mental health support
- Overall high achievement, notwithstanding the achievement gaps
- Numerous offerings of programs/extracurricular activities
- Really supportive administrators; they support teacher needs and training
- Solid group of principals

3. What are the issues a new superintendent should know about when coming to this position?

- We have a vision and action plans but we would benefit from looking at plans and progress made in other districts, such as methods to implement social justice practices
- We need professional development to build our build capacity to work on racial equity issues
- Facilities challenges with construction and student movement
- We will need a superintendent who knows how to manage the district operations during construction
- Equity issues regarding racial and social class status are in the present tense; sustained discussions are needed, need to decide how do we address this, there is good intention when we have time, it needs to be moved to the front of the list of issues or it will fall by the wayside. Instagram was a symptom of an under current of what was present; it brought the issue out into the open
- Rise in drugs in the district: vaping, drug dealing, a quick rise
- Divisiveness of staff and community as a result of multiple challenges not being handled adequately and strategically with consideration of multiple perspectives.
- Budget cuts/deficit including lay-offs of central district offices, site admin; teachers took early retirement which create challenges to fill key positions
- Math issue has caused parents to spend money for extra tutoring and support outside of school; students are starting to express their hatred for math when they used to love math
- There is a need for acting on recommendations offered by district formed committees. Actions plans formed but never put into action; never given any progress reports back to the committee.

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

- Need someone who will not bring their own agenda and impose it on us but rather someone who values the work that has been done here, takes time to see the "beauty" in what we have done and will bring their experience and talents to build upon and enhance what we have created

- Someone who knows and understands this District
- A courageous leader who can make tough decisions after listening thoughtfully and thoroughly; will take positions that are in the best interests of students
- We need a superintendent with the leadership skills to determine solutions by being able to handle passionate input and opinions, synthesize input, best practice and research, and make decisions that are in the best interests of students and are sustainable, realizing that not everyone will be satisfied.
- A person who understands and has demonstrated successful experience implementing equity education programs
- A strong transparent communicator; speaking, written and through technology
- An instructional leader; someone who has knowledge and experience in the classroom and can speak to pedagogical issues with the staff and public
- Good decision-making skills, knows good process
- Experience in a district office
- Hands on leader is needed in this size district
- Someone who will attend community events
- A resilient leader who will be able to function after budget cuts
- Have a good knowledge of budgets being able to work with a CBO
- A strategic thinker who can put into operation new initiatives
- Politically astute but also pragmatic
- Staff is new, Board is new, so we need a superintendent able to educate and train people in their roles

Group and Individual Responses

City Leadership (2 people)

1. Tell us what is good about your community.

- Involved in the city
- Family friendly
- Values education
- Diverse
- University village, adds to the schools, people from around the world
- Weather, never too hot or cold
- Safe, walkable community
- Engagement across all spectrums
- Giving community
- Raise money for schools
- Small town benefits; can pick up the phone for the mayor or city manager and get an answer
- Very safe in an urban area
- Responsive public safety and public works
- The city, schools and university leaders meet quarterly.
- Good location, on the bay, have a beach

2. Tell us what is good about your district and schools.

- Grants to teachers, mini grants
- Teachers have their students engaged
- Teachers are committed; they care about the kids
- Principals care about kids and are responsive to parents
- A lot of pride in the schools
- Schools are an attraction; people move here for the schools
- Community forms around the schools
- Good ratings for all the schools
- Fabulous music program
- Parent funded programs and activities
- Strong PTA, they support all of the schools
- Partnerships with the schools: the Y, the city, child care
- High school interns with the city in the area of the environment
- Advisory boards have students serving on them

3. What are the issues a new superintendent should know about when coming to this position?

- Budget is an issue; must lobby on a state level and partner with other districts
- Parcel taxes and bond measures
- A lot of students in not many buildings, especially at the higher grades
- Enrollment is increasing at the High School
- Issues of hate; Instagram issue, need to build relationships, relate an environment that does not encourage or permit racist behavior.
- Policy clarity for issues of behavior; staff need to have many tools in the box to deal with racial issues
- Training on how to handle these issues
- Supporting all students; every student feels that this is their place and they feel safe

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

- Somebody who will listen but has the knowledge, experience and confidence in themselves so that they are comfortable to do the right thing
- Getting to a decision without it taking five years of convoluted discussion.
- The primarily goals of the district must remain a focus
- Must be able to make the hard decisions of things such as budget cuts
- Someone who can look at our district with a fresh eye.
- Leader who can build positive relationships and unity within the administration
- Someone who knows the roles of the Board and administration

Teachers and Staff (11 people)

1. Tell us what is good about your community.

- Small size helps this be a community oriented place
- Community is involved in the schools
- Teachers and staff dedicated to the community and schools
- Long term commitment
- Diverse student body here, more interaction would be good
- Nice family orientation here
- People care about families and kids
- Dinner together at the Albany Night on Solano Street
- People swim at the pool in the morning, come In their pj's
- People value education
- Students know each other well

2. Tell us some good things about your schools and district.

- The teachers
- Great colleagues that have helped me be a better teacher and person
- Interesting and driven students; families who care about education, parents motivate their students, they all care about school
- Teachers/staff are strong; they rally around about what is best for students, they try new things
- There is a level of autonomy and it is honored. We practice best practices but are given academic freedom to choose our teaching methods, strategies and curriculum.
- Has not always been that we can get science supplies but now we can for the past six years
- Strong parent community. They volunteer and donate resources to the programs.
- There is a focus on the social-emotion aspect to learning
- United Nations feel with students speaking 50 home languages
- Strong in mental health; full time mental health worker in district, partnership with Berkeley Mental Health
- Amazing offerings in courses for a high school of our size. It a struggle but a commitment to provide many course offerings.
- Four community programs that fund the schools
- Enrichment activities that have a small stipend
- Can have a voice on curriculum committees
- Really supportive administrators; they support teacher needs and training
- Solid group of principals
- Diverse cultural experiences
- Clean and cheerful schools, nice places to be
- There is a lot of student opportunities for clubs, interests and activities.

- Teachers support classified staff
- Mutual respect and flexibility in carrying out work duties (i.e. take work home, give up breaks/prep time to serve student needs in the midst sub shortage in special ed)
- Elementary kids are great; work with teachers to support kids
- High school provides individualized support for students

3. What are the issues a new superintendent should know about when coming to this position?

- Budget issues; deficit spending, future spending reductions
- Cuts must be made away from the classroom. They need to be made at the district level.
- District spends at 8% at the district when it is 6% statewide
- Top leadership wants to have everyone be heard but they cannot made the hard decisions to move forward
- Lack of leadership in area of vision and what they stand for; half day kindergarten is an example of this
- Decisions take too long to make
- We need some the buck stops here believe at the district office
- Hard to navigate the decision-making process if you are a teacher; what is the process, how does decision making work here?
- We need to have a decision-making process that builds trust.
- We hear the loudest voice too much
- There is a new board, need experience in the superintendent
- We do not want hollow leadership, we need someone who will go out and say something and stand by it
- The leader needs to be seen at all times and not only in a crisis
- We need decisions to be made in order for me to be able to do my job.
- DIstrict office needs to understand the life of teachers
- The district needs to make tough decisions that might be unpopular but is in the best for the students and schools
- No ownership of decision-making
- Construction is going to be disruptive; tight squeeze for housing students and staff
- Number literacy
- Math literacy
- Accountability for district and site Administration
- Address complaints/concerns in a reasonable timeframe
- Lack involvement/presence/awareness of issues and decision-making involving CSEA
- CSEA should be prioritized, recognized, and valued (i.e. last at the table for negotiations)
- Meet with bargaining units individual and whole group to enable collaborative and transparent decision-making

- Lack of funding subs

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

- Communicating with honesty, effectively and timely
- Need explanations
- Need to model good communication skills
- Make people feel that the DO is run well
- Good decision-making skills, knows good process
- Knows day to day school operations; has experienced how a school functions
- Experience in a district office
- Hands on leader is needed in this size district
- Can delegate effectively
- Someone who monitors other administrator well and holds them accountable for progress
- Delegates well but can and will do the work themselves
- Want someone who recognizes how much teachers give and how important that is to the success of our schools
- Presentations are too slick without the problems coming forward
- Understands the school hierarchy or the chain of command
- Team player
- Vision of the place technology has in the school operation and instructional program
- Clear and consistent communication that includes all stakeholders to enhance community and work environment

Jewish Parents Advisory Group

1. Tell us what is good about your community.

- So small you can watch and know the kids and families. You can grow up with people you know
- How dedicated the parents and the teachers are
- Teachers are highly qualified
- Lots of connection between the schools and families
- Small community allows many connections to others
- Very progressive community, liberal, people are engaged in conversations about reform and inclusion
- Everyone is aware, forward thinking
- Community cares about education
- International element
- Volunteering taken seriously
- Financially diverse
- More affordable housing
- Does not feel like it is very competitive or cut throat; is a supportive environment
- Super competitive

2. Tell us some good things about your schools and district.

- Highly qualified teachers
- Response to 504 and IEPs has been done well; good teacher communication with families of children with special needs, District attractive to these families, this benefits all students
- Vast majority of teachers feel lucky that they work here
- Kids enjoy going to school, the joy of learning is prevalent
- Teachers do the extras
- Parents are supportive of teachers at the schools: treats, funds, volunteering, back to school, and open house
- Welcoming of other cultures in the classrooms

3. What are the issues a new superintendent should know about when coming to this position?

- Fully aware of the Jewish holidays; always a problem with tests, projects, school events
- Religious holidays is also a problem with other groups.
- Could do a better job on topics of the holocaust and slavery; needs to be more robust with more raised awareness
- Overcrowding in the middle school results in an opportunity for misbehavior and is harder to monitor for staff

- When there is a hate crime the district needs to respond immediately, effectively and transparently and involve the targeted group in the solution
- Responses to racial hate need to be based on best practices and not on seat of the pants or ineffective lawyer type responses that lack compassion.
- Rise in drugs in the district: vaping, drug dealing, a quick rise
- Housing of kindergarten students; a lack of leadership resulted in parents and schools being pitted against one-in-other that was not healthy.
- The way issues are heard at Board meetings is an issue as it divides schools against each other.
- Could use forums or workshops instead of late running Board meetings with so many testimonials.

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

- A visionary that is not getting bogged down In the details
- Someone who thinks of solutions that are outside the box a little more, or have more solutions and creative skills to move forward
- Someone who is an advocate with the state legislature
- Someone who can collaborate but will make the hard decisions
- Experienced school administrator, perforable
- Someone who will get to know people first before making changes
- Someone who has been a part of a marginalized group
- Someone who can balance the needs of the high achieving students with other students who have a variety of talents and interests
- Someone who goes to many events in the schools and visits schools frequently
- A person with good writing skills

Black Parents Advisory Committee (6 people)

1. Tell us what is good about your community.

- Community is close knit
- Feels safe
- A lot of engagement
- Can walk everywhere
- Great activities such as Solano Street Stroll
- Always something going on
- Super Library

2. Tell us some good things about your schools and district.

- Great amazing teachers
- Culturally aware
- Super principals
- Celebrates black history
- Mentor program in the middle school
- Peer tutoring, math hour
- Teachers tutor after school
- Majority of the time schools feel welcoming
- Students mobilized after the hate incident, very moving
- Community reaction to hate incident was well intentioned
- There is a lot of talent in Albany: Mathletes, artistic, music
- Funded heavily by parents
- School Care pays for staff positions
- Athletics are important but so are the Arts; there is a balance
- Choir program
- Use and coordination of resources

3. What are the issues a new superintendent should know about when coming to this position?

- Space, elementary but especially in the middle school
- Building program
- Heart of community was broken and never healed during the Instagram racial hate incident
- Mental health crisis, so much depression and anxiety
- School phobia; feelings of being isolated and bullied
- Drug and alcohol use, long standing issue
- Instagram was just the acting out of what was already here, another long standing issue
- No leadership was here on the racial hate issue before or during Instagram
- There is a need for acting on recommendations offered by district formed committees.

- Actions plans formed but never put into action; never given any progress reports back to the committee
- Not all elementary schools are dealing with issues of equity
- There is not strong district leadership that will require and monitor program implementation that address the issues of inclusion and equity.
- Supervision of administrative staff
- Need a hands-on leader

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

- Needs to take an idea and move an idea
- Must be able to supervise top management
- Can ignite a shared vision
- Someone who can hear parents and students
- A pioneering educator, knows differentiation
- Someone who really knows Albany
- Someone who will be here and be invested in this community
- Advantage for being inside the district
- Able to solve problems before hand
- Someone who will leave the district in a better place than when they found it
- Proactive

PTA and Parent Group Leaders

1. Tell us what is good about your community.

- Small town, people care about the community
- Highly educated
- Town events happen often
- People are very neighborly
- Safe, parents look out for other children
- Kind of “Mayberryish”
- Suburban community but is urban by the bay, a hidden gem
- Students are safe to walk to school
- Very engaged community especially in the schools
- Cub scouts, girls scouts, lots to do
- Very connected community

2. Tell us some good things about your schools and district.

- Good library
- School Care supplied net books to students
- Great teachers and staff
- People that work the front desks are friendly and helpful
- People move here for the schools.
- Walking school bus program
- Relatively well funded by the community
- Good music program
- Parent involvement makes the schools great
- Lots of support for learning needs students
- There are a lot of people that are caring and compassionate for students with special needs
- Many activities are sponsored by the parents at the elementary schools
- Athletics
- The system focuses on the well being of the children
- Volunteerism is taught to the students

3. What are the issues a new superintendent should know about when coming to this position?

- Institutional knowledge has been drained; all new people in the district office
- Must have someone with experience because of the challenges facing us and the new staff at the district level
- An issue is the building program in front of us must solve the issues of past building programs.

- Issue of coordinating funding from a multitude of parent groups
- So much of the District depends on fundraising, there is a limit
- We can not bridge all gaps of funding.
- Math program at the high school does not have a curriculum that I can understand; no books, no test feedback; CPM Math is taught on a group basis
- Problems are addressed reactively not ahead of time, then they move to crisis instead of being solved at a lower intensity
- The Instagram issue was not handled well, principal did not notify the district and suspended all and then restorative justice turned into a melee
- Special education suits and district administration of special education

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

- Good communication skills
- Experienced leader at the site and district level
- Has lived here or has a connection with Albany
- Someone who will attend community events
- A resilient leader who will be able to function after budget cuts
- Have a good knowledge of budgets being able to work with a CBO
- A strategic thinker who can put into operation new initiatives
- Politically astute but also pragmatic
- Someone who will listen to experienced people in Albany
- Someone who is very responsive
- Someone who knows how to work with both the entitled and non-entitled

Administration (25 people: site admin., district admin. and staff)

1. Tell us what is good about your community.

- Tight knit
- Good communication between groups of people
- We see each other in the community
- Our own children go to this school
- We take care of each other and their children
- We care about education
- Smart and involved
- People stay here for a long time, they move here and stay
- Strong positive relationships
- Community advocacy, parent voice
- Location; between Berkeley and El Cerritos, university, close to the City
- Broad mix or variance of professions in the community
- Proximity to the university, Lawrence Labs, other cutting edge expertise is available
- Diversity: gender identity, sexual identity, ethnicity, socio-economic status, and younger families
- Everyone has a part of making decisions and has a voice
- The community believes in the civic goal of public education; creates good citizens
- Everyone is very genuine about their commitment to children and education
- Kid focused and school focused
- Tremendous commitment to the schools
- A lot of involvement, engaged
- Commitment to be a part of the decision-making
- Physically active community, walking and biking
- Pretty safe community
- Everything is proximate, small community
- Small town but feels bigger due to proximity to SF, UCB, good food
- Moderately diverse: ages, cultures
- There are several donation groups
- Follow issues closely and bring concerns to board meetings informed
- Creative and innovative
- Educated
- Appreciation and acceptance for diversity (demographic groups, i.e. LGBT students)
- Active work in bringing the community together (i.e. Dinner with Albany, Solano Stroll)

2. Tell us some good things about your schools and district.

- Size is advantageous to react well and adapt to new situations
- Minimal bureaucracy to get things done
- We get to know everybody
- Schools have a reputation for academic excellence
- People move here for the schools
- University recruits graduate students to live here because of the schools
- Teaching staff is highly dedicated
- Teachers are creative, dedicated, not only defined by state regulations
- Teachers have a strong sense of their rights
- Teachers and staff support students
- Good rapport between administration and teachers/staff
- Great programs
- Very entrepreneurial staff, they try new things
- Transparency to a certain degree
- There is a community feel at the schools; everyone is committed to help and be involved
- Great feeling of support
- Many extra-curricular activities offered
- Strong academically; high test scores, high college going rate
- Principals do a good job supporting the teachers
- Creativity
- Teachers are responsive and they care a lot.
- Teachers support many clubs and extra-curricular activities
- There are “a ton of folks” that went to school here and came back to work here
- My children felt they were better prepared for college than their peers from other school systems
- Good mental health support
- Overall high achievement, not withstanding the achievement gaps
- Numerous offerings of programs/extracurricular activities (i.e. middle school)
- Enrichment and intervention supports available to students (I.e. language immersion in after school program)
- Highly experienced and skilled elementary teachers
- Genuine care for students
- Student interest-based course offerings at the high school
- Student-led programs (i.e. TUPE-tobacco use prevention focus, Speak group-equity/social justice focus)
- Many staff live in/are from community and experience career advancement from within the district
- Strong VPA (art, music) programs backed by the community

- Positive connections and relationships between unions and district
- Responsive to community concerns which enhance partnerships

3. What are the issues a new superintendent should know about when coming to this position?

- Budget reductions are a future issue, need to utilize resources we have to benefit students
- Continuing the mission and vision; not making an abrupt change in direction of the district
- Instagram was a symptom of an under current of what was present; it brought the issue out into the open
- We have a vision and action plans but we would benefit from looking at plans and progress made in other districts, such as methods to implement social justice practices
- We need professional development to build our build capacity to work on racial equity issues
- Space issue, not enough room
- New construction takes cooperation between schools to house students
- We will need a superintendent who knows how to manage the district operations during construction
- Equity issues regarding racial and social class status are in the present tense; sustained discussions are needed, need to decide how do we address this, there is good intention when we have time, it needs to be moved to the front of the list of issues or it will fall by the wayside
- Hard conversation is not what we want to do but must do to address important equity issues
- Provide the time to address what is important
- Temporary housing for construction has affected early childhood programs; services have to be spread out, we need to staff up for it, I have to advocate for it to be done well
- There are a lot of voices on issues and many of the voices do not know how to access the board and do not get heard well. Need to bring in all voices on issues
- On-going projects of building, with the temporary housing
- Tensions that exist due to multiple challenges
- Lawsuits in special education and other departments; this is a litigious environment
- Expensive area to live; staff can not live here
- Losing tech staff due to budget cuts, this will effect our data systems and may effect access to technology
- The district office is in a temporary location, in Berkeley!
- There is a new split position in student services and special education to handle the two jobs, too much for one person
- Instructional technology integration is adequate but not ready for innovative advancement in future which could become an issue (i.e. teacher driven but may need instructional tech support, loss of tech position will impact tech support at site and district level)
- Persistent performance gaps for students of color and students with disabilities as measured by state testing

- Divisiveness of staff and community as a result of multiple challenges not being handled adequately and strategically with consideration of multiple perspectives. Advocacy by small group of those with influential/political power had a large impact on the final decision creating a sense of divisiveness amongst the staff/community as a whole. These challenges included budget cuts, temporary housing, facilities construction at high, middle, and elementary schools (i.e. kinder day change and housing at various schools).
- Maintaining genuine focus on equity and culturally responsive instruction
- Multiple projects and initiatives have interfered with focus on daily instructional practices
- Inter-district transfer process creates challenges of inclusivity and welcoming (I.e. families of low socio-economically disadvantaged/Students of color; higher expectations for fundraising, inconsistent process)
- Structured deficit over the next few years (\$2.5 million over next three years)
- Clear articulation and implementation with fidelity of initiatives (I.e. MTSS)
- The vocal minority has been empowered to influence decisions that don't consider all perspectives
- Failure to make a difficult decisions has created silos
- Cultural competence and pedagogy should be a priority
- Need a systemic oriented approach to moving the district
- Unrest, division, and confusion exist when information is not clearly and transparently communicated
- A combination of issues have created great dysfunction across the district

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

- Hard working
- Empathetic
- Collaborative
- Not top down
- Either knows district or willing take time to learn about the district
- Experienced, teaching and administrative
- Flexible
- Kind
- Creative problem solver
- Forward thinking
- Student centered
- Have an equity lenses
- Instructional leader
- Someone who can create shared expectations, communal sense of vision
- Good process person for difficult problems

- Someone who knows that you are not going to make everyone happy but can explain why they are doing what they are doing
- A person who can make decisions
- Someone who understands the importance of universal preschool and can lead us on the implementation of P-12 instead of K-12
- Someone who is welcoming to all pre-school families from outside the district boundaries
- Thick skin
- We need a superintendent with the leadership skills to determine solutions by being able to handle passionate input and opinions, synthesize input, best practice and research, and make decisions that are in the best interests of students and are sustainable, realizing that not everyone will be satisfied.
- Someone who can keep the central long-term vision
- Hire leadership staff who have clear goals, action plans, and can articulate and actuate them
- Someone who can clearly communicate the actions of the District
- Someone who has a lot of experience, who knows what works and what does not
- Staff is new, Board is new, so we need a superintendent able to educate and train people in their roles
- Someone who knows special education due to change in staff and leadership
- Sense of humor
- Unifier of staff and stakeholders when multiple and differing perspectives are present to gain buy-in through collaboration
- Be decisive: Clearly articulate what is “tight or loose” and stand strong on decisions regardless of strong advocacy by stakeholders with influential or political power
- Co-create a long term vision for student learning and strategically identify how to implement the vision. Identify tangible and metrics to balance accountability and support
- Skilled in creating capacity of the cabinet and district leaders to enable implementation of the work aligned with the vision
- Consistent and clear communication of decisions that is understood by all stakeholders
- Holds people accountable to high expectations with clear hierarchy of collective responsibility for cabinet and site principals (i.e. safety plan deadline, etc.)
- Understanding how to work effectively with the board through guiding, supporting, and educating to enable work to move forward (i.e. new board)
- Be strong at multiple aspects of the job (budget, facilities, instruction, etc.)
- Outside perspective and lens is valuable
- Social skills to navigate conversations about difficult issues while being direct
- Experience in effectively managing facilities with equity lens m. Outside perspective and lens is valuable
- Strategic pacing of the work with the community

Albany High School students (6 students: 4 Frosh, 1 Sophomore, 1 Junior)

1. Tell us what is good about your community.

- Small community
- Clean
- safe

2. Tell us some good things about your schools and district.

- Counselors with small caseloads
- Mental health services on campus
- School resources that impact life
- Skilled teachers, good student-teacher relationships
- French department has impacted my life; support provided, great instructional strategies
- PE department teachers understand how to teach students based on their learning needs
- Know each other, diverse (i.e race, gender and sexual identity)
- Clubs provide student activism (i.e. Speak, Build on, Feminist Club)
- International studies program (partner with CIE-study abroad) which provides grants for students who have financial challenges (accessible)

3. What are the issues a new superintendent should know about when coming to this position?

- Adults (teachers, admin) afraid to confront difficult issues, thus avoid addressing them (i.e. Instagram incident)
- Don't integrate issues of diversity, privilege, racism, sexism into curriculum
- Inflexibility/meanness of some teachers
- Excessive and inconsistent workload creates stress for students (lack sleep, have extra-curricular activities, homework)
- Inconsistent standards across classes within same course (i.e. finals process)
- Big mistake to take Math 1+ from course offerings; not meeting academic needs of all students based on different levels
- Students need different support (group study, individual, online)
- Transition to math common core standards is challenging for students
- CIE study abroad program lacks access/opportunities to students who are on visas

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

- aware and involved with student activities (i.e. clubs, sports, understand student perspective)
- Care about students
- Flexible
- Patient

- Student focused, priority
- Dedicated
- Empathy
- Connection to teenage life (i.e. youthful thinking, relevance)
- Provide safe space and support for students who are negatively impacted by racial and anti-Semitic behavior (i.e. Instagram incident)
- Be aware and proactive to avoid hateful behavior by students
- Set expectations and have vision on how students are treated
- Use teachable moments with fair and appropriate consequences that build relationships and avoid future incidents
- Understand challenges associated with language diversity (i.e. English within math content; immigrant students)
- Incorporate other ways for students on visas to access programs

Special Education Parents, Staff (5 participants)

1. Tell us what is good about your community.

- Small community, close knit, friendly and caring (i.e. Dinner with Albany, Solano Street Stroll)
- Close to other Bay Area activities/resources
- Good schools
- Fundraising groups
- Many accessible community activities and other resources (i.e. community center, grocery stores, etc.)
- Community willing to pay high tax rate to support schools
- Many employees are residents and/or former students

2. Tell us some good things about your schools and district.

- Long term employment, invested employees
- More opportunities for students
- Quality of teachers and para-educators
- Care for students and families
- Welcoming schools (i.e. smiling, happy, good vibe)
- Schools are always open (before, during, after, weekends)
- Schools are safe
- Student-led projects and creativity (i.e. student build desks)
- Teacher autonomy and innovation
- Field trips
- Well-resourced in light of budget cuts (i.e. PTA discretionary funds for teachers, Albany Ed Foundation, etc)
- Enrichment opportunities outside of school day (i.e. art, music, legos, tutoring, after school activities, childcare, etc.)
- Strong passion and care for students with special needs on all levels
- Excellent programs like Kid Power and Best Buddies to bring awareness and build empathy for students with special needs

3. What are the issues a new superintendent should know about when coming to this position?

- Need to be more inclusive of all students with special needs (i.e. within/outside of school year, enrichment programs, field trips)
- Transparency and communication (i.e. introduction of new staff)
- Director of Special Education will be combined with Director of Student Services
- Litigation risks around IEPs not being followed

- Concern about hiring of new special education director (involvement of outgoing supt. vs incoming supt.)
- Inclusion is still a concern (i.e. child care, inclusion model/co-teaching in classrooms at all schools, individualized programs)
- Programs that work well for some students should be replicated for all students
- All staff training is needed to support students with disabilities (i.e. Universal Design for Learning)
- Para educator shortage and compensation
- Mental health support program

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

- Professional
- Friendly, community builder
- Open minded
- Knowledgeable (i.e. special ed, budget)
- Caring
- Strong communicator
- Strategic thinker
- Operationalize strategy
- Politically astute and can manage all stakeholder group perspectives
- Resourceful
- Creative
- Holds others accountable
- Critical thinker
- Inclusion and equity focused
- Champions special education
- Prioritizes social-emotional development

DELAC (10 participants)

1. Tell us what is good about your community

- Good school district
- Small town
- Friendly; neighbors know each other
- Children can navigate around town well without cars/rides
- Safe
- Convenient for shopping and other necessities (don't need a car)
- University Village, connection to UC Berkeley, educated
- Diverse community that represents cultures around the world

2. Tell us some good things about your schools and district.

- School is always close in proximity; can meet principal and staff which creates family feel
- Excellent teachers; no bad experiences
- Child is happy; makes friends
- Opportunity to engage in lots of activities like art, music, clubs, camps for all ages
- Strong academic teams
- Positive learning environment
- ELD program provided opportunities for immigrant students to catch up quickly
- High parent involvement and good vibes amongst parents
- Special education program provides resources for students with special needs
- My kids love their school and don't want to leave
- Staff at Marin School has helped my family so much
- School library access; weekly check out for students at kindergarten level

3. What are the issues a new superintendent should know about when coming to this position?

- Transition from 8th to 9th grade math; middle and high school principals not responsive; possible disconnect on math philosophy and approach (ie. use of calculators, redoing homework in middle school but not allowed in high school, ineffective communication with parents about math grading and expectation changes)
- Common core math requires English language proficiency and presents challenges for English learners
- Negative messaging by high school math teachers to incoming 9th graders about ability to master math
- Students are suffering from lack of communication and calibration of math vision; possible political implications causing barriers
- Math issue has caused parents to spend money for extra tutoring and support outside of school; students are starting to express their hatred for math when they used to love math

- Construction at multiple schools and managing movement of students
- Quality of education with staff shortages
- Diversity of immigrant students, thus ELD program should be enhanced (ie. more instructional time, support)
- Have a specialized advisory board, staff, events focused on Chinese students; one of largest populations
- Awareness of transient population
- Lack of traditional high school spirit though extra-curricular activities such as prom, homecoming, football, etc. although other enrichment activities exist

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

- Closely involved with high school activities
- Have experience with effectively handling of challenges associated with race/cultural issues through connecting with diverse groups
- Dynamic
- Approachable
- Leader who is knowledgeable about the broad educational spectrum including language of all content areas to support teachers in preparing students for success in a larger, advanced society
- Focus on whole child academics, social-emotional
- Visionary
- Enthusiastic, positive attitude
- Strategic thinker
- Fundraising experience
- Unite different groups
- Proactive
- Open minded
- Wholistic point of view

Community forum (4 parents)

1. Tell us what is good about your community

- Small town that is close to urban activities
- Dinner with Albany, Music in Park
- Walking access to a variety of activities
- Connection to UC Berkeley (intellectual and cultural resources)
- Vibrant community center and park system (i.e. Albany local week, Marin Monster, Community marathon fundraiser, Solano Stroll)
- Fundraising efforts for schools
- Good schools
- Diverse district
- University Village is a great asset
- Kids have connections to diverse perspectives
- Consciousness about keeping the school district running well
- Lots of parent involvement (i.e. college counseling nights, school plays, etc.)
- Low (violent) crimes; safe in comparison to other areas in the Bay Area
- Good and variety of food at grocery stores and restaurants
- International diversity

2. Tell us some good things about your schools and district.

- Great teachers
- Librarian knows most of the students at elementary and middle schools
- Parents are very engaged and invested in their kids' education
- Attractive to families moving to area
- Bonds passage speaks to support of the community
- Kids at different schools know each other through small town aspects (i.e. sports, community activities, etc.)
- Smooth transitions between elementary, middle, and high school since kids know each other; intentional efforts by staff
- High academic standards with support (i.e. counselors, tutoring, lab support, advisory)
- Academic and mental health counselors available
- Administrative staff are approachable
- International diversity amongst students

3. What are the issues a new superintendent should know about when coming to this position?

- Effective handling, communication and resolution of Instagram incident
- “Facing History in Ourselves” group and other partners to provide professional development for staff

- Diversity, Inclusion, and Equity committees are evolving but should be taken on by larger community stakeholders not just a few people
- Historic tensions between elementary schools are existent; possible inequities in access and resources based on demographic differences (i.e. comes up in school rebuild process, temporary housing, kinder schedule change)
- Lack of communication and transparency; impact of budget cuts on position of communication director
- Divisiveness of groups based advocacy for different interests; not aligning priorities with student needs
- Concern about declining school enrollment and budget cuts (i.e. high schoolers leaving to attend Berkeley High School for access to more course offerings)
- Inter district transfers and bond passage concerns around acceptance of students of color, students in poverty, students from surrounding cities
- Lack of electives, world language choices at high school
- Student drug use is a concern (i.e. vaping, marijuana smoking)
- Many residents are not wealthy and struggle with fundraising and contributing to school fees
- Science labs, computer labs, instructional technology need upgrading
- Innovative fundraising efforts needed in light of budget crisis

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

- Strong leadership
- Experienced in effectively working with board in making critical decisions
- Effective communicator
- Effectively manage multiple perspectives in shared decision making process
- Decisive
- Strategic (i.e. deadlines, action planning, goals)
- Politically astute
- Effectively embrace challenges; be comfortable with leading difficult conversations
- Have a backbone
- Working well with unions
- Relate to people, understand culture of community and state
- Be able to build consensus
- Commitment to education focused on students first; prioritize students in all decision making
- Be present, visible, accessible; community involvement
- Personable communication not just emails and newsletters
- Understand and ensure support for new students' need; provide access and inclusiveness for them (i.e. shy students, new Chinese students; international activities to socialize students to fit in to new community)

Familias Latinas (6 parents)

1. Tell us what is good about your community

- Close knit, diverse
- Social strength in diversity: pleased by the variety of people (global diversity)
- Core of highly engaged people; caring and energetic
- Self aware and intentional in efforts to make Albany better
- Small community, kids and families know each other as they move through different school levels
- Schools have a good reputation
- Safe for students
- Variety of foods
- All services are accessible; walkable
- Lots of community engagement opportunities that are healthy and affordable (i.e. music in the park, dinner with Albany, student performances in parks, festivals, library, Albany film festival, etc.)

2. Tell us some good things about your schools and district.%

- Majority of teachers are good
- Teachers are curious and have a global and innovative view on teaching (i.e. student projects, experiments, etc.)
- Connection and proximity with partners at higher education level (i.e. Chabot College, UC Berkeley, field trips, job shadow)
- Special education services excellent for students on autism spectrum
- Low teacher turnover
- Lots of extracurricular activities and ways for students to excel
- Student identity is valued
- Lots of course offerings at the high school
- Elementary schools good at working with student strengths, student centered classroom set up, individualized learning, and smooth transitions and continuity between grades (i.e. cross grade collaboration)
- Cultural relevance of programs and celebrations all year long (i.e. bulletin boards, activities, etc.)
- University village creates global diversity and exposure for students
- Great principals and committed teachers who invest time and resources above what is expected of them

3. What are the issues a new superintendent should know about when coming to this position?

- Diversity presents challenges
- Historic and ongoing funding challenges in light of more affluent community support

- Lack of innovation and vision in light of budget cuts
- Special education teachers need coaching and professional learning to gain tools and skills to implement IEP needs (i.e. parent rights, law, timelines, etc.). This creates challenges and tension where parents have to rely on personal or legal advocacy.
- Lack of focus on equity (differentiate services based on cultural needs-ethnic, disability, language, gender identity, etc.)
- Highly educated and engaged parents creating challenges and a culture of competitiveness that negatively impact students' social-emotional state (i.e. focus on going 4 year prestigious colleges more than career and student interest; students fall between the cracks and don't know where they fit in)
- High school Students need classes and programs focused on social-emotional learning and student interests to balance (i.e. mediation, etc.)
- Latino and African American kids are not performing as model "Albany kid"; middle and high school data reveals this. Need to unpack why this data exists and identify solutions.
- Historic racism in community impacts students of color (i.e. negative narrative about increasing population of people of color and Asians. Repairing of damage of racial harm is needed)
- Lack cultural relevance of curriculum; students need to see themselves reflected throughout experience from elementary, middle, and high school
- Need to redefine success for Albany students beyond academic success
- Math curriculum is difficult; online support is not sufficient; parents struggle with homework help

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

- Advocate at state level for school funding
- Engaged
- Interested and knowledgeable about closing the achievement gap
- Open minded
- Bilingual at least, preferred multilingual; bicultural
- Approachable
- Clear and strategic communicator
- Trust worthy
- Transparent
- Proactive
- Prioritize and manage multiple projects
- Resourceful and innovative (i.e. Fundraising)
- Innovative strategy in handling budget without fear of law/compliance measures
- Risk taker and advocate
- People person who can cultivate positive relationships

- Teaching experience

Past Trustees (4 people)

1. Tell us what is good about your community

- Small town in urban setting
- People know and care about each other
- Care about the schools
- Parents are active, demanding, and supportive
- History include good working relationship between city and school district work well together
- Great teachers
- Parcel taxes and bond measures passed to support schools
- People volunteer long after kids are in school
- District and town have same borders is a benefit
- City financially supports schools (i.e. ed foundations, music boosters, theatre group)
- Residents are willing to pay a lot for a home based on good schools
- Liberal and social justice tendencies create benefits but also challenges
- Safe community
- Diversity

2. Tell us some good things about your schools and district.

- Support students well
- Continuation high school effective in supporting students
- Schools safe
- Can recruit experienced teachers
- Small class sizes
- School discipline not a huge distraction
- Financial investment and support-\$12K per student
- Do a lot with limited financial support
- Good support of special education students; attractive to parents

3. What are the issues a new superintendent should know about when coming to this position?

- Transparency on how money is spent with regards to construction
- Parents are demanding, litigious, and pull kids to attend private non-public schools
- Economically diverse community but some suffer when asked to pay higher taxes and school fees
- Budget cuts/deficit including lay-offs of central district offices, site admin; teachers took early retirement which create challenges to fill key positions (i.e special education)
- Involved parents only believe perspective of the teacher's union
- New and inexperienced school board members may not have historical perspective of district

- Being tied to UC Berkeley creates challenges (ie. High expectations of residents who work/enrolled in; University village doesn't pay tax and are transient although they vote)
- Community in transition, some residents aren't connected to school community and may not be able to be reached (i.e. gated housing, larger student enrollment, inter-district transfers, elder residents, new residents, larger diversity of languages, busy work schedules, tech value/culture, etc.)
- Diversity is positive but brings challenges; misconceptions about racial diversity-majority and minority; perception and reality are very different
- Superintendent position is challenging; ability to effectively manage and collaborate with a new board with multiple perspectives (i.e. budget deficit, education challenges, family needs, facilities, etc.)
- Influence of vocal minority and impact of teacher union and advocacy group perspectives which can impact the focus on what is best for all students
- Compensation package for superintendent should be competitive and match job expectation and challenging work load
- Affordability of living in the area
- Leadership change can create employment changes
- Facilities challenges with construction and student movement
- Manage tensions amongst elementary school staff and community

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

- Be present, join clubs, active in community
- Have experience (site and central office) to address challenges of the position (i.e. managing finances, board relations, facilities, bond measure, community relations)
- Build positive relationships with board to maintain and effectively communicate support
- Clearly articulate ideas in discussions and meetings
- Make and stand by tough decisions
- Balance collaboration/shared decision making with stakeholders while making tough decisions in very difficult times
- Have extensive understanding/experiences with school finance
- Broad and balanced experience with instructional leadership, student services, Human Resources
- Ability to lead and nurture site administration
- Hire and recruit best teachers
- Take a role in all district dealings/hands on (i.e. hiring, construction, etc.)
- Understand, embrace, and prioritize diversity of instructional programs to prepare kids for college and career
- Continue to manage equity work and distinguish between equality and equity

*Survey Monkey Results for Albany Unified School District
March, 2019*

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

(80) Responses

Administrators

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

- Parents are involved. Lots of community support. Fundraising groups. Committed to quality education.

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

- Hard working staff. Strong curriculum. Passionate leaders who go above and beyond.

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

- Site administrators have limited trust or faith in the district office at this point. There is a feeling, that there is very little competent or effective leadership and administration. Temporary housing, budget reductions and under-resourced schools have made the politics of AUSD very impactful.

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

- Strong decision making skills. Solicit feedback but make critical decisions.

Classified Staff

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

- Smalbany! People are (mostly) good and care about our town. We are smart and have lots of ideas (sometimes too many ideas---see below about too much power)It's small and close-knit (which can also be bad).
- very, very involved
- The community here is clean, involved, friendly, moderately diverse, and child centered. We love good food, conversation, and spend a lot of time walking to and from schools, and generally like to spend time outdoors. We're helpful and supportive when there is a need, and look out for each other.
- This is a great community needs more gather and power

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

- Incredible caring and dedicated teachers. High achieving I'm not so sure the parents should have all the power they have.
- There is little physical violence on campus and we produce a good percentage of college-ready/college-bound students.
- staff that cares
- Our schools are clean and pretty evenly spread around the community (if elementary is a long walk, chances are that the middle or high school will be right next door). The teachers are dedicated and generally like their students. Most schools get additional funds through various donation channels that enhance our programs and the student experience. In addition, our schools work to promote safety and equality, and help students feel welcome and supported.
- Our teachers are the best

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

- Don't let the BOE decide matters for you. Put a stake in the ground and be heard.
- There is a lackadaisical attitude amongst the teachers surrounding all school matters that don't directly affect their FTE. There are high stress levels surrounding "prestigious" college readiness/eligibility on the part of students and parents.
- lots of 'helicopter' parents and adults that are very involved, so they need to be ON THEIR TOES and do things, not assign them to other district staff members.
- Parents and staff in the district are very protective of the welfare of the students and children, and will speak up, advocate, and even fight for their needs. This is an extremely expensive area to live, and most staff cannot afford to live in the same town they work in, which inherently creates ongoing tension in the workplace, with some staff

having commutes in excess of 30 minutes. Salaries are often a sticky area, as there is an ongoing struggle to bring salaries up to a level that would allow staff to live where they work. That being said, the superintendent salary that can be 4-5 times many staff's salaries creates additional tension. Parents and staff require a higher level of transparency. While the ultimate decisions fall on the board and superintendent, there is a need to share information on an ongoing basis, in a format that is understandable to the community (700 page board packets are burdensome). The demolition and construction of multiple sites will create ongoing tension moving forward for the next few years, and should be addressed to minimize impact and maximize communication. The current district office situation has created some tension, with split offices, and one being in Berkeley. It is more difficult for staff, and may make the community feel somewhat alienated.

- Bullying

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

- Courage, compassion, super-smart Don't sit back-be a decision-maker
- Needs to be an open-minded consensus builder/gatherer who can bring new ideas and programs to the district and not be afraid to push back against parents' unreasonable and sometimes unrealistic expectations of the teachers, counselors, faculty and/or staff of AUSD.
- Experience in the classrooms at multiple levels. Strong experience as a leader. Some experience in special education, as it is an important part of this community. Good communication and teambuilding skills. Confident with a good sense of humor, and knowledge of the complicated nature of the position as superintendent of a small district. Affable and willing to get to know staff, their duties, and their value as employees.
- Who has experience and gut power to deal with all the bullying

Community Members

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

- Passionate families seeking the best education for children
- Great close knit community. Strong support of education and teachers.
- The community supports public education.

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

- The schools are highly rated in the area. High graduation rate. Compassionate teachers
- Dedicated teachers.
- Many dedicated staff members, involved families. The people here want to be here and create a cooperative, collaborative, supportive community.

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

- People move to Albany for the schools, that's why housing prices are so high. It drives families crazy that so many out of district students are permitted to attend school here. Families lie and cheat the system when honest folks pay and pay and pay. There should be consequences! It is especially frustrating at the elementary school level. Class sizes rise and not all the kids live in Albany. You can bet that I and others will actively campaign against any additional bonds or tax increases unless you stop this mass push to allow students to attend when they don't live in Albany.
- The district has bond money that is not being handled properly
- History of lack of leadership and vision with current district office. Brand new board who still seems to be finding its way.
- Apparently, management of the Albany community pool facility falls to the school district. Mismanagement of the facility has become worse and worse to the point where neighbors who live within a couple of blocks of the pool choose to drive to El Cerrito or other pools instead. This was supposed to be a wonderful new resource shared by the community and students. If the district does not have time/resources to properly manage the pool, can management be turned over to the City or other entity?
- There has been an ongoing problem with communication--going out to staff members as well as families. There has been a history of distrust sewn between D.O. and staff. Poor leadership has created and perpetuated this distrust.

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

- A local stakeholder, firm and balanced, able to make decisions

- Strong management, open to concerns of all citizens not just parents. Need to realize a lot of seniors cannot afford more taxes for schools, they already pay a lot
- Strong, dedicated leader with a proven track record of coming from a district office. Someone who has a vision that he/she stands by and that drives every decision he/she makes. Looking for someone decisive who is willing to make hard and unpopular decisions. Someone who can rein in a new, inexperienced board who are, at this point, reactive and impulsive. Ideally someone from outside of Albany so that there are no concerns about conflict of interests.
- The new superintendent should not be someone who is already in the district. The new superintendent should be able to answer a question directly, AND make decisions in the best interest of all stakeholders when necessary. The new superintendent should be willing to step into a classroom to sub if needed given the current sub shortage. They should be able to prioritize, organize, delegate, and act in the best interest of the stakeholders. They should be able to plan and run meetings efficiently and recognize when a meeting is necessary and when it's not. They should recognize(for real though) that they work for students, families and teachers.

Parents

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

- Very engaged and one community
- Nice people who care about their kids and want to be involved and help the school district. Great restaurants and shopping in town and near by. Nice weather and near wonderful hiking spots. For a small town there still is economic diversity and cultural diversity.
- We are a close knit community where education is valued by all. Albany is a small town and in many ways that is its biggest strength.
- Our children are supported, neighbors look out for one another, there is support for marginalized/historically underrepresented people. However, we do need more diversity in terms of race and income.
- With their financial and volunteer support, our community really makes a difference in making the schools as good as they are.
- educated, professional; invested in their children's education; invested in the public school system
- Families want to participate in their children's education.
- They are working on issues like anti-bullying /upstanders/ awareness/social justice despite limited diversity (especially socioeconomic diversity) in much though not all of Albany.
- The people, the stores and restaurants, the schools, the beauty, and the openness.
- Feelslike a small town - a cohesive and engaged community where everyone seems to know everyone. The city is very walkable with a lot of public space where people interact. There are great public resources (pool, parks, library, etc) and businesses (restaurants, stores, movie theater, etc) all within walking distance of the entire town. People come to public meetings and are generally willing to put resources (time, money, expertise etc.) towards school and community projects.
- Most people are friendly, warm, and welcoming. There are tons of great coffee shops and a overall good vibe on Solano.
- Small town. Good police/fire nearby.
- We value and support our public schools. We love our "SmAlbany" small-town feel in the East Bay.
- People know each other; decent schools; diverse on numerous dimensions; people are generally involved in the community and/or schools
- Semi-urban village with transit connections. Strong support for schools.
- We value a strong education, we strive for inclusion, we are willing to contribute.
- Small, friendly, smart and creative

- People care about this town, the schools and quality of life. Most people move here for the school system.
- Small-town feel with big-city conveniently near by. Diverse community, especially with the Cal students from University Village. Walkable. Fun shops & restaurants on Solano Ave. In September the City of Albany puts on lots of events -- weekly Music in the Park, pop up events featuring local businesses, movie on a corner, and every other year we have Dinner with Albany where they shut down a big portion of Solano Ave and we all eat together and listen to live music. The schools draw lots of young families and that vibe makes our city unique.
- Close knit community. Students know and parents know each other from elementary to high school. Safe area. City has several community events like music at the park, solano stroll, etc.
- Small, diverse, close-knit community and growing
- Everyone knows each other and wants Albany kids to be happy and healthy.
- Very diverse, caring, committed and engaged. The community engagement is not based on wealth, but instead on a shared value of education and equity.
- Engaged and committed people all around, deeply cares about educating its kids.
- I believe Albany has been a family-oriented, diverse community, striving to be good neighbors to one another despite the existing cultural differences among ourselves.
- Our community is small and cohesive. Education is valued. We strive to be accepting of others.
- Density/walkability; city's focus on sustainability and reducing our footprint; community-based activities (such as Albany Week, Solano Stroll, the film festival, etc.). Progressive values. Diversity of employment (not everyone is in tech!). Big focus on education in the community. Passed every bond measure. Lots of parent engagement.
- Small and personal
- Our small community allows us to really connect and form lasting bonds with one another. The community, for the most part, is filled with generous, thoughtful and caring people who genuinely want to steer clear of politics and do what is best for our kids.
- The community is very engaged, caring, generous with it's time and money, and often has the same big picture goal.
- convenient
- It is a small city in the middle of a metropolis. Very walk-able with many restaurants and shops.
- This is a great community. It is small, yet diverse. You can be part of a genuinely small-town feeling community, yet be surrounded by all of the intellectual and creative advantages of Berkeley and Oakland (and SF, a little further away). Albany values families, you can see this in the schools but also in the community activities, library, parks and rec department, etc. It is also beautiful here -- great weather, great parks, great outdoor pursuits, beautiful views.

- Close knit, but diverse group of residents who care about each other, each other's kids, and our society and planet. Walkable/bikeable scale with access to major cities and universities.
- Albany is small community and people really know each other.
- It is small, so easy to know other people. It is very diverse. It is very academically oriented.
- Albany is an engaged, progressive, middle class, diverse community. People move to and choose to live here because of the schools and general orientation toward family/child rearing life. Maintenance of an excellent school system is of paramount importance.
- Albany is a small, tightly knit community. It is lovely to know most of my neighbors. I feel safe in Albany and I appreciate the community focus on education and families.
- It would be great if we could give a stronger voice to academic clubs such as biology, chemistry, English reading and writing, math, and art, etc. since they bring students together. Other groups based on religion or color are segregating and polarizing our communities. It's happening in other schools as well as colleges. Even parents are segregating according to this new form of special interest group style of organization where they breathe down the necks of our teachers and administrators until they get their demands met. Enough is enough. Focus on bringing these young students together based on their common interests. Our society needs more harmony and friendship building and less polarizing. Thank you.
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- People like to learn from each other, cultures are valued, close knit town
- Small town feel in the city. Teacher quality is outstanding.
- Curious, accepting, walkable. The population is pretty stable. UC village is full of neat families.
- small town feel, high walkability score
- Diverse, open-minded, generous.
- Strong commitment to our schools - making sure teachers have the support they need, and keep academic excellence high.
- Family oriented Community support in times of hardship
- Small town that values education above most else. Involved parents, generally good kids who are also interested in learning

- Tight knit, very interested in the quality of schools, safe, diverse to an extent, community-minded.
- Our community values public schools and is generally willing to contribute (both time and money) to ensure quality schools.
- The community is very engaged, caring, generous with it's time and money, and often has the same big picture goal.
- This is a small, close-knit community that generally holds education in high regards and wants ALL of the children living here to be successful.
- Albany, or "smallbany," is a wonderful place. We are a small, yet diverse community of people who really care about each other and especially our schools.

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

- High achievement
- All of the teachers are wonderful. Each one our kids have had have been insightful, caring, supportive and flexible with the needs of each of our kids.
- There are some wonderful teachers at Albany. We have loved the music program, the amazing arts teaching, the clubs (in Middle and High School) and the sports opportunities. My kids loved their field trips to Sacramento and Point bonita and the choir trip to Great America.
- Children are cared for, their needs are met, especially for children who need more assistance with learning. There are programs such as music, art, etc. Marin Elementary's principal is amazing in bringing attention and knowledge about different identities, such as transgender people and people with disabilities.
- Most of the teachers are very dedicated and really make a difference,
- Great teachers, great parents who are involved and invested. Kids with skills and motivation reflecting the affluent community within which they have been raised.
- Elementary levels are well run (Marin) teachers are supported and see there students a whole people.
- Good quality teachers dedicated to helping kids feel empowered and learn about a range of cultures and social justice issues (though very limited diversity among teachers with regards to race/gender)
- Teachers, parent participation, music and arts program, community, safety
- Most teachers are amazing. Parents are very involved. Families get to know each other - the town is so geographically small that everyone is neighbors with everyone - and there is a good sense of community.
- Most of the teachers are great and really care about the students. The children are most well behaved and do not have many of the large problems that are seen in other districts.
- Teachers are good.

- Excellent teaching and students.
- High parent involvement. Short distance between schools. High walk- and bike-ability from homes to schools.
- They have pride in what they do and respect for the whole district. We are big enough to have a range of offerings, but small enough to not overwhelm kids. All elementary feed to one MS and HS so we're all in the same boat.
- Competitive, open minded teachers, complete education
- Good reputation and impressive sports and academic competitive level considering the small size.
- The schools are at the heart of our community. We have so many young families here. The teachers, principals, counselors are fantastic and amazingly dedicated. There's a good deal of parent involvement with the schools. We have successful, thriving schools and that draws people who value public education to Albany.
- Academic quality school that has a variety of extra curricular classes available from elementary to high school. Students are well behaved and more serious about school. Teachers tend to be well qualified. Lots of parent involvement. Everyone in the surrounding areas want to attend Albany schools because of the high quality of education and non-disruptive classrooms. High performing schools.
- Amazing, dedicated teachers, Arts program, staff development programs, active parent involvement, up to date curriculum with strong threads of community involvement, focus on diversity and inclusion and growth mindset to develop our kids into positive, problem solvers
- Strong leadership at AMS, great teachers at Cornell, active PTAs, focus on emotional intelligence
- Great parents, teachers and students. We've done a lot with budget cuts and low funding levels.
- High quality programs, commitment to music, other arts, a 7 period day at the high school, many good teachers
- Albany Schools tend to focus on education and curriculum, rather than political agendas or polemics.
- The schools are positive and functional. There are systems in place. The students are generally friendly to each other, with some glaring exceptions at the high school.
- Caring and dedicated teachers, administrators, and staff. Progressive values.
- Caring staff
- The teachers! The music program is also fantastic and the support of organizations like AEF and SchoolCare are also amazing.
- Wonderful teachers, great sense of community, lovely children.
- great and hard working teachers with progressive and inclusive values
- It is small. Lots of the kids know each other from Kindergarten on.

- We have amazing teachers. The families are engaged and involved. The schools are diverse and high-performing. I rarely feel like there's a lot of "teaching to the test" at school. Kids are motivated and curious. PTAs are active, especially at the elementary school level.
- Great, dedicated, experienced teachers. Diverse group of students, with egalitarian, tolerant culture.
- The band director at Albany High School is awesome. The music program at Albany High School is great.
- Academically oriented / sometimes too much so. Don't always do so well with less academically talented students.
- Excellent teachers, thoughtful and academic-oriented curriculum, smaller class sizes, extra-curricular opportunities, strong parental support and involvement.
- My children feel safe and happy. They feel good about the education they are receiving and so do I. They are engaged in their learning and it is meaningful. They are making gains and meeting standards. They come home every day with something constructive to say about their learning experiences.
- It would be great if we could give a stronger voice to academic clubs such as biology, chemistry, English reading and writing, math, and art, etc. since they bring students together. Other groups based on religion or color are segregating and polarizing our communities. It's happening in other schools as well as colleges. Even parents are segregating according to this new form of special interest group style of organization where they breathe down the necks of our teachers and administrators until they get their demands met. Enough is enough. Focus on bringing these young students together based on their common interests. Our society needs more harmony and friendship building and less polarizing. Thank you.
- It would be great if we could give a stronger voice to academic clubs such as biology,
- Accessible educators, Strong academics, supportive admin, strong parental involvement through middle school
- Athletics IHS CLASSES
- good teachers. AMS Principal is doing an outstanding job for the school. school provides extra curriculum subjects like music and languages and arts. teach life values like respect, anti-racism etc.
- Libraries, good with helping students learn differently, challenging for every level of kid, variety of electives, music at all levels, kind, GSA.
- many teachers seem dedicated to student learning
- A school culture that fosters respect and diversity and is able to actually implement differentiation, not just talk about it. Teacher retention! Principals and administration who respect the skill and authority of their teaching staff and give them the support and tools to do their jobs well.
- Outstanding teachers. Parent community that places a high value on excellent schools.
- open-minded community oriented

- Fabulous elementary schools with great teachers and communities. Very strong teaching and planning at elementary level. Middle and High school seems to not do as good of a job about educating kids and making sure everyone has what they need.
- Teachers are committed to the students and the high quality of education. Few behavior problems compared to other schools. Huge parent involvement including fund raising.
- Our schools have great teachers and a generally active parent community. Most of the schools have active PTAs.
- The majority of teachers/staff/administration at AM care about the success and inclusion of the students.
- Wonderful teachers, great sense of community, lovely children.
- Our schools are filled with children that are generally diverse in many ways— they speak many different languages, are of many different cultures, races, socio-economics, gender-identity, sexual orientation and this is a benefit to our schools and community. Our teachers care deeply about our children and the work that we do.
- We have exceptional, highly qualified teachers and administrators who truly care about the children. The school board leadership is also caring and committed to making our schools great. We also have several non-profits who work hard to fill budget gaps.

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

- Budget Reduction and Temporary Housing
- Although the majority seem to be inclusive there have been racial issue the community has had to deal with.
- Albany is still recovering from the racist incidents on Instagram several years ago. This experience rippled through the entire school system and affected all of us. It is also clear that this revealed many longstanding issues that need attention in Albany.
- Equity and inclusion are critical to building our community and supporting all of our children and various families to feel they are welcome, belong in Albany, and are a part of the same community. Building critical consciousness among our children and families and putting policies in place for accountability measures when there are issues that go against the core beliefs of equity and social justice is also critical.
- There's an accountability and transparency problem when it comes to the school board and how it addresses the parents and communities concerns.
- Financial issues; construction of Ocean View and Marin is going to be a big headache in the coming years.
- The diversity of the students reduces as they get older as families from uc village graduate. It seems students distill into a less diverse more homogeneous groups that don't mingle.
- There are so few black students in particular that several classrooms have no black students in them. Marin elementary has no black teachers. But 4 miles away there are

schools that are majority black with far less funding than Albany. It seems like we can and should be doing more to help our community have integrated and equitable elementary school experiences. Kids should not be able to go through elementary school without exposure to teachers and role models of many diverse backgrounds and classmates too. Please figure out a way to make it a priority to reverse the trends that have led to so few black and Latino families and teachers at Marin elementary and possibly Ausd in general.

- A small population of Albany residents (those who moved to Albany recently) are being taxed at very high rates to pay for school rebuilds. The bonds were passed in a sneaky and underhanded manner and I do not trust the school district and school board members who pushed it through. I always vote to increase my taxes for public services, but this was over the top and irresponsible. It has made Albany even more of a place for only the wealthy.
- Obviously, budget cuts are a big issue. The incoming superintendent will hopefully be a good communicator and receptive to community input. There have been issues with the administration's communication and responsiveness around major issues affecting our kids: e.g. increasing class sizes and cutting kindergarten hours for the younger students, the handling of racist/misogynist incidents involving older students. There has been a very top-down attitude of governance (ie, the administration decides what they are going to do then pays lip service to community input) rather than allowing/accepting community involvement.
- Families are very frustrated with the mismanagement of the district recently from disciplinary decisions at the high school, seeming mid-management of the budget, and the lack of planning for the elementary school's construction.
- The school has a recent and long term history of issues dealing with race and ethnicity. Specifically the Black students and families in the district have had a lot of problems such as the racist Instagram post a couple years ago. There are not enough Black teachers and not enough Black students. The Black community here is often overlooked and suffers from the same achievement gap that is common in most districts. It seems like little is being done to fix this. The Jewish community also has to deal with some hatred. The principals can be overbearing and have been in the district for a long time which gives them tons of great experience but it also makes it hard for them to take direction from the superintendent and school board. This also makes lots of the parents feel unheard, and uncomfortable.
- The kids in the middle school are unruly. There are major security flaws in the schools. The security systems are antiquated. There are tensions too with the district transfers of students outside Albany.
- Budget cuts, construction projects to manage carefully. Not really enough money for all the construction projects we need.
- Racial inequity, rigid approach of current school district to enrollment, class changes, high variability of teaching quality, need to be more inclusive of different cultures and religions; policy of not giving math tests back so students have to review in class or advisory or after hours to see what they missed - this approach does not support student learning

- Our home values and rental rates depend on the quality of the schools. Every resident supports the schools and takes it personally when something goes wrong. Residents have likely moved here for the schools and yet feel highly taxed for schools. Many were surprised when teachers' jobs were eliminated soon after a large tax increase.
- Like all districts there are financial challenges. It is important to the community that these be addressed with forethought and transparency. Laying out the options and collecting input. It feels like the options for teacher compensation are not on the table the way they should be. It's a sensitive topic of course, but so is making significant cuts to what the schools offer. Balancing perspectives of teachers/unions, parents and students is important.
- Class size, funding, space, teachers aid or IEP, equity in education, bullying, vaping and drug use
- Bad reputation for wasting money on consultants. People are skeptical based on last two superintendents performance and all of the pending budget issues.
- AUSD has no awareness of a social emotional curriculum or how it relates to discipline and behavior. The classes are too big, teachers are overworked and the administration is clueless. Teasing is rampant. Kids are suspended quickly and without reason. Counseling is a joke. The kids know the only reason to see a counselor is to tattle on another kid to get them in trouble. There's no adults to talk to when needed. When a guidance counselor posted on snapchat how excited he was to smoke a blunt later, and then posted it for all of AMS to see, no action was taken of consequence.
- We're a small town divided into three elementary schools. Each school has a historic population (or stereotype, I think these are shifting in at least two of the schools now -- Cornell and Marin) and in the past there have been times when the groups have been pitted against each other. Equity is valued in this community but it can also be a wedge between groups. There are old wounds that can show themselves at times when younger groups don't expect them. With all of the construction and budget cuts we're facing, I think it will be tricky for a superintendent to keep the community as a whole happy and also feeling like these old battles aren't coming up again. We have people who want to know what is happening in the district and have not felt that there has been enough transparency and communication in the past. I'm sure some in the administration over the years have felt that the parents/community is meddling too much.
- -The math curriculum is not friendly in terms of being able to find where to get the explanations on what students don't understand and parents can't remember. -The new special ed hired teacher who provide support to students and manage their caseloads are not knowledgeable on IDEA and IEP procedures. They don't follow the protocols to IEP procedures and rule like the staff requested to attend needs to be present on the IEP, if you excuse a person they need to have a written report to share during the IEP meeting, you can't tell parents that the parents will need to cancel an IEP meeting because the school can't get the team together. -The people who greet parents at the high school are not welcoming (front desk and counseling office). They are not helpful. They discourage you from trying to meet with counselors and other staff people.
- Budget budget budget constraints and outgrowing our buildings.

- The prior superintendent seemed to react to the last person who screamed the loudest, rather than be a leader and make tough choice. This created a lot of division and animosity among Ocean View and AMS families. Some of the rhetoric shocked and saddened me. It feels like the middle school kids were thrown under the bus.
- The community already does so much to supplement funds, we need more creative solutions from the district and less knee jerk funding cuts.
- That we are in a structural deficit that the new Superintendent needs to help address. The new Superintendent comes in to contract negotiations with our very strong teacher's union (ATA) who will fight to keep the platinum, frankly available no where else, health insurance. (Our teachers don't have a co-pay, which if changed could save us \$2M year and get us out of the structural deficit). No other district in this area has such costly health care and most families don't even realize this. We need the new leader to understand this, work with our lawyers to get our teachers to take some concessions or else I'm afraid we will be cutting programs that directly affect our students very soon. AUSD is a small district with not a lot of excess to cut in order to keep our schools the "excellent" schools that they are seen to be. Also, overall communications and leadership is needed. Crises do come up in Albany (google the social media issue from 2017) and we need a leader to navigate through those crises.
- Albany is culturally very diverse, but what unites the families with children are children's education and well-being. In today's cultural climates, even school districts can easily get caught up in the partisan politics and the political-correctness games - taking the attention and resources away from providing children with formative academic knowledge and skills. I feel AUSD by and large has been very good in staying focused on the academics - for which I'm very grateful.
- We are a small and independent community. We do not want to change the schools, nor do we want to join with neighboring districts.
- Budget. Equitable access to high level courses for all students (math is a problem at the high school - the current situation is not a good solution). Morale, given the stuff that happened between the Supt and Ocean View ("vs" AMS). Vaping. Privilege.
- There is still lots of segregation
- We need a true leader- someone who cares about our kids' interests and who will be involved on the front lines. The superintendent needs to connect with the principals, teachers, families and students to understand that there have been some challenging times where communication has been sorely lacking. There has also been a lot of opaque background politics leading parents to question the administration.
- Accomplishing goals has been hampered by delayed actions, ineffective communication, horribly ineffective process, and persistently not getting ahead of big issues that parents will care about. Committees are formed without giving them clear direction and parameters. Problems are solved piecemeal. Important stakeholders are left out at the beginning of the process and come into too late, when negative impacts are beginning to emerge.
- Superintendent should come from a modern progressive perspective and is willing to stand up to supremacy in all its forms; speaks easily and strongly on sanctuary schools, and sanctuary policy, and speaking up at State level for fully funded schools so that we

can bring back children in charters, reduce class sizes, fund all of the pieces and positions of a well funded school ecosystem, in partnership and alliance with our sister school districts to the north and south.

- We need to focus on building character in our students. Our teachers need to feel valued. We need a unified vision for individual schools and the district.
- Racism, entitlement attitudes, and financial disparity exist here. Lots of focus on getting into a 4-yr university and having A/P courses other than having a well-rounded education, which is good and bad. The students get stressed and I do not see much social life at the school.
- The previous school board put off very difficult decision-making in a way which turned out to be very harmful and dysfunctional. It has left us in a situation where we have two extremely contentious and difficult issues coming up at the same time: 1) school rebuild (and housing the students displaced by the rebuild) and 2) budget cuts. There was always a lot of talk, no action about these issues, which now puts our current board, just elected and with 3 new members, in a position where they have to make these decisions, they can no longer be put off, and now it's under pressure. A new superintendent needs to be a strong guide for this new board, not allow them to put off necessary decisions indefinitely. A new superintendent should also be aware that some Board discussions have become heated between board members and the public. Board members have interrupted speakers and there have been public disagreements on several occasions. We need a superintendent who can promote a high level of civility during Board meetings. A new superintendent should also be aware that there are concerns among parents of higher-performing children that the schools are not taking seriously the needs of these kids. There is a lot of rightful discussion on special education and bringing up the lower-performing kids. This is as it should be. However, the district is very slowly losing families whose kids are academically strong, as they fear their kids are not being challenged. We need to make sure extracurriculars and academic offerings exist to keep these families in the district as well. New candidates should obviously know about the Instagram issue at the high school 2 years ago, and how that issue was handled. They need to understand how it is affecting the district today, as well as how it was handled then.
- Challenges of guiding community through school rebuilding, temporary school housing, and budget cuts.
- The budget issue, HS science teachers need professional development, 2014 science standards that the students are being tested on and teachers do not know how to teach to the science standards.
- Quality education must serve all students, not just those headed for Harvard. More flexibility, more focus on social skills, plenty of focus on “grit” should be included in the curriculum.
- Difficult funding issues, need to maintain special education support, need to maintain lower class sizes, stronger support for teachers, support diversity education and awareness.
- The school district is entering into a challenging time with many changes on the horizon. We are undergoing budget cuts, temporary housing, and school rebuilding. Additionally,

there are many new team members in key positions in AUSD... District Office positions and Board Members... there is a lot of learning taking place.

- Parents are looking for more ways to support students emotionally. The sophomore class participated in a “challenge day” this year that was EXCELLENT. This should be something offered as a way for IHS classes to reunite after freshman year and then stay together for supportive meetings throughout the year. We offer teacher in-service days but we need to offer Student In-Service days, a day of emotional check-in’s and fun activities to remind the students that there’s more to life than work. Maybe a teacher/student sports day...softball, basketball, tennis, swimming, soccer, ultimate frisbee, etc...something for everyone that promotes fun and community. Non-athletic students can help cook lunch, fun the microphones/AV system, create posters and cheer, tags photos, sell t-shirts, etc.. Students here are under too much stress, more fun electives should be offered...trades, home economics, cooking, theatre, technology. We ask parents to donate to all kinds of funds, what about a specific fund for a student in-service day? Extra credit for PE could be offered, kids show up and they don’t have to run a mile for a month...??? Something big and enticing!
- Math curriculum at the High School is not good. No math books, teaching style (mostly no teaching), no math test for review for students to know where they need help in. Math program at H.S. level needs attention - asap.
- Budget cuts - not just Albany across CA. Spread of bullying and racism over social media.
- The community is so so priveledged, the school can miss stuff. "Yes, there is no textbook for 9th grade math, but don't worry, it's all on-line!" (Said to me when my family had neither computer nor internet access. Luckily, we flexed the budget to fix that, but it felt dismissive that the school assumed we could do that. No one asked, no one offered.)
- secret racism and homophobia, fear of talking and addressing real issues as it's perceived as less than positive. Not diverse in thought, a lot of group thinking, which cultivates a less accepting environment. Independent thinking is not encouraged although the school, administration, and even the community talk the talk. Not so much walk the walk though...
- Budgets. Yes, the Albany schools are excellent and well-funded generally, but we need to make sure our students have access to high quality teachers and support staff, safe buildings, and rich educational opportunities including arts, music, technology, etc.
- 1) The school community - parents, teachers, and school board - do not seem to have a shared values around diversity, equity, and inclusion. The racist acts in our high school grew out of larger systemic issues that the school district must address. This will require thoughtful leadership from the Superintendent. 2) The school construction projects in our elementary schools are VERY disruptive to the life of our students, teachers, and families. The construction needs to be well managed so that the projects are not prolonged.
- Potential problems with temp school housing while one is being rebuilt
- Too much drugs at high school. Stress and depression in middle and high school
Diversity issues

- Budget cuts. Large classes. Ongoing construction at Marin and Ocean View.
- The superintendent should be aware that some groups of parents and schools have been pitted against each other in the recent past. Also that people do not have a lot of confidence in current district leadership and the incoming superintendent will have to regain that trust and confidence.
- Accomplishing goals has been hampered by delayed actions, ineffective communication, horribly ineffective process, and persistently not getting ahead of big issues that parents will care about. Committees are formed without giving them clear direction and parameters. Problems are solved piecemeal. Important stakeholders are left out at the beginning of the process and come into too late, when negative impacts are beginning to emerge.
- 1. AHS has a reputation and school culture that is so intensely focused on college admissions that it makes students who may need to choose other avenues of education feel less than and doesn't support them. 2. Some requirements at AHS seem a bit arbitrary— what is the purpose of having both an applied and fine art requirement for graduation? Why isn't it possible for athletes that compete outside of school to waive the PE requirement (WCCUSD, BUSD, Mt. Diablo, Piedmont) when many other Districts in the area allow for this? Why aren't there more opportunities for students to get dual credit for high school and college? What kind of alternative school programs can be devised for Middle School Students that are struggling but don't qualify for special education or 504 plans— Shouldn't we be helping them find a place and a creating a structure for them to progress?
- As with any high-achieving parent community, the expectations from our schools are high. We had a rough year with battles around budget cuts and temporary housing plans, but it appears most of the worst is behind us. We still need to find creative ways to fix this budget crisis.

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

- Currently the Superintendent does not have authority to make decisions. Board overrides her decision. He/She needs to develop new relationship with the Board and the Community.
- An understanding of what is required to have the teachers feel supported and the parents feel respected and included.
- A good listener. A capable budget manager. A person with expertise in equity and racial justice to help Albany heal and repair. Someone who keeps the broad interests of the district as a priority.
- Persons with an understanding of equity-mindedness and who operates from this lens, as well as, who has put this to practices in their experiences is a necessity for the future of Albany.
- The new superintendent should strive to be more inclusive and proactive in addressing the communities The new superintendent should strive to be more inclusive and proactive

in addressing the community's concerns. He or she should play a leading role in encouraging the board to do the same.

- must be willing to listen to the community but needs to strike a balance between listening and leading. Should not be afraid to implement it difficult decisions. Must be culturally sensitive and aware. should be open to new/different perspectives
- Navigate the financial obstacles while maintaining the high scholastic standards.
- Be a good leader and help Albany so it's part to look at the community as a whole beyond its own borders. It really feels like Albany is hoarding education dollars to keep among a very wealthy community while kids outside in nearby richmond are going to failing schools with no help since wealthy parents won't send their kids to those schools. How can we be better community members and play some even small role in advancing equity among east bay schools.
- The ability to deal with controversy in a transparent and honest way and realize they they are dealing with an educated community, and they should treat us as such.
- Good communication skills, familiarity with up to date social science research, willingness to engage the community in decision-making (prior to the point when the decision has already effectively been made), creativity, flexibility, ability and willingness to "think outside the box" to deal with budget issues while minimizing the detrimental effects on our kids — maybe even leadership/advocacy to help work towards staving off budget cuts at the state level.
- Someone who is more proactive and able to make decisions (in a timely, planned manner) with input from teachers, staff, parents and students. Greater transparency in decision-making, particularly before decisions are made, and preferably someone from outside of the district for a new perspective.
- Our superintendent needs to be a strong and fair leader. They should be able to listen to staff but also give them firm directions.
- Qualified in security of youth. Also making the school more competitive academically in math & science. For example our elementary ss should have more science and have Math clubs afterschool.
- Clear communicator, not afraid to take charge/lead (while also working to build consensus, make sure all voices are heard/all perspectives considered.)
- Ability to connect with students and parents; genuine commitment to support student learning; understanding of a range of student needs from those who are struggling to those high performers who can use more challenges; having a vision for the district rather than maintaining the status quo, experience dealing with major budget cuts
- There are a large number of skills needed for this thankless job. Communication and managing chief among them. There are a lot of good people working at all levels of the district. The SI should facilitate collaboration and coordination between them.
- To me it is critical that the superintendent (1) take initiative to look down the road to anticipate challenges ahead and (2) work with stakeholders to develop and evaluate options. T
- Have experience in diverse communities, be a leader, not pass the buck,

- High functioning and professional communicator. Proven track record at the current position/level of this role.
- Effective communicator. Willing to take a stand and have people be upset with the outcome. I want everyone to be able to advocate and have their voices heard, but you can't please everyone and at some point the discussion has to stop and move on with the decision(s). Being too conflict-averse is not going to work. Being open and approachable to all of the different members of the community -- teachers/staff, students, parents.
- -Multi-lingual. -Has Special Ed background -advocate for minorities and people with low-social economic background, -former teacher not purely administrative -Interested and knowledgeable about how to close the gap -welcoming and a people person -with the Albany High fiasco, I would suggest having a minority as a superintendent so that students of all races see that minorities also have influential positions and are not just the help. -innovative and a risk taker -someone who thinks outside the box and comes with ideas how to fundraise and knows how to manage the budget.
- Empathy, understanding importance of developing relationships and trust in the community first, transparent communication, being a strong advocate for our students, someone who listens, someone who is a parent so they genuinely understand what is like to be a parent, integrity
- True leadership, not just reacting to which way the wind blows. Ethical.
- Creative, extremely results-oriented, able to balance multiple perspectives and concerns and make tough choices. Very effective communicator.
- Strong leadership, not just a delegating/collaborative style. Strong negotiation skills with teacher's union - critical for AUSD's health over the coming 1-10 years. Strong communication skills - ask them to prove it and show it during interview process
- The new superintendent should be skilled in keeping the district's focus on formative education and curriculum, while giving fair attention to all of the majority/minority cultures and views represented among children and their families.
- The new superintendent needs to have teaching experience, hopefully in a California district. The new superintendent needs to listen to the teachers.
- These are more attributes/perspectives. Values diversity in every realm. Relational. Perspective that there is no silver bullet with regard to education reform. Systems thinker re: connections with pre-K and higher ed. Holistic view of children. Assets-based approach. View that academics aren't be all and end all, but are critically important (and we need equitable opportunity structures). Someone who would support more engaged learning (no more science worksheets, please!). Community engagement.
- Well rounded, and open to change
- Honest, transparent, genuinely interested in what is best for our students, open communicator, creative, do-er not a talker.
- Great communication skills, able to keep their eye on the big picture and look forward several years, able to make good decisions quickly. Able to delegate and properly triage tasks in the right order. Someone who can keep processes moving forward and who will not allow important things to languish. A strong and compassionate leader who will seek

out a diverse range of voices, weigh these viewpoints, and make appropriate decisions for the community as a whole.

- Superintendent should come from a modern progressive perspective and is willing to stand up to supremacy in all its forms; speaks easily and strongly on sanctuary schools, and sanctuary policy, and speaking up at State level for fully funded schools so that we can bring back children in charters, reduce class sizes, fund all of the pieces and positions of a well funded school ecosystem, in partnership and alliance with our sister school districts to the north and south.
- Leadership, value families and teachers, strong and unique vision for the future of our district. Excellent and clear communicator. Value on the whole child, not just academics, but raising good people.
- Creative thinker, problem solver to deal with small budget and parents with high expectations. Able to communicate to the community, and parents, with transparency and frankness. Ability to uplift and unite all levels of district staff.
- The new superintendent needs to be a **STRONG COMMUNICATOR!** Communication has been the major weakness in the last few years, both to the staff as well as the parents/community. As I said above, the superintendent also needs to be able to have a firm hand with the school board. The current board has 3 (out of 5) new members. Some of the board members do not have backgrounds in education and do not appear to be prepared at meetings. We must avoid a situation where decisions are perpetually put off. The new superintendent needs to be organized, detail-oriented, and dogged about getting answers when they are required. I know the superintendent works for the board, but the superintendent also needs to lead the board in a lot of ways, or nothing gets done. A superintendent with a history of working with districts during building projects would be a bonus.
- Skilled and comfortable with diverse families, willing to draw upon, value, listen to, and collaborate with teachers, attentive to issues of equity among schools, leadership in building consensus among teachers and administrators across schools, rather than allowing schools to individually 'lobby' school board.
- Clear vision, strong leadership and instructional leader, effective communicator and, good listening and excellent communication skills and transparent and honest, flexible, excellent budget manager, visibility in schools and community, dedicated to equity, diversity, and social justice
- A passion for her/his job working in Albany. A love of all students, not just high achievers. Creativity, accessibility, confidence, compassion, high standards, no white guilt.
- Responsive, progressive, think outside the box, good listener to current staff and students, personable, good financial management, values student experience as part of educational goals, respects diversity
- It is important to be a listener and a learner; understand what is important to take as institutional knowledge (what is working). It is also important to be a decision maker and a leader in this time. AUSD needs a leader who is prepared to have challenging conversations and to make hard decisions so we can move forward through these tough times.

- Collaborative, strong, kind, open to all, a great role model, engaged but not engulfed. Someone who can set boundaries for helicopter parenting and be a role model of a well-rounded human!
- No matter what, it comes down to the teachers in the class room. An important skill for superintendent job will be to have the skills to hire good teachers. Hire capable Principals who hire experienced and caring teachers. Experience in setting goals and achieving the goals for the district. Supportive of the teachers Knows how to create budgets and can come up with creative ways of generating revenue Can work well with the school board and also schools' administration.
- Watchful of being too complacent, listening to groups that don't talk as loudly or don't demand help. Respect for teachers, because they are the backbone. Loves libraries. Magically able to stretch a dollar, I wish that wasn't a thing but that.
- Outside of having a background in education, here's what I'd like in new leadership. authenticity. I'd like a leader who doesn't protect their own position, at the expense of student well-being i.e. addressing issues head when they are on a smaller scale, rather than wait until something detrimental happens i.e. incident at AHS a couple of years ago. I'd like a leader who isn't afraid of making the hard decisions, and recognizes that a good leader isn't necessarily popular. I would feel relieved to have leadership who is not afraid to make those hard decisions, and doesn't lead by popular vote, someone who is action-oriented, not committee-oriented. I'd like an actual leader.
- A leader who has experienced the classroom from many perspectives (teaching experience, administration experience). A leader who can act as a bridge between the school board, the principals, the local and state governments, and the families whose children attend these schools.
- The superintendent is the true leader of our district. The school board is all volunteer and a good superintendent will understand how to work with them to speak with a unified voice. A good superintendent will anticipate the needs of the community by staying engaged with constituents BEFORE a crisis arises. Given the lack of cultural competencies among parents and district's failure to understand equity (race, class, etc), I think a good superintendent should come from outside our district.
- Clear communication with families Approachable
- good communicator history of being a teacher knows how to work with board and unions and parents
- The new superintendent should be a good communicator and hopefully see the community involvement as an asset rather than a problem. Should be able to handle controversies directly and openly. Should be competent and able to take responsibility for district actions.
- Passionate about supporting and making sure the district is able to provide continued learning for teachers and staff.
- Great communication skills, able to keep their eye on the big picture and look forward several years, able to make good decisions quickly. Able to delegate and properly triage tasks in the right order. Someone who can keep processes moving forward and who will not allow important things to languish. A strong and compassionate leader who will seek

out a diverse range of voices, weigh these viewpoints, and make appropriate decisions for the community as a whole.

- Be a strong decision maker willing to stand-up for their commitments and convictions—even if it means taking heat from people who disagree. Be understanding and tolerant and also admit when they don't have answers or expertise. Be willing to be proactive to plan for what is coming in the future rather than constantly operating in a reactive way.
- Beyond the administrative skills, someone who is decisive and can make executive decisions in a timely manner. (You won't be able to please all the various constituencies). Anyone who is willing to do that will also need thick skin.

Students

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

- Good events to bring Albany together, familiarity and friendship as a community

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

- kind teachers, challenging curriculum

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

- racism, anti-semitism, racism, and homophobia in schools, students fearing loss of resources due to budget cuts, students facing unreasonable pressure

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

- ability to be transparent, honest, open to criticism

Teachers

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

- We look out for each other. Parents and teachers work together. Speaking as a Marin teacher, I love my principal.
- Student generally have high achievement, families are supportive of students & teachers, & voters support special assessments for the schools.
- It is a strong and tight-knit community of teachers and parents that greatly support each other. The students are wonderful and it is a safe and well regarded community as well throughout the east bay.
- small, proactive, driven, highly engaged parents, educated, diverse,
- We are located within close proximity to many useful resources and tools.
- They are kind, intelligent, and supportive.
- It would be great if we could give a stronger voice to academic clubs such as biology, chemistry, English reading and writing, math, music, and art, etc. since they bring students together. Other groups based on religion or color are segregating and polarizing our communities. It's happening in other schools as well as colleges. Even parents are segregating according to this new form of special interest group style of organization where they breathe down the necks of our teachers and administrators until they get their demands met. Enough is enough. Focus on bringing these young students together based on their common academic interests. Our society needs more harmony and friendship building and less polarizing. Sincerely.
- Albany community is willing to show up and share—their time and expertise.

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

- We have amazing teachers! We have amazing parents and we have amazing students.
- well trained & committed staff
- The schools are the best and the district is a top 10 in the state...I believe. The schools have high academic and social standards. Two of the three schools will be going through major renovations, which are much needed since they are old and not earthquake safe to the latest standards.
- small, proactive, driven, highly engaged parents, educated, diverse,
- Since Albany is small, many of our campuses are located in the community, so many students/families feel connected to the sites.
- Most students are academically engaged.
- Albany schools have experienced administrators and teaching staff.

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

- We are in serious financial woes. Please honor the teachers and get input from us. Don't assume you know what we need in order to teach. Please ask us. There have been issues between the district and the teachers before, so be mindful of that. Just because something has been done a certain way, doesn't mean it is the right way.
- The district spends a high percentage of the budget on administration, which should be trimmed.
- There have been some issues of racial/ethnic tension/insensitivity at the high school. There seems to be a dramatic increase in the demand for SPED within the elementary schools and the needs are seemingly more severe, which has put a strong demand for more SPED educators and supporting staff like para-educators and aids.
- involved families, diverse students and families, budget for schools is shrinking, needs of special student population are increasing
- Highly litigious population
- Lack of diversity (city-wide, school staff, students), very litigious parent community (special education, section 504), lack of access for participation in national conferences/trainings for educators (in the areas of trauma informed-care, inclusion, co-teaching, anxiety in students, high quality curricula and its alignment with standards, Universal Design for Learning, Differentiation, Technology, Increasing Executive Functioning skills for students)
- The current budget situation.
- AUSD's History— recent and past with racism. The upcoming construction/building projects and overall fiscal challenges.

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

- Good listener, ideally they would have classroom experience themselves. Willing to do what is right, not what is easy.
- Listen & understand all stakeholders. Have clear goals with wide buy-in by stakeholders. Avoid educational fads & extremes. Use direct (not "fancy" or meaningless) language.
- Person of color. Knowledge of district and extensive experience as teacher and administrator . Not afraid of getting hands dirty and doing WORK unlike last sup. Committed to talking honestly and frequently with all stake holders but most importantly valuing teacher feedback.
- Flexible, generous, progressive and must have strong multi-tasking, delegating and prioritization skills. A tactful bureaucrat and politician with integrity. Must be incorruptible and immune to lobbyists of special interests or money that do not directly benefit the students and teachers of Albany. Must view teacher's as invaluable assets that provide the best education to children as possible. Be willing to retain/attract the best teachers and be willing to create a budget that is able to pay those teachers the fairest

wages relative to living costs in the bay area (which is much higher than what they are being paid now.) I believe the fairest wage increase is around a 13-15% increase.

- able to listen to everyone, make smart choices, driven to meet the needs of all, should be able to work with the teachers,
- Someone who can be strong in the face of political pressure and not back down about what's ethically right in the face of a litigious parent or situation
- Someone who is willing to stand up for what will best serve students (not cave to pressures, ie litigious parents), prioritize students, provide high quality training for all staff, the ability and want to be present for students, staff and teachers, visit classrooms, be a familiar face
- They need to be a leader, smart, and driven.
- The new superintendent has to be a good listener, be transparent, preferably very experienced and able to show steady leadership.