

Stakeholder Input Report for

**Evergreen Elementary
School District**
San Jose, California

submitted by



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Stakeholder Input to the Search for a Superintendent

Executive Summary

Between March 7 and March 18, 2022 Mrs. Nicole Anderson and Dr. Daniel Moirao conducted one-on-one and small group meetings in person and virtually. An online survey was also available to all stakeholders in the Evergreen School District community. Input was collected from approximately seventy-three (73) individuals face-to-face and ninety-three (93) additional responses to the online survey for a total of one hundred sixty-six (166) responses. Input was gathered regarding the selection of a new superintendent for the District using four consistent questions:

1. Tell us what is good about your community
2. Tell us what is good about the District and the schools
3. What are the issues a new superintendent should know about when coming to this position?
4. What are the characteristics, attributes, and skills one should have to be successful in this position?

In the executive summary are the major themes that emerged from the input and a few representative samples of raw data. 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 with the exception of omission of vulgarity and individual names.

Executive Summary

1. Tell us what is good about your community.

- Strength in our diversity**
- A sense of a small town**
- Supportive community**
 - We are a diverse, hard working, and caring community. Like a beautiful quilt, we come together in good as well as difficult times.
 - Much of the community has a long history with the district
 - Warm, caring and friendly people
 - People pitch in to help each other
 - Small town within a big city
 - Community is involved and love their local schools
 - Super supportive, diverse community
 - Acceptance, inclusive community
 - There is strength in our diversity
 - Hugely involved parent participation and support

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

- Strong, competent staff**
- Sense of trust with site staff**
- Parents feel students are safe**
- Parent involvement**

- “The people” (teachers/employees) are at heart of what makes district great
- Dedicated team of teachers/principals who stick around for years
- Brilliant, competent principals/teachers in schools
- Caring and involved staff at all schools
- Most staff have been here for a long time, many went to school here
- Pride ourselves in getting the community involved, in person, zoom, We really try to involve our community
- Everyone embraces role in supporting kids no matter what role
- Each school has its own unique climate and culture and focus on themes based on needs of students/community-autonomy
- Parents trust schools and feel schools are safe
- Community/parents are invested in the schools
- Parents are allowed to play an essential role in their kids' education

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

Stabilization of district level staff

- District leadership is unstable at the current time (ie. Staff/leadership turnover)
- District leadership turnover creates loss of institutional knowledge to implement/evolve district initiatives
- External staff coming in may not know culture of EESD and lack communication/connection with internal/long standing staff

Communication

- Effective, timely, and clear communication with teachers needed
- Lots of missed communication and the lack of communication
- Communicate and become personable and open to the community to feel safe and comfortable.

Collaboration

- Authentic, collaborative relationships with teachers needed
- No urgency from leadership to collaborate; only prioritize issues that are compliance related
- Disconnected, closed door culture
- Strained/tense relationships with district admin/teachers based on disconnect on perception of balance/fairness of salaries, pd, safety, etc.

Visibility

- Lack of presence by district leadership on site
- Lack of transparency amongst district leaders created disconnect with relations with site leaders/staff
- Lack of visibility of supt/district leaders at site level
- Need to be aware of ALL of our schools; want Superintendent to be visible at all students

Negotiations

- Contentious negotiations over years with no effective raise for teachers for past 8 years ; cost of living has increased
- Perception of being one of lowest paying districts in area

Morale

- Staff needs were forgotten. Certificated and classified morale is low.
- Build community within the district, give me a reason for wanting to stay
- Middle schools often are not considered within decisions being made within elementary school processes
- Some parents in underserved communities don't have access to resources, ability to volunteer

Fiscal stabilization

- School closures/fiscal stabilization
- Declining enrollment, severe (600 students between year). Trending downward, birthrates not high.
- Closing schools for most vulnerable, underserved community
- Districts fiscal stabilization plan

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

Decision making

- Ability to professionally navigate conflict
- Savvy to resolve difficult situations
- Systems approach: invested in the district for the long run beyond their time here to sustain a culture
- Can lead without fear and make hard decisions (i.e. closing schools)

Communication

- Clear and effective communicator that relates/connects to all stakeholders
- strong communicator
- Someone willing to go out meet in person with people
- Being accessible
- Be in the schools, not in the office at all times
- Be present in schools and community often
- Listen to the needs before making change
- Transparent, listen to others, also yes and explain why is going the direction is going
- How do we provide the incentives so employee want to stay and to attract new
- Transparent, listen to others, also yes and explain why is going the direction is going
- Strong communication plan (frequency, audience, timeliness, impact, etc.)
- An effective communicator; can market the schools to the community
- Effective and clear communication that can be followed by not only staff but also the community
- Staff not heard nor listened to, no space to offer input

- Collaborator**
 - Thoughtful and effective collaborator
 - Shared leadership: not micromanager of staff/not top down
 - Collaborator who brings staff/community together
 - Authentic collaborator
 - Shared decision maker (not top down)
 - Inclusive, collaborative decision maker
 - Is inclusive and equitable
- Leadership Style**
 - Compassionate leader
 - Relationship builder
 - Approachable
 - Motivator
 - Inspirational
 - Compassionate and empathetic leader
 - Make others feel valued, this will help build trust
 - Build relationships and the sense of belonging
 - Strong personal skills that navigate the different aspects of community
- Community Relationship**
 - Supporter of all staff
 - Servant of the community
 - Invested in community/district
 - Be familiar with community and know the history/lay out of the community
 - Represents the community demographics, hit the mainstream first
- Leadership in Special Education**
 - Understands Sp ed
 - PD for working with SPED students/ teachers are afraid to restrain students. Need to be trained on restraining students.
 - We have lots of special needs students, we need to follow the SPED laws. Avoid, lawsuits
- Tenure**
 - Concern about turn over, Some people are beginning to jump ship.
 - Stick around
 - Needs to make this a career move and stay (possibly through retirement)
 - Here for the long term, until retirement
- Equity Leader**
 - Person who is culturally proficient and can advocate of all students, specifically underserved students/families
 - Equity leader-true, authentic understanding of
 - Be a champion for schools who have most needs/most underserved/vulnerable
 - Is inclusive and equitable

Relationship Builder

- How do we provide the incentives so employee want to stay and to attract new
- Staff morale. Is at all time low.
- Parents are not unhappy, like the programs from prior Supt.
- Staff needs were forgotten. Certificated and classified morale is low.
- Feel undervalued for the past 5-7 years; but specific to previous leadership

Direct input (names and vulgarity were eliminated)

1. Share with us what is good about your community

Classified Staff

- Active, supportive of schools
- Community values being involved in the school system
- Well educated
- Good ideas come from community
- Diverse community
- Overall safe and welcoming community
- Everyone looks out for each other
- Evolved over the years but has always been committed/involved and want the best for all kids
- Not afraid to share their opinions/ideas
- Not afraid to hold district accountable
- Are proud of their community and schools
- Within diverse community, people don't look down on each other
- Tight knit community
- Passionate and engaged in the school process
- Lots of community members went through or had kids in EESD schools

Certificated Teachers

- They show up and support all schools
- Want what's best for the kids
- Generous support of the schools
- Overall safe community
- Multicultural and diversity (i.e. ethnic, financially, etc.)
- Care about what happens in schools
- Want kids to have best opportunity to grow
- Strong relationship with San Jose PD; police involved in some school activities (ie. career day, shop with a cop during Christmas, etc)
- Hard working community because of commitment to what's best for their kids
- Community is involved and love their local schools
- Very integrated community

Other Certificated

- People have been in community for long time, intense caring about each other
- More resources have been allocated to community considering variation of socio-economic (ie. city council helping to bring resources, immunization clinics)
- Genuine desire for community to thrive
- Super supportive, diverse community
- Promote success for all
- Acceptance, inclusive community
- Parents partner with district
- Lots of community events/on site to involve-outreach
- Community trusts district/schools/teachers

Evergreen Teachers Association

- Strength in diversity (economically, occupations, ethnic
- Small community
- Community supports each other

CSEA

- Vocal community
- Generational ‘repeats’. Students are from other students over time
- Very diverse
- Very family centered, like having a community

Parents, PTA Leaders

- Served in Title 1, last few years in higher socio-economic community
- Community is at all ends of the spectrum
- Diversity, range of socio-economical, ethnicities. We cannot be pigeonholed into one thing
- Immigrants to 5th generation, lot of influx from out of state participants

Community

- Feel safe in the community
- This is my “House on Mango Street”
- The people in the community, people are available to help
- Food distribution to families
- Diversity
- Close knit community Hidden jewel
- Good food/ Diverse
- Close proximity to Silicon Valley

School Site Managers

- Small town within a big city
- Value family oriented community
- Used to be orchards/farms; tech industry has evolved
- Sense of community still there even with change of demographics
- Diverse community (i.e. ethnicity, socio-economics, beliefs)
- Community is supportive and generous (i.e. vote for ballot measures)
- Take pride and are committed to schools
- Interconnected work with schools and community
- Value history of community/schools
- All parents wants their students to succeed and doing the best they can
- Common goal and passion on kids being successful
- Multi-generational, homegrown culture
- Administrators support each other, embrace the community
- Share responsibilities together (site administrators)
- Hopeful for our students,
- Willing to take risk together
- Look at the entire district team, it is welcoming to come into the district

District Office Managers

- Evergreen protects each other, lots of history. If homegrown here want to keep here. Families can stay
- Employees who live here want to work here and stay here.
- Teachers are very passionate here, fighting for self, and kids
- Committed community
- Value education as a priority/ benefit and liability. Sometimes feel entitled
- Community is ok 'speaking their mind'
- Passed latest bond
- Multicultural
- Tight knit
- Supportive, support each other Latino, Asian, community, Asian-Indian
- Very diverse district

2. Share with us what is good about your district and your schools.

Classified Staff

- Teachers are well educated
- Teachers care about students
- Teachers are skilled
- Teachers dedicate extensive time preparing to educate kids
- Good leadership at the district overall
- Offer great programs (i.e. enrichment, dual immersion, etc.)
- Community/parents are invested in the schools
- Great volunteerism in schools
- Each school has its own community/culture and work together well with other schools
- All staff at all levels are hard working, dedicated to schools/community
- District has been able to function in the midst of turmoil in the last 3-5 years
- Good people work at the district level
- All staff have similar mindset to ensure Evergreen is successful
- Overall positive staff relationships
- Staff/teachers are amazing
- Sense of getting a "big hug" when in the district/schools
- Student centered values across the whole district
- Collaborative/communication with parents
- Site Leaders are strong and are seen as the "leader" of their site
- Support staff are there for each other and own issues together

Certificated Teachers

- Each school has active PTA (ie. activities, teas, etc.)
- Showcases of students, lots of support and large turnouts
- Innovative/interesting ways/programs to connect to community (i.e. ice cream bus)
- Focused on all kids/schools having what they need (i.e. books, devices-tech grant, etc.)
- Distinguished-Award winning schools
- Staff works really hard
- Extensive Pd offered to staff (ELD, PBIS, RJ/P, Equity)

- Parent University offered in past
- Worked closely with county office on “My name my identity” in the past
- There was a vision for schools to be focused (i.e. new tech, dual immersion, seal-eld support)
- Has lots of history where students became employees/parents in district
- Invested/veteran employees
- Small district so collaboration and connection is more effective and available
- Family oriented/ Family-first culture
- Teachers used to volunteer and collaborate often
- Every school has been recognized at state and federal level in education (distinguished schools including title 1 schools)
- Parent support and involvement
- Classified staff/teachers are part of the community and invested in kids
- Family feel; people know each by name
- Families feel very connected to their schools and trust the staff at the sites
- Unique events held at schools
- District safety team was a collaborative effort with equal representation of management/teachers and they stepped when needed and continues to do so during the transition
- Unique that teachers are connected and collaborate across sites
- Extensive network of institutional knowledge and willingness to share and help amongst teachers
- Genuine passion for the district and teammates
- Prestigious reputation around achievement
- Homegrown-Staff came from the community (i.e. parent volunteers become staff)
- Student focused

Other Certificated

- Most impacted schools have community that cares about them
- Brilliant, competent principals/teachers in schools
- Caring and involved staff at all schools
- Innovative opportunities to serve students’ social-emotional needs
- Focuses on what’s best for kids
- Evidence of building capacity and support of teachers/leaders who went through the district
- Caring for families and students
- Fellow teaching staff, team of specialist
- People stay because of collaborative relationships
- Low turnover some/many school sites of staff
- Added multilayered social emotional support (i.e MFT interns, SW interns, school counselors, second step curriculum)
- Longevity of teaching staff
- Dedicated teaching staff who are willing to do the work
- Support each other

Evergreen Teachers Association

- Overall staff reflects student population
- Parents trust schools and feel schools are safe

- District had a great reputation that attracted great teachers to stay (ie. best practices, salary, pd led by teachers to teachers, collaboration)
- Have a caring/compassionate school community
- Most staff live in community and went through the district
- Well prepared students for high school level
- Resilient staff
- Motivated and happy kids
- Dedicated team of teachers/principals who stick around for years
- District has best practices that other districts desire to learn from
- Past motto “evergreen, ever growing”
- Each school has its own unique climate and culture and focus on themes based on needs of students/community-autonomy
- Covid prevent plan/safety team collaboration was great example of collaboration of respectful professional relations with district leaders/union leaders

CSEA

- Always have been helping others, lots of changes in staff and management. As a result we are learning new ways to move forward in the district. Letting go of what they have known for a long time.
- District starting to move forward and coming out of comfort zone
- People are ready to evolve with technology, with new programs: Dual immersion and the like. Classified we are a little “iffy” about moves. Staff wise, there is some hesitancy
- This is tough the last a couple of years
- In the past the district did a better job.

Parents, PTA Leaders

- There is a value in educating the whole child
- Performing arts; performing and visual arts at the elementary
- Each school seems to have its own specialty
- I love working for Evergreen
- Family feel
- Transparency, make an effort to get input of community
- Have town-halls, a lot of reach out to the community
- Pride ourselves in getting the community involved, in person, zoom, We really try to involve our community
- Continue to notify parents about exposure to COVID. Take into consideration the needs and wants of parents

Community

- Staff is responsive
- Parents Invested in student learning
- A good education
- Parents very involved
- Parents support at home
- School level and district level, creative people looking for ways to engage families
- When push comes to shove, people will step up
- Parents meetings/ Now face-to-face

- The investment in upgrading of schools
- Small school community makes it more close knit. We know everybody, a big family
- Communication to parents has improved, more social media has improved
- Moved here because of the schools
- Schools is very welcoming open arms to new students
- Passed bond measure

School Site Managers

- All Staff, teachers, principals genuinely want to students to progress
- Lots of ways/activities for parents/community to be involved
- Extracurricular activities like sports, clubs, asb, dances, speech/debate, cooking-culture building at middle school that are supported by parents
- Everyone embraces role in supporting kids no matter what role
- Parents are supportive and responsive
- Parent volunteers (i.e. donations)
- Parent networks are strong amongst schools (i.e. social media keeps parents connected)
- Great students are spirited ,want to learn, motivated
- “The people” (teachers/employees) are at heart of what makes district great
- Sense of pride since teachers/staff/admin have been in district for a long time and/or attended the schools (multi-generational, homegrown culture, live in community)
- Used to be highest paying district and now is one of the lower (but the “Evergreen family” kept teachers here
- Teachers are more nurturing
- Teachers are dedicated to the kids and their roles as teachers
- Schools are clean and well taken care of; structures are well maintained
- Adequate technology for kids (state of the art ; 1:1 and 2:1 access)
- Employee benefits are very generous
- Prior/during to the pandemic, able to provide lots of resources (i.e. Social emotional services, tech, covid testing, etc.)
- True professionalism of most site leadership/staff relationships brings promise on moving forward beyond challenges
- District leaders came on site during pandemic to support, subbed in classes, covid testing, etc.
- Recent weekly staff newsletter from Supt/Chief of Staff
- Effort at district level to systematize work to create alignment
- Provide quality instructional programs (i.e. curriculum, pd, etc.)
- Open to change/innovative practices (ie. middle school has new tech network/project based learning)
- Clear vision created around profile of a learner
- Strong admin network to support principals
- Friendly/willingness to help (I.e. new admin)

District Office Managers

- High achievement
- Parent participation is strong
- Parents want to be involved
- Group of administrators is very collaborative
- Believe in both managers and instructional leaders, aren't afraid to get feedback
- Love being here, feels like home
- People here are extremely hard working . . . mindset of let me roll up my sleeves and help you work it out.
- Every school a distinguished school
- Schools are highly respected
- Reputation is strong
- Parental involvement is strong
- Strong emphasis on STEAM, STEAM Labs
- One school is project-based learning
- Two middle schools part of new-tech initiative,
- Schools within a school

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

Classified Staff

- District leadership is unstable at the current time (ie. turnover)
- Lack of unified vision between district, departments, and sites
- Strong union (ETA) presence which creates challenging relationships district/site leaders
- Declining enrollment
- Need to reimagine how we increase enrollment (Ie. marketing, positive messaging, outreach to broader community)
- Housing is very expensive which has impacted declining enrollment
- School closure may be challenging for underserved community
- Community can be a little too involved
- District leadership staff turnover and change over the past 3-5 years; staff may struggle with more change with a new supt
- Classified feel disconnect from district based on lack of effective communication (i.e. open, transparent, frequent, clear, consistent)
- Lack of trust in district leadership by classified staff
- Need for investing in pd, salary, and support for classified staff
- Lack of clarity and communication of new roles across the district/classified staff
- Need for district leadership to represent guidance/connection for district office staff to create stability to lower anxiety/stress of the work
- Need for collaborative/not top down leadership
- Community can feel entitled to have access to resources/having their way and struggle when this is challenged
- Budget includes school closure but not negotiations/raises for staff will create issues moving forward (3% reserves reached)

- Upcoming summer programs may go away due to covid funding ending (i.e. Programs brought in from external areas and were not sustainable; may need to find more affordable/local partnerships)

Certificated Teachers

- Need new report cards (specifically elementary)
- Need more effective and deeper implementation of professional development work with fidelity across the district (i.e. initiatives like Profile of Learner, PBIS, restorative practices, equity, MTSS, My name, my identity)
- Need to refine/implement ISP program (has equity and fiscal implications)-rolled out ineffectively
- District leadership turnover creates loss of institutional knowledge to implement/evolve district initiatives
- Fiscal stabilization-school closure, declining enrollment
- Safety concern as we come of pandemic (ie. no masks, ventilation system, etc.)
- Cert/Class staff are asking for raises
- Contentiousness on the board
- Teachers lack trust in board/district leadership
- Long process for negotiations around safety
- Disconnect in knowing each other and having a common why (i.e. more external staff who didn't come through the ranks; external staff needs to learn the culture)
- Feeling that leadership doesn't authentically care
- Communication isn't authentic
- No safe/confidential space to share pulse of the sites with no retaliation
- District leadership isn't well versed/competent/confident in roles/positions and ineffective due to lack of collaboration (i.e. Sp Ed, curriculum, instruction, pd)
- District leadership in Sp Ed is not professional/rude to teachers at time
- Need collaborative and differentiated approach professional development with teachers (i.e. PLC)
- Recruitment and retention of certificated/classified staff (i.e. losing people to higher paying districts, not feeling supported in sp ed)
- Effective, timely, and clear communication with teachers needed
- Authentic, collaborative relationships with teachers needed
- Budget discussions have indicated a possible movement from reserved to restricted funds and not salaries
- Need to focus on qualified teachers (ie. Sp Ed) based on budget but based on what's best for kids
- Different needs at different schools and some parents don't have access to resources or have as loud of a voice
- Lack of efficient planning in collaborative manner to sustain practices/program (i.e. ISP program implementation, day before first day of school staffing; recruitment for 2022-2023 in Sped, TK)
- Value internal staff qualities when considering hiring/promotions and gathering ideas
- Leadership needs to focus on most impactful program/practices
- No urgency from leadership to collaboration; only prioritize issues that are compliance related

- Closing schools for most vulnerable, underserved community
- Large number of staff may be leaving after the school year. Can we sustain the work?
- Lack of clarity of roles in district
- Favoritism by leadership at certain sites/people
- Contentious negotiations
- Disconnected, closed door culture (i.e. corporate feeling)
- Lack of responsiveness
- Lack of presence by district staff on sites
- Lack of coherence in calendar events, department , school site work
- Lack teacher input (i.e. last to know information)
- Low morale amongst staff
- Lack of shared decision making
- Lack a menu of pd offered to staff
- Used to leverage talents of internal staff that can provide training to colleagues
- Feel undervalued for the past 5-7 years; but specific to previous leadership

Other Certificated

- Board shifted focus to bringing external staff and lost institutional knowledge and some competence in key roles where not in place
- Lost 7 of 8 psychologists
- Lack of funding to retain staff who can't afford to stay; other districts in near area (i.e. psychs used to come as interns and stay but can't now)
- Staff may be asking pay raises
- Lack of planning/follow through/accountability with implementation of programs (i.e. wellness centers)
- Every school is unique and runs differently which can be a challenge in allocation of resources (equity implications)
- Staff representation is disproportionate to student demographics
- Lack of effective interpretation services being accessible to families (i.e. Cantonese)
- Lack transparent communication with purpose
- Lack trained, qualified admin staff at district to oversee programs (i.e. sp ed)
- Lack understanding of current programming and vision for what we offer in future (i.e. sp ed TK)
- Lack vision for academic programming
- Declining enrollment
- Teaching staff need better support from the d.o when being asked to implement multiple programs
- No follow up after training of programs/initiatives by district leadership
- Forgot the purpose of the district-to serve kids; classified/certificated staff gets overlooked and needs aren't met nor prioritized
- Too many initiatives to implement which impacts expected testing results
- Lots of turnover at leadership level, lack stability which has caused a bit of trauma to staff
- Lowest paying district has impacted ability to retain psych interns (i.e. \$20-\$30k more in neighboring districts)

Evergreen Teachers Association

- Lack of a feeling of care for the district leadership/supt
- Lack of presence by district leadership on site
- Lack of collaboration (i.e. union leadership not feeling valued/heard by district leadership)
- No attempt to build relationships and listen
- Communications came through other district staff
- Communications came to community through parent square which went to community before teachers
- Felt like the supt was not invested in the district/community
- Lack of pd that motivates teachers-need time for prep, quality trainers, etc.
- Low staff morale amongst staff
- District leadership staff is disconnected and many have left
- Contentious negotiations over years with no effective raise for teachers for past 8 years ; cost of living has increased
- Trying maintain high reputation
- Lots of changes have occurred
- Lack of qualified/competent hiring of district leaders
- Lack of fiscal responsibility in purchasing curriculum that isn't effective (i.e. teachers developed science curriculum)
- Special education department is in disarray
- ELD assistants are no longer getting effective services and are conducting testing
- Hire late so we miss out on quality candidates in teachings
- Teachers feel unappreciated
- Teachers are not interested in fighting with district leadership

CSEA

- Staff morale is at all time low.
- Parents are not unhappy, like programs from prior Supt.
- Staff needs were forgotten. Certificated and classified morale is low.
- Staff not heard or listened to, no space to offer input
- Prior administration wasn't open, We weren't heard
- Parents and the community heard over staff. Needs to be balanced. Some left behind
- There are a lot of challenges, especially with staff. Lots have left.
- Build community within the district, give me a reason for wanting to stay
- It has been rough for a couple of years
- District rules and regulations constantly influx
- Lots of miscommunication and the lack of communication
- Things are changing and nobody tells you
- In the last three years, most of the leaders at the district have turned over, sometimes multiple times
- Site level is not always convinced if the district level administration is the best choice
- There is some animosity between site and district
- Need to rebuild the reputation once had.
- Last Supt. great communicating with parents, not so much with school sites/employees

- They should know the law
- We have lots of special needs students, we need to follow the SPED laws. Avoid, lawsuits
- Each classified position has a main check-in person. Who do we go to
- Teachers and staff, over 50%, are over 50 years old. Find out when people generally retire from this community. Compare the ages of current staff and be prepared for the exodus. We are aging out.

Parents, PTA Leaders

- Who they hire for the school site is critical, they work directly with the community.
- Transportation, right now cannot get a bus for June
- Advocate for field trip for hands-on learning
- Make salaries comparable
- O.B. Whaley school closing
- Some teachers feel disrespected
- I feel respected by administrators
- I have had an open door to administrator
- LGBTQ+ training on how to communicate with parents that it is ok to talk
- PD for working with SPED students/ teachers are afraid to restrain students. Need to be trained on restraining students.
- None of our middle schools has access to the arts
- Return to specialty meals: i.e. salads, Thanksgiving meals, etc.
- Hasn't done enough to support special needs students
- Need more from district, make certain the parents more informed in terms of special needs
- A lot of us are frustrated we don't information needed to feel comfortable and heard
- It was common practice every year move special needs school to school
- Up until Oct. we were short 8 special needs teachers
- Never got status update while searching for teachers to fill the vacant positions
- When teacher was hired, parents were not informed
- Trying to reach out to SPED director only to learn the person had left
- SPED teachers are indicating they are overlooked by the district
- A lot of SPED students are immigrants, and they don't know who to talk to. They are silent so people don't know the issues.
- As a result families were split due to movement of SPED classes
- District has had two school closures and needs to be a third
- Schools receiving students from closed schools feel welcomed

Community

- Staff once represented the community, not so true now
- Aware of ALL of our schools; want Superintendent to be visible at all students
- Understand that not all schools have been upgraded
- Some schools seem like step-child
- Equity in how schools are treated
- Messaging about the great things going on to help change the narrative of the school
- Curriculum – Math is easy compared to other parts of the country
- Students are taking private lessons to advance in math

- Many families do not speak English, need people/translators who speak Vietnamese and Spanish
- District adopted 3 different math programs; K-3 EngageNY, 4-5 Bridges, 6-8 CPM
- Curriculum in dual immersion, staff needs to become experts in the program
- Middle school needs intervention on drug use. Our students are using the drugs
- Trauma informed care
- I don't feel a part of the community.
- How do we transition from the COVID
- All parents very involved, at the same time different parents have different issues
- Blanket policies across district, despite the differences in needs. Some schools need more focus on math, but the district has a different focus
- Mental health program should be offered and special day classes (IEP) should be at every school
- Improve arts and music in schools
- Preschool program for all, not just special education
- Home grown? Know the area

School Site Managers

- Middle schools often are not considered within decisions being made within elementary school processes
- Some parents in underserved communities don't have access to resources, ability to volunteer
- Need to shift the narrative and in supporting title 1 schools (i.e. dispel the haves and have nots; allocate resources equitably, culturally relevant curriculum/activities, equitable facilities)
- District is in time of crisis at district level; feels like turmoil during the transition
- Onboarding of new leaders to provide support and mentoring
- Need to adjust to changing demographics, new families
- District and site leader disconnect (i.e. professional development connection with practical work due to too many initiatives or lack of clarity on roll out process)
- Lack of continuity (i.e. lost directors, supt left in middle of year (twice), had interim supts)
- Perception of being one of lowest paying districts in area
- Have lost some of teachers, staff, upper management (recent turnover) due to frustration
- External staff coming in may not know culture of EESD and lack communication/connection with internal/long standing staff
- Covid created challenge to face to face connections
- Lack of access to communication resources (i.e. translation/interpretation services)
- Lack of effort to understand what the "Evergreen way" is even though change may be needed
- Lack of continuity and alignment across district departments in midst of new/external staff joining team
- Lack of direct communication/connection by former Supt to teachers/admin.
- Strained/tense relationships with district admin/teachers based on disconnect on perception of balance/fairness of salaries, pd, safety, etc.
- Timing of communication to community/parents before teachers/staff/admin has strained negotiations and created lack of trust
- Past history of teachers not getting fair allocation of funding for salaries, pink slips, etc. has carried over to current strained union relations and distrust

- No sustained bargaining process; negotiations happen often and can be contentious
- Lack of transparency amongst district leaders created disconnect with relations with site leaders/staff
- Lack of visibility of supt/district leaders at site level
- No clear process for how things are done here
- Some sites have stronger ETA presence that can distract from focus on students
- Shared decision making was present in the past but currently feels top-down
- Need to clarify roles of district leaders (i.e. reorg work flow chart, Chief of Staff, etc.)
- Sp Ed: Recently started ISP classes with little preparation with need for more admin/teacher/aid support
- PD has not always been effective and impactful to change practice at site level
- Not enough district staff to effectively support site leaders
- School closures/fiscal stabilization
- No clear vision for instructional practices to get to profile of learner
- Support for each other
- Not issue: recognize accomplishment of past/ celebrate where we are now
- Communicate and become personable and open to the community to feel safe and comfortable.
- Be out in the schools
- Be with teachers and students
- Declining enrollment

District Office Managers

- Declining enrollment, severe (600 students between year). Trending downward, birthrates not high.
- No room for expansion
- Closing schools
- Teachers want increases in salary and benefits
- Negotiations can be heated
- Composition of the board members
- Districts fiscal stabilization plan
- 12 million shortfall
- Facility needs, the bond is running out
- Lots of turn around with executive cabinet
- Fear of new superintendent not being community oriented
- Sense of entitlement and start to drive agenda
- Some of the community feels their needs are more important, enrichment over intervention
- Building common vocabulary of instruction
- Staff morale needs to be built
- Sense of fear, you might be let go if you fail at something, in management group
- Pick up the work in equity, truly understand what equity means,
- Adjust policy for equity and the impact it can have on students
- Budget deficit if we don't close school
- Understand the diversity of this community
- Enrichment programs

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

Classified Staff

- Strong leader without being dictatorial/micromanager
- Balanced leadership
- Personable
- Approachable
- Engages with parents
- Active in community
- Responsive to parent/staff/community needs
- Knows how to navigate an active community
- Ability to professionally navigate conflict
- Open minded and doesn't take things personally
- Collaborative in getting input during decision making process
- Clear and effective communicator that relates/connects to all stakeholders
- Someone who is invested to staying and not using this as a stepping stone for next steps in their career
- Have budgetary/school finance experience

Certificated Teachers

- Thoughtful and effective collaborator
- Shared leadership: not a micromanager of staff/not top down
- Students are priority first
- Effective and clear communication that can be followed by not only staff but also the community
- Transparent and provides context in messaging
- Inclusive
- Joyful who celebrates and values success and doesn't just focus on the negative aspects
- Collaborator who brings staff/community together
- Innovative in bringing in best practices that are good for kids
- Leverage current best practices internally
- Understand how we do things here but how to get buy in on external ideas/best practices
- System coherence
- Compassionate leader
- Genuine
- Approachable
- Systems approach: invested in the district for the long run beyond their time here to sustain a culture
- Have foresite to develop and build capacity of leaders
- Progress the work
- Authentic (talk the talk and walk the walk)
- Honest, trustworthy
- Humility and ability to apologize when wrong (self accountability)
- Leads by example
- Hands on leader

- Responsive to needs of community/teachers/parents
- Be present in schools and community often
- Get to know the staff
- Proactive and responsive
- Create schedule to ensure collaboration and presence with each site staff
- Understands SpEd in order to build capacity of department
- Supporter of all staff
- Servant of the community
- Be familiar with community and know the history/lay out of the community
- Be knowledgeable about all aspects of the supt job
- Be willing to make tough decisions in hiring/release process of employees
- Listen to diverse perspectives when considering decisions
- Don't come as a stepping stone
- Open door policy
- Know staff by name-personal connections
- Effective, clear communicator
- Present in schools and community
- Authentic
- Warm personality
- Celebrate the successes in the district
- Inclusive, collaborative decision maker
- Relationship builder
- Differentiated support of staff based on their need
- Trust staff
- Not a micromanager
- Willing to put the work in
- Open minded
- Not egotistical
- Build upon internal strengths/talents of district- highlight

Other Certificated

- Be aware of key losses of staffing to address loss of instructional knowledge
- Deep caring for students
- Present in schools/meeting with kids
- Be willing to make hard decisions
- Innovative but strategic in implementation to sustain program
- Enthusiastic about district/programs
- Familiar with community (attend the In the Park Days with city council)
- Ability to manage conflict or diverse perspectives
- Strong communicator
- Willing to talk to people
- Build on what is working well
- Listen to the needs before making change
- Present in school sites
- Understanding of programs from TK-8

- Understands Sp ed
- Learn of all programs in place and hire people who are competent
- Check in on Sp Ed caseloads/needs (i.e. staff, funding, etc.)
- Collaborative decision making
- Long term commitment-no a stepping stone knowing that lots of turnover
- Builds strong relationships
- Build cohesiveness amongst staff/programs
- Speaks multiple languages (Punjabi, Vietnamese, Spanish, etc)
- Caring to staff
- Willing to roll up sleeves and get hands dirty
- Be a champion for schools who have most needs/most underserved/vulnerable
- Open door policy (d.o. Staff, supt, principals)-get rid of the swinging/half barn door in supt office

Evergreen Teachers Association

- Be vulnerable and show human side
- Invested in community/district
- Stick around
- Authentic collaborator
- Shared decision maker (not top down)
- Accountability of district leadership
- Data drive and know how to address the negative
- Relationship builder
- Motivator
- Inspirational

CSEA

- Strong communicator
- Some willing to go out meet in person with people (community, school site, district office).
Learn our names and what we do. See what is happening in the classroom. Not always behind closed doors
- Being accessible
- Willing to push forward in technology
- Get out of our comfort zone, see where we need to go, not everything from the past.
- Pull district forward, address the issue of the have and the have nots
- Supt. who has put in time in classroom, and having principal experience, significant amount of time
- Somebody who knows big city experience, Experience with mobility of families
- Have good team building skills, to rebuild the school community
- Good leadership skills
- Everybody matters, regardless of your position title
- Make employees feel valued
- Communication with community and with staff
- Loyalty to the district, somebody established in San Jose. Plans on being here for a decade or so
- Experienced in human relations, mental health,

- How to recruit the best people for the job. Make certain everyone is qualified for their position
- Administrator telling what to do and not valuing those who work directly with students
- Strong rebuilding and communication skills
- You are going to stick it out here in Evergreen
- Who do we go to if we have a question, at the district level
- Make certain that all schools are on the same page. Ie. attendance, we are not doing it the same way.
- How do we provide the incentives so employee want to stay and to attract new
- Concern about turn over, Some people are beginning to jump ship. .
- Find out the competitive pay and what we need to keep people.
- We are being told to get the proof that we are not the higher paid district
- Be visible on campus: How can we support you!

Parents, PTA Leaders

- Not a micromanager
- A collaborator
- Focus on equity
- Experience in working with different socioeconomic
- Approachable
- Be visible in the schools/community, not in the office at all times
- Student-orientated
- Open to meeting with students as well as teachers as well administrators
- Support teachers
- Time in the classroom
- Ability to plan for future (i.e. Summer School). Plan a year ahead
- Approachable
- Non-judgmental
- Compassionate
- Not a push-over, there will be heated discussion.
- Knowledgeable
- Good communicator, doing a good job for the general population
- Needs to meet the community (last Supt. held a couple of meet-and-greet), need to do at each site
- Need more stability
- Here for the long term, until retirement
- Someone who has similar background to our demographics

Community

- Knowledge of the community that he or she will be supporting
- Represents the community demographics, hit the mainstream first
- Not just listen, but takes feedback and turns into action
- Empathetic and cares for the community
- He/she is involved in all schools
- Transparent, listen to others, also yes and explain why is going the direction is going
- Being responsive in how they communicate

- Knows how to build relationships, parents, teachers, principals
- Listen to all staff, parents, and people. Be present and interact with people
- Have integrity
- Bold and determined, remains undaunted when met with opposition
- Approachability. Can go up to person and talk to them and not interrupting
- Not come to promote own agenda, know our school plans,
- Listen and help us make it better

School Site Managers

- Visionary leader
- Brave and courageous leader
- Needs to make this a career move and stay (possibly through retirement)
- Bridge older and newer staff culture
- Being present/visible in schools
- Has close connections/familiar to the community
- True commitment to stand for equity beyond the discomfort that comes
- Strong personal skills that navigate the different aspects of community
- Transparent leader through direct, effective, clear communication with follow through
- Understand how to close the opportunity gap (i.e. allocating resources for underserved populations)
- Listen to all stakeholder voices and not just the loudest
- Work on rural designation (basic aid) to bring more funding to district
- Be resourceful in obtaining partnerships with local community groups/tech industry
- Clear, effective, and timely communication (i.e. about plan moving forward after the pandemic, 24 hour responses)
- Shared decision making (i.e. include directors and principals in ext cabinet, evergreen admin association-supt advisory, etc)
- Have teaching and upper management experience
- Be aware of the needs of the underserved student population (i.e. title 1 schools)
- Ability to implementation effective staff retention processes (i.e. stability of staff at sites, diverse staff)
- Effective board relations to bring about coherence
- Can lead without fear and make hard decisions (i.e. closing schools)
- Lead without fear and without reprisal
- Honesty and integrity
- Person of color; reflection of the kids; bilingual
- Person who is culturally proficient and can advocate of all students, specifically underserved students/families
- Can engage with the community and honor what the community stands for while strategically considering change
- Personable and kindness
- Accessible-Open door policy
- Need to bring about more collaboration amongst admin and teachers
- Create access for all staff to build capacity and share ideas/best practices (i.e. pd)
- Systems change focus to align work across district

- Need to continue to advance the work around the profile of the learner-alignment, unifier
- Student focused decision making
- Innovative and creative thinker
- Transformative leader
- Builds personal and professional relationships; gets to know staff
- Strong communication plan (frequency, audience, timeliness, impact, etc.)
- Strategic planning around sustainably fiscally support of programs
- Compassionate and empathetic leader
- Humor
- Well connected, resourceful, network
- Grit
- More direct communication from district and superintendent, not with people in between
- Need to hear from Superintendent and district staff
- Clarity of messaging
- Establishing opportunities for teachers come together for events
- Make others feel valued, this will help build trust
- Need to feel trust, authenticity
- Build relationships and the sense of belonging

District Office Managers

- Stay for the long term
- Bridge many relationships
- Experience as a superintendent
- Ability to have difficult conversations
- Someone who can coach leaders
- Savvy to resolve difficult situations (budget, school closing)
- Communicator
- Building trust
- Ethical
- Don't steer us into trouble avoid trouble Working knowledge and competency of all houses of the executive cabinet
- Interpersonal skills
- Build relationships
- Not afraid of conflict and does not seek it out
- Visible
- Present
- Support staff
- Trust staff to make important decisions
- Don't micromanage, but speak to topics clearly
- Engage with community
- Responsive to the community
- Politically savvy
- Listening to the noise and getting in front of it
- Boardmanship, prepping them, informing them
- Results driven

*Survey Monkey Results for
Evergreen Elementary School District*

March 2022

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1 Vietnamese Response

Administrators / Người quản lý

không phản hồi

No Responses

Community Members / Thành viên cộng đồng

không phản hồi

No Responses

Non-Certificated Staff / Không được chứng nhận

không phản hồi

No Responses

Parents / Cha mẹ

Hãy cho chúng tôi biết những điều tốt đẹp về cộng đồng của bạn. (Thông tin này được sử dụng để giúp chúng tôi tuyển dụng những ứng viên chất lượng.)

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

- Tot
Good

Hãy cho chúng tôi biết những điều tốt đẹp về trường học của bạn. (Thông tin này được sử dụng để giúp chúng tôi tuyển dụng những ứng viên chất lượng.)

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

- Giao duc tot
Good communication

Giám đốc học khu cần lưu ý những vấn đề gì khi đến học khu? (Thông tin này được chia sẻ với các ứng viên cuối cùng.)

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

- Cho dau xe
Parking lot

**Tổng giám đốc mới cần có những kỹ năng, phẩm chất hay đặc điểm gì để thành công ở đây?
(Thông tin này được sử dụng khi chúng tôi sàng lọc các ứng viên tiềm năng.)**

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

- Quan ly tot
Manager/Management good

Student / Học sinh

không phản hồi

No Responses

Teacher / Giáo viên

không phản hồi

No Responses

*Survey Monkey Results for
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Spanish Version

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3 Responses

Administrators/Administrador

No Responses Sin respuestas

Non-Certificated Staff / Personal clasificado

No Responses Sin respuestas

Community Members/Miembro de la Comunidad

No Responses Sin respuestas

Parents/padre

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

Cuéntanos las cosas buenas de tu comunidad. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- Las personas de nuestra comunidad estan disponibles en apoyar buenas desiciones para nuestras escuelas y nuestra comunidad.

The people of our community are available to support good decisions for our schools and our community.

- Nuestra comunidad se apoyan mutuamente

Our community supports each other

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

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

- 1.Las reuniones de padres, 2.La señora _____ que habla español ayudando a traducir a las familias que no hablan Ingles. 3 Sus maestros son dedicados y se preocupan por sus estudiantes. 4. Su director es responsable, esta siempre atento checando los salones de clases, caminando alrededor y cada mañana esta en la entrada dandole la vienvenida a los alumnos 5. Su libreria hermosa llena de interesantes libros para todos los estudiantes. 6.Sus clases despues de escuela, aprendiendo a vailar, lecture, baseball. 7. La interacion de los estudiantes con un hermoso perrito que es llevado a la escuela. 8. La clases de musica. 9. Un sentro de ayuda catolicas y los 5 primeros esta a un lado de nuestra escuela para apoyar a los padres de diferentes maneras.10. Lo mejor son sus estudiantes, sus profesores y todo el equipo que trabaja día a día para que nuestros hijos sean buenos en su futuro.

1.Parent meetings, 2.Mrs. _____ who speaks Spanish helping translate for families who do not speak English. 3 Your teachers are dedicated and care about their students. 4. Your principal is responsible, he is always attentive checking the classrooms, walking around and every morning he is at the entrance welcoming the students. 5. His beautiful library full of interesting books for all the students. 6.His classes after school, learning to dance, reading, baseball. 7. The students' interaction with a beautiful puppy that is brought to school. 8. The music classes. 9. A catholic help center and the top 5 is next to our school to support parents in different ways.10. The best are its students, its teachers and the entire team that works every day so that our children are good in their future.

- Las cosas buenas que yo veo son que las maestras están pendientes en la educación de mis hijos , como van avanzando en la clase y los protocolos que tiene para minimizar los contagios por COVID 19.

The good things that I see are that the teachers are attentive to the education of my children, how they are progressing in the class and the protocols they have to minimize the spread of COVID 19.

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

¿Qué problemas debe tener en cuenta el superintendente cuando ingresa al distrito? (Esta información se comparte con los candidatos finales).

- Que nesecitamos un poco mas de ayuda, nesecitamos trabajar en conjunto con los padres para poder hacer mejores cambios y tener mas personal que hable español y Vietnamese.

That we need a little more help, we need to work together with the parents to be able to make better changes and have more staff who speak Spanish and Vietnamese.

- Que nesecitamos un poco mas de ayuda, nesecitamos trabajar en conjunto con los padres para poder hacer mejores cambios y tener mas personal que hable español y Vietnamese.

That we need a little more help, we need to work together with the parents to be able to make better changes and have more staff who speak Spanish and Vietnamese.

- Para mí lo mas importante en este momento es la posibilidad de que cierren la escuela , por qué no sé adónde llevaría a mis hijos está es la única escuela que me queda cerca y el nuevo superintendente debería de ver cómo podemos salvar a nuestra escuela

For me the most important thing at the moment is the possibility of closing the school, because I don't know where I would take my children, this is the only school that is close to me and the new superintendent should see how we can save our school

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

¿Qué habilidades, cualidades o características debe poseer el nuevo superintendente para tener éxito aquí? (Esta información se usa cuando evaluamos candidatos potenciales).

- Que sea bilingual, y que le guste involucrarse con la comunidad y padres.

Be bilingual, and like to get involved with the community and parents.

- Que se preocupe por los estudiantes, que haga mejoras en la escuela, que se amable , también que haga todo lo posible para ayudarnos a qué no cierren nuestra escuela

To care about the students, to make improvements in the school, to be kind, also to do everything possible to help us not to close our school

Student/Alumno

No Responses

Sin respuestas

Teacher/ Profesor

No Responses

Sin respuestas

*Survey Monkey Results for
Evergreen Elementary School District
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89 English Responses

Administrators

No responses

Community Members

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

- The community is organized.
- Diverse
- I am a 25 year resident of Evergreen with grown kids having attended Silver Oak and Chaboya and I am a 20 year member of the District 8 Community Round Table. Evergreen school have been among the very best in California and we want to ensure Evergreen's schools provide the most productive and innovative graduates with valuable skills for their future.
- People care about each other and communicate in kind and caring ways instead of bureaucratic mumbo jumbo and leaders who are acidic to nurturing kids and adult ways to help kids learn and grow.
- Diverse Beautiful area Active members

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

- It has Covid testing
- Emphasis on teaching students soft skills, after school enrichment programs though we need more variety (not simply speech and debate, python, etc. but touches on different industries like Allied Health) and more cohorts so as to make it available to more students.
- Our evergreen schools encourage parental participation in the education process because it is just as important to learn at home as it is in the classroom. Evergreen schools have provided well educated graduates with valuable skills for the future.
- The principals seem to care. The Common Core roll out was a bust. Teachers need to play more of a role in selection of textbooks, in the past the administration told teachers what textbooks to use (in math) and forced bad textbooks that did not work to teachers as one year or more TEST PILOT textbooks so millions of dollars were spent without parent input, and the textbooks were constructionist meaning they tried to teach math full time in groups which did not work, now all kids suffer with low math ability and that makes parents want to move kids to private schools. there is just not enough buy in with what the school district does
- Award winners Innovative programs Perfect size

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

- Safety, and hiring caring teachers.
- Closure of schools, budget, improvement with facilities - class size and space, technology, innovation, different teaching modalities (ie. hybrid), more teachers, more student aids, access to more enrichment programs
- Evergreen students should have a well rounded education by ensuring all students acquire basic skills in reading, writing, and mathematics and by providing in-depth science, social, art, music and collaboration skills.
- The Katherine R. Smith Elementary School is ranked in the bottom 200 of over 5,000 schools in California. That is because a strange got involved in constructionist learning, where kids NO LONGER USE TEXTBOOKS. The test scores show failure but the school board is too weak to make changes. The NEW TECH NETWORK is a joke. It does not work. also, the two pilot schools called LOBO SCHOOL OF INNOVATION AND BULLDOG TECH are jokes of schools, the kids laugh at the schools meaning they know there is something wrong and the kids are not learning. So, best to shut them down, and transform the two schools into SCIENCE AND MATH buildings, also having schools within schools for jr. high school mean SEGREGATION for the two school to operate together, the New Tech kids just go to PE with the other kids.. best not to segregate, best to find out how much monies New Tech Network is sucking out of the Evergreen Elementary School District budget. Best to close down the New Tech Network schools, all three. MILLIONS AND MILLIONS AND MILLIONS AND MILLIONS OF dollars have been spent at Katherine R. Smith Elementary on that New Tech Network school and the kids test scores are in the basement. What should happen is Katherine R. Smith, not Holly Oak, should be a bilingual school and teachers at K.R. Smith elementary need to leave and let bilingual teachers teach there... follow the test scores... also, and this is key... Evergreen Elementary School District was once premier, then it got sidetracked with COMMON CORE and vast GROUP TEACHING... so even the teacher observations went the way of CONSTRUCTIONVIST TEACHER, GROUP TEACHING TEACHER OBSERVATIONS to allow teachers to continue in their teaching career. what should happen is new textbooks need to be adopted (the current textbook adoption is flawed and one needs to view Fremont Unified or New Haven textbook adoption for those districts allow TEACHER VOICE and buy in. go look at their textbook adoption policy so that means...NEW BOARD MEMBER POLICY NEEDS TO BE ADOPTED TO ALIGN WITH FREMONT UNIFIED. Lots of shannagans went on when Common Core rolled out and the kids test scores dropped. The current school district of Morgan Hill (in news) the superintendent (who is temp sup. at Evergreen) because of low test scores. So, Evergreen was once a premier school district but when Common Core came about the teachers stopped assigning homework (Katherine R. Smith Elem, has no homework please check) So, Evergreen Elementary used to have a NICE CURRICULUM MAP and this CURRICULUM annual map paved the way for ALL TEACHERS to cover certain concepts during the year... that map was abandoned and thus Evergreen is no longer a premier district. What needs to happen is dual workbooks and textbooks need to be followed (the concepts on the annual curriculum maps by the teachers and schools need to collaborate rather than become islands of learning) Look at School Digger and then type in the name Katherine R. Smith Elementary, you will see on the graph the abomidamal test scores and you can see that by the 6th grade due to bad teaching by teachers the kids are at the 3rd grade level in math and this leads to bullying and low self esteem as they move to middle schools. you will find that if you go to youtube and type in Katherine R. Smith New Tech Network, you will see an old presentation by the Principal who worked there this speaks for itself what happened in my view is Evergreen School District had lots of teachers who did not care about if they were conducting an experiment in learning

on poor kids. It was racist in my view... I wrote the school board and superintendent and curriculum people at EESD. The key take away is... get new textbook adoption policy copy Fremont Unified because EESD textbook policy by school board has been.....to allow millions of dollars in spending on math textbooks that the teachers do not use... they sit in the cabinets... when good textbooks could be used as a spine, in the body of learning each subject. say 50% textbook use and 50% non textbook, teacher supplemental currently the math teachers of EESD need more monies to help teach because they have NOT A TEXTBOOK THAT THEY USE AND JUST LOCK THE TEXTBOOKS INTO THE CABINETS oh and too, you need to allow honesty and free talk on how to make the district better. many say, that the administration at Evergreen Elementary School District does not treat parents well, nor teachers, nor workers inside the district office. Something sick going on. Changes need to be made I do thank most of the teachers (except those at Katherine R. Smith) because i asked, the teachers will help with their input on things... but many are afraid t speak. So, as new sup. you need to break down the walls and too, to say, look the test scores are in the basement at some schools and especially the New Tech Network schools so... is it time for us to discontinue New Tech Network and use workbooks and textbooks and Oh Brother, the New Tech Network schools and perhaps others have HEAVY GRADE INFLATION don't believe me, just go to School Digger and type in the name of the schools and if you see that kids are at "D" level or worse, then HOW IS IT POSSIBLE THEY EARN "A's" and "B's" answer: GRADE INFLATION so you got parents in million dollar homes, they will just put their child in private or church schools I suggest the superintendent review with School Digger and name of each school the health and welfare of each school and ... target help and new ways of doing things to those schools with test scores in the basement for if a kid goes P, 1,2,3,4,5,6 and has a 3rd grade level in math, that sets up failure in middle school, high school and perhaps life...

- Declining enrollment New administration

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

- The superintendent should be a Vietnamese, since the Evergreen School District consists mainly of Vietnamese people.
- Transparent, open communication, sincere, understand the needs of students, manages budget well, innovative, willing to go outside the box, has good leadership skills and is strategic.
- The new superintendent should be recruited from within the district, someone who knows the community and loves Evergreen, someone who intends to remain in the job for at least 15 years, and someone who will love the superintendent's job and not just the paycheck.
- The new Superintendent needs to be the former superintendent, Don't talk down to others Smile once and a while Use data to find pathways that are best in learning for kids don't allow so much teacher training meaning 5 years ago, EESD spent millions on training and teachers need instead limited training and too ask teachers what they want, don't guess. Teachers need inspirational speakers and not radical left wing speakers, but instead I would suggest they learn about SCAFFOLDING OF LEARNING and give the teachers certificates for attending such learning things (they like certificates) Make up our own EESD certificates (I say "Our" because i consider this district mine too as a parent of a child that attended here and is now in high school) Use of Nextdoor is good I got this survey because someone on NEXTDOOR asked the community to do the survey The NEW SUPERINTENDENT needs to be able to understand budgets, lots of wasteful spending, to understand the need to cut New Tech Network monies, no one knows how much monies goes to New Tech Network, and they have secret seminars and other groups that suck monies from Evergreen I suggest a moritorium on any New Tech Network air flights and other really bad Ed Leader 21 meetings

and airplane flights and nice hotel things. Tell all that if they want to go to seminars in Las Vegas and Arizona to play round of golf then they must do it on their money. I would say that Evergreen spent millions and millions and millions of dollars on perks for training when those monies are and were needed for teacher supplemental SCAFFOLDING OF LEARNING items so, I would say that the new superintendent needs to be kind and also needs to watch the budget, needs to get buy in and needs to care deeply about student learning and measurement of it.

- Interactive Visible Good communicator Innovative but with implementation skills

Classified Staff

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

- We are a diverse, hard working, and caring community. Like a beautiful quilt, we come together in good as well as difficult times.
- Evergreen is a small community, even though San Jose is not. Everyone knows each other and is very friendly here in our community. Our community has a wide range of ethnicity. I feel this is what makes our community a wonderful place to live and work in.
- Many of the families have been in this community for years. The communities are close and many activities for children.
- We have an awesome community; the families at EESD are friendly, helpful, positive, and caring.
- Well educated community

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

- Having been in this district for many years, I can tell you that all our schools are committed to making sure that every child receives all the tools necessary to move on to higher education. No student is abandoned, goes hungry, or deprived of a fun atmosphere. Most importantly, we encourage respect and kindness towards each other.
- All of our schools are small compared to other communities. This gives the students/staff a chance to know each other. All the children like and play well with each other. Friendly staff at all schools.
- Our schools have strong teachers who care for their students. Much of the classified staff are parents of students or were parents of students so they are vested in the schools.
- The way COVID was handled in the schools and the broader community was amazing. Employees at the schools care about their job and the kids.
- It has STEM resources and good teachers

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

- At present, the district has a shortage of staff who are essential to the educational as well as mental well being of students. Having said that, it is very important to note that classified staff, who are the backbone of the district, are often forgotten. Considering the cost of living here and how the impact of the war in Ukraine is affecting their families abroad, they are now feeling overwhelmed. They care a lot about their students. However, in order to do that, they have to take care of themselves first. Many of them are leaving for better paying jobs just to

survive. Please think about this seriously before the district falls apart. Together, we can do great things!

- He/She is coming into a financial trouble district. I feel we are top heavy in the district office and need to spend that money on the educators in our district. Let's keep our good teachers! Let's stop teachers from leaving ESD for other districts. The closures of another school next school year. That will be a main concern with parents in our school district.
- Staff morale is at a all time low. Much of this division came from the district office.
- Pay is a substantial issue among employees. Costs of living in this area as well as the sharing of health care costs with the District have risen way past their means. I used to work in the tech industry and they are far more appreciative of their employees and pay much more fairly. They give regular promotions there as well. There needs to be more upward possibilities that employees can go into once the top of a range has been met, as in the tech industry.. There should be regular step increases that continue into the next title. Employees feel so unappreciated and so underpaid. For once, please give all classified at least, a good raise. It's not fair to just give the very bottom earners an increase and not give similar compensation to the rest. This seems to always fall on deaf ears.
- Start some initiative programs

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

- I personally, would like our new superintendent to be someone who has a good educational background; has experience with students and staff in resolving difficult situations; is a righteous and selfless leader; emotionally intelligent, taking into account our diverse community; is open to listening to different points of view; will make sure our students receive the best education in a conducive environment; is compassionate and has a sense of humor.
- We need our new superintendent to have a strong business background as well as an education background.
- We need a Superintendent that is open to all who want to talk to them, not just the parents. They need to be open to staff. Also someone who communicates themselves and not through another admin. We need one who is present and genuinely cares for the entire district and not just parents, students and community. Staff both certificated and classified should not be left out or feel invisible.
- The new person should possess good morals and should live in the area to be able to provide excellent service and representation of our district. The new person should be open to actually learning about our communities and our employees and not be focused on just the administration part of the job or the teachers, but to remember that ALL employees make this district run smoothly.
- Compassion for others is #1. Care and concern for employees is a must. This has been lacking for many years now. A doer.
- Should be kind, experienced and have the passion to encourage learning for students.

Parents

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

- most residents are family oriented and care about the academics for their children. so providing quality education and social growth opportunities are important. Most families are professionally oriented, higher educated and they understand the concept for quality education at the academic and emotional levels. There is wide diversity to the community in many

dimensions. it is truly a melting pot. Our community is also well informed in technology and in the usefulness of technology and impact in the education of children.

- My community is diverse and I like that. People of different backgrounds live here without issues. For the most part everyone respects each other
- multi cultural, feels safe, dual immersion offered
- We live in a very diverse community that happily celebrates in so many customs and traditions together! It makes our community colorful and broadens our horizons, inculcating tolerance and respect (all the good things you read about in children books!) Our students are smart and curious. Our community is also centrally located to many resources.
- Diverse -
- Ethnically and culturally diverse, we care about education
- Diverse, family , love for the nature around our community, partnership
- There are good teachers and administrators that care about school spirit and teach objectively Math Science, English and U.S. History and contribution. They do pledge of allegiance and projects and allow debate and discussion.
- Engaged, diverse, friendly
- Overall respectful and prideful community.
- It has micro-communities throughout the area. These micro communities provide help for each other, that is centered around the school. Family Resource Coordinators are the center of these communities, linking families to available resources.
- Parents have strong interest in the success of students at school. Parents are supportive of teachers and staff.
- I leave here for over 15 years and very happy with schools, supermarkets, restaurants and the people in the community
- family focused, helpful, diverse
- We have a diverse community! With different cultures and religious groups.
- trustworthy·Friendly·responsible·helping·Hardworking·Good communication with parents·Keep parents informed. They love the things that they do for our child
- High standards for academics High standards for safety High standards for extracurricular activities High standards for overall well being of all kids.
- Parents groups, school office staff, principals (at Matsumoto, Evergreen, Millbrook, and Cadwallader), and teachers have been working very hard, trying to provide the best education for students during and after the pandemic. Communication between district and parents through newsletters.
- Family Friendly neighborhood, hard working folks, low crime
- It's a MixPeeps community which is respectful of the cultural and traditional values of there roots and also of this very country they are living in.
- The good things about the Evergreen community is it diversity. It has a good mix of families from multiple cultures and society strata and this provides a good exposure to the kids to grow personally as a good human.
- Hugely involved parent participation and support
- This community is very caring and diverse and has a lot of respect for families, students, teachers, and staff
- Diversity
- I think the curriculum is good.
- We just moved into the Evergreen community but we love the top-rated schools and family-friendly environment.
- We have strong community. We work and take in input from the community. Many of our certified and classified are Evergreen residents who are connected to our school district. Plus, we also have former students employed in our schools.
- Parents place importance in academics for the kids

- Lots of trees
- Harmony and clean community
- Community is informative and watches out for each other .
- Resilient, helpful and understanding.
- Focus on good quality education.
- We are new to the school district and neighborhood. Would love to see more socials when the time is appropriate to welcome newcomers.
- Very diverse socially and economically
- It's safe, diverse and caring.
- Clean, courtesy,
- Family oriented, most people in this community care for others.
- It's a great community where parents are eager to be involved and help their children in any way possible. High engagement from parents and students
- Native evergreen community members that have lived here for multiple generations are very close knit and family oriented.
- Discipline
- Good teachers, many veteran teachers, starting dual immersions, if we're starting "Community Schools," that would be a plus.
- neighborhood Halloween Block Party, Church Events that include the whole neighborhood, A person from our community plans a garage sale for our area, and he also plans Christmas decorating contest for the house with the most Cheer,
- great
- Multicultural, hard-working, kind, educated.
- Peaceful suburb Good neighbors
- we partnered with second harvest food bank serve our community. we have community summer parties and back to school safety awareness

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

- For silver oak elem school there is close interaction between the school administration and the PTO. Many initiatives are opportunities are coordinated to create healthy, encourage innovation, social and academic growths are created with help of the PTO.
- safe, happy place, different cultures represented
- Some of the school staff and parents really go above and beyond to put on extra events for the school community - whether it be holiday celebrations, talent shows, donation drives, etc. This, too, throughout the pandemic! I wish all the schools had these options available to them.
- Amazing teachers and staff
- Provide exceptional education for our children, fantastic and talented teachers, very involved community, ethnically and culturally diverse
- Diverse, respectful and connected
- Unfortunately, the schools have changed with more teachers giving their opinion as fact. For example the focus is on flag colors or the racism of Columbus or (if you look at the English workbook) or worded in a way so the students feel there is nothing good about American society.
- The teachers are outstanding. Teachers lead the way in evergreen schools and it shows in our kids' progress.
- The school takes good care of the children, communicates with families well. They did an above average job compared to many peers schools in prepping for students to return during pandemic.

- Variety of special services. My adult children would never graduated from high school without Legacy High school's alternative programs. They were allowed to showcase their strengths.
- Great school. Kids are driven. Great teachers
- focus on safety, good community
- Great
- Wise and friendly and patient and hardworker and caring and kind principal. I love our school as a second home! Everytime I need help they help me well . They are warm-hearted ! They do their best for our children.
- High standards for academics High standards for safety High standards for extracurricular activities High standards for overall well being of all kids and teachers and staff.
- Teachers work hard, but you can tell they are overworked, yet they still come to school with a smile on their faces. Children enjoy returning to school after distance learning.
- Some teachers are dedicated with proper facilities
- All very good quality schools where the students need towards education and extra curricular activities are given precedence. The school keeps the parents in the community well informed of the current rules and processes that are being followed as per the state and federal guidelines.
- The topmost aspects I liked about the schools in the community is the dedication of the teachers and the staff. They do put in their wholesome effort to make the schools a safe and happy place for the students. I also love the non academic workshops, classes etc offered by the school like art classes, positive behavior classes etc
- CARING TEACHERS clean campus safe campus (only in select schools of this EESD) STEAM focused financially diverse
- Great administration and care for safety/well being of students. Students needs should always be the top priority not
- This schools promote equity and respect diversity. They work with familes to achieve success for the children.
- Great teachers
- I appreciate the teachers that go above and beyond the curriculum to enrich the students more.
- Highly rated, great teachers (from our limited experience) and good diversity.
- Our schools listen to our school communities. Each school tries their best to keep our students engaged and motivated. Most of our primary schools have an exterior gate.
- Teachers who care, school curriculum competitive in some classes, opportunities for extracurricular with school district, strict no bullies policy
- Walkable distance from home
- Observe various cultural festival
- Our schools are mostly great quality with amazing teachers.
- Highly qualified teachers
- Some really good teachers who really care about students' progress.
- Since we are new, would love to see more socials when the time is appropriate to welcome newcomers.
- Always caring for their students. Finding ways to help all students achieve their goals
- Diverse, safe, has great people who puts their efforts in our Children's education.
- Respect to each other, very dedicated to kids and their parents, clean,
- Parents are allowed to play an essential role in their kids education.
- School is great and provides quality education
- Welcoming staff. Bilingual staff. Staff that resides in the community and understands the needs and difficulties in the community.
- Good enough resources
- Curriculum

- The teachers who have put in so much extra time and effort due to the pandemic. The classified staff who have worked with our communities throughout this difficult time, on the front line. The kids who are doing such wonderful work.
- See above. Mainly great teachers. Principal left in the middle of the year; that was not good.
- Our children can walk to their schools, they provide tutoring, our schools have magnet courses and social workers for our students and especially it seems that our schools are making it fun for the students to want to be back on campus especially during this pandemic
- great
- Welcoming to all students. Structured, organized, and has specific goals.
- Academic standards Co curricular opportunities Driven students and parents Test scores
- The teachers who have put in so much extra time and effort due to the pandemic. The classified staff who have worked with our communities throughout this difficult time, on the front line. The kids who are doing such wonderful work.
- our food bank our staff our children No Bullying is permitted.

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

- There is still a need to reassign JF Smith ES students living in the Yerba Buena Villa community to Chaboya MS, where all peers will be going to for middle school. Students in the YBV community are currently assigned to LeyVa MS.
- There is a wide variety of teacher experience, skill, inclination and or disposition to teach. While the core knowledge program for CA may provide some normalcy across classes and encourage teachers to bring their individuality and innovation to improve the education experience for our children, there are many example of parents preferring this or that teacher across grades. The Child education experience is not the same with different teachers and the inconsistency is large. My experience with other private school programs is they ensure consistent of education across classes and this gives the administration flexibility in managing size and get parent buy in. Teacher Training not only on academics but also on child emotional and social well being, and consistency in the teaching experience across classes is important. Another important issue is the lack of consistency, efficiency and application of Technology in the education process for our Children. Access to hardware while expensive can bring other efficiencies in the process and opportunities to save time, effort and deliver better quality in teaching.
- The previous superintendent did not think for working parents. Pre-pandemic, the district let Math Enrichment/Hi-Five/Camp Galileo etc rent the school facilities to hold summer camps which was all day with before/after hours care. But that did not happen last summer because the district last minute offered 1/2 day of summer school for 6 weeks. I am a working parent and have to be in the office for 8 hours, I couldn't send my kids to the 1/2 day only because who will take care of them for the rest of the day? Also I couldn't find any reasonable summer camp close by that I don't have to drive for more than 20 mins each way. I took a lot of days off because of this. I wish the school district do not offer such half measures again. Then again at the start of school, it was very vague on what is the onsite after school. Without any formal explanation or announcement, they kick out Math Enrichment onsite after school. YMCA had no staff until 3 weeks later. Again, I took many time off from work because of this. I want a superintendent that will understand the needs of working parents. I also want Math Enrichment to be allowed to come back as onsite after school again.
- Champion for the students of this community. Hold the principal and teachers accountable for their actions. Issues raised to principal is not addressed or followed through.
- 1. We really need some programs (similar to GATE in the past) that challenge the children who would thrive from it. Right now, there are a lot of bored kids. The system in place at the

moment seems to cater to the lowest common denominator, offering no opportunities for children who could be challenged more in a positive, loving, encouraging, and constructive way.

2. iReady is being over-used. It shouldn't replace traditional assessments. While it's a great supplemental tool to have handy, we need to be careful with how much power we give it. And maybe offer a little less screen time for students or at least be mindful of how much screen time they are currently getting.

3. All the schools should equally have Spelling Bees, field trips, Talent shows, PTA events - some schools have nothing (very little!) to spark that school pride and others are doing something every week via Assemblies, etc.

4. Some schools do a great job of implementing PBIS and positive reinforcements. I wish it was happening at ALL the schools. It's sad to hear kids having anxiety over the whole "ticket" system - they start describing their days as green, yellow, blue, etc. It would be ideal for schools to use a positive reinforcement system that doesn't shame kids or make them anxious.

- There is more to this district than low income or low achieving schools. There are some high income and high achieving schools and students that get overlooked. We need to bring back GATE and other programs for High achievers. And the District needs to pay for these programs not parents - we are tapped out.
- The cost of living in Silicon Valley is high, we are a diverse community and many parents don't speak English at home, teachers can't afford to live in the same district that they teach in
- Inclusion of Special need students, parents and community. Making school resources and activity accessible to ALL students including special needs. (Science Camp, afterschool activities, on campus events)
- -the district allows so much attention and freedom on LGBTQ, Black lives matter that there is no focus on critical thinking, teaching U.S. History (which is very scary because if you don't learn history it repeats itself). -the focus is so much on equity, feelings and emotions that everyone is caught up and stuck and there is no teaching (its hard to teach if everyone is racist or not really a man or a woman is not represented). -the posters on school walls have forced parents to move or go to private schools. The teachers opinion is very LOUD. -reading books are not about family, unity some are about sex, rape, alternative universe and in KS, Leyva there is this thinking that continuing with racism books is somehow keeping kids in school (black student beat up by white, black cop hurts white, asian needs to be activist because bad white). It actually is so very counter productive. -ALL TEACHERS DEPENDING ON GOOGLE TV/ELECTRONICS and not teaching. -ALL TEACHERS DEPENDING ON IREADY AND NOT TEACHING -there is no teaching time but just video watching. -parents want teacher interaction and programs and sports.
- District leadership is opaque and arbitrary. District leaders try to limit decision making at school sites and doesn't take feedback from the community seriously. District leadership confuses equality (everyone gets the same) with equity (everyone gets what they need) - they expect school sites to have exact policies and procedures regardless of how well they meet students / community needs.
- I think there still needs to be focus on anti-bullying, diversity and inclusion of children with Special Needs.
- Trust has been broken with former superintendent. The ability to share information needs to be clear and concise, not through a youtube video. Parents need bullet point updates that are quickly put out on social media and the district websites.
- Challenge of declining enrollment and funding.
- Very good community. But lately, more and more mail, plants, delivery thieves are rising.
- schools should be focused on uniform curriculum across all grades, more math and science focus at elementary levels

- That there is a clear division of the perceived “haves” and the “have nots”. Teachers and community members refer to schools as “schools up the hill” and “schools down the hill.” Why is that? Also, parents with an entitled voice often are the ones who’s needs get full attention. The questions that should be top of mind for the new Supt is who isn’t at the table? Whose voice are we not hearing? Why are schools with the highest percentage of students furthest from access and opportunity sometimes the last to get STEM room, or tech upgrades, etc.
- Please don't Change current principals especially for our school Norwood Creek!
- 1. Teachers always have a difficult time negotiating (as we see them holding signs every couple of years asking for a fair contract). It would be nice to retain highly qualified teachers without having them fight for a decent pay raise.
 2. More support staff needed (speech, RSP, social workers, psychologists).
 3. All schools are different as well as their needs. Please ask each site what they need.
 4. Multipurpose rooms/offices/libraries at some sites are very nice compared to others which have not been renovated.
 5. Communication between the district and teachers needs improvement. Why do parents hear about things happening before teachers? There is a disconnect unless the teacher is also a parent.
- Not many programs that would encourage Students to pursue co-curricular activities
- A superintendent should be aware of the following:
 - 1) Importance of quality education in the school district and aim for 0 dropouts.
 - 2) Financial well being of the school
 - 3) Able to overcome technical challenges if any in providing quality education and at the same time well being of the staff members within the school district.
- I have often heard about funds issues in the schools and teachers dependent on donations from parents to get the needed supplies for the school. It would also be great if there is more academic /optional classes offered to the students by the schools/school district
- *the "minority" is the majority in this district *communication from the principal is subpar (needs to write clearly and succinctly)
- Need new programs and initiatives to stay competitive with private school Hire motivated, passionate teachers with innovative ideas Poor funding for schools Teacher's union is too powerful, student's needs should always be the top priority Some Trustees have agendas that may not always be in best interest of the students
- Finances in a district that may be shrinking is always going to be an issue. Learning Gaps and Mental health due to the pandemic and the war will need to be addressed
- None that I could think of.
- There’s a lack of busing in this community and after school programs. This is really hard on working parents especially with multiple kids.
- The district departments need to communicate to each other. The district should ask for teachers input instead reventing the wheel on teaching ideas or methods. The district needs to get ETA and teachers’ input before sending emails out to the public. I get information as parent first before anything as a teacher.
- Unequal quality in teachers and curriculum, some classes teachers teach hard, some none at all. Front office staff uninformed give different answers and rude
- Garbage dumping
- Better has gates/fences around the school
- We do not want a superintendent that was petitioned out of their position from another district. We need a transparent superintendent that cares about, and is inclusive to all children and all backgrounds. We do not want to close any more schools in our district.
- Bullying at schools

- District keeps asking for money, but there is no detailed breakdown of how the money is spent. No transparency how our tax dollars are used.
- He should look into offering a better drop-off/pick-up solution at Silver Oak Elementary, along with principal/faculty because it is a mess and danger to the community as a whole!
- The socially economic has a a big impact on the children stages of learning. There's a lot of parents that send their children to private tutor and those children are more advanced. The elementary school don't offer any tutoring for the children whose parents can't afford tutoring. The love of learning starts in the elementary school so if the children are not understanding the basic skills they feel like they will never be able to succeed. Their parents don't have the knowledge to help them with homework and there is no help. I believe that if children get more resources after school the enrollment will be higher and the children will be understanding the concepts.
- Be ready to deal with kids who bully others. What action plan will be implemented on these kinds of issues.
- B/A
- Schools are for education in math, science and physical education. Not for indoctrination on social matters.
- Despite the lifting of the mask mandates indoors they should still be in place in schools because the Covid vaccine for children in the 5-11 age groups aren't as effective.
- Tagging and trashing of Laurelwood's campus.
- No
- There is a HUGE financial disparity in our community and the higher ups are some times out of touch with how many of our students are living in poverty and how that severely affects their education
- The good behavior if students
- Health, issues related to various subjects
- We are hiring outside consultants for speech and psychology. Students are having virtual speech and virtual sessions. IEPs suddenly have case managers who are out of state and have never met the students but seem to have access to our kids' info and the power to sign off in the IEPs. Why are we outsourcing this work to expensive consultants who are not even living in CA? Why are district teachers and SLPs not the case managers?
- More help needed for students who barely miss the cut-off point for RSP help
- keeping our schools open, Not changing our boundary lines where our children have to take the VTA to school-That's dangerous for our children, Keeping all our schools save. Somehow have the students be able to sit in zoom class if they get covid or exposed and have to stay home, they can listen in on their class and still get their assignments that are due. Especially because of the crazy times we are living in with this pandemic, the students that have been trying and are in class 80%of the time should not get ding on attendance or GPA for Graduations or get SARB
- none
- Our district is falling behind in highly qualified teacher retention. Money needs to be focused on students, teachers, and classrooms. Money on ice cream trucks and frivolous nonsense needs to be looked at ASAP.
- School ratings in CA New co curricular opportunities
- Parents working together with their children to make sure their education does matter and that is very important

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

- Experience leading multi-cultural communities. Experience in and enthusiasm for conducting listening campaigns.
- Clear leadership skills and orientation are important. Need to be hands on with his team, schools and the PTO. The teacher's union is an important partner in the education process, but the priority should be on quality of education and consistency of experience across teachers first then on compensation and budget. So good negotiation skills is important. Exposure and experience with a variety of education programs at public and private schools. Knowledgeable in the deployment, application and benefit of Technology in education
- Focus more on education instead of politics.
- Has experience with working with parents and student from diverse backgrounds. Have good communication skills, integrity, intelligent, and kind.
- bilingual/biliterate, responsible, heart for the community, experience in dual immersion programs (would be helpful), problem solver,
- I'm sure the incoming Superintendent will be successful but something we would look for might be someone who actually seeks parental feedback at individual schools, because without suggestions, how can we really improve? It would be nice to have someone bold and passionate enough to bring positive changes where needed.
- Friendly, charismatic, logical and firm. Needs to stand up for the kids/staff and be able to push back on the board and union.
- Strong relationship-building skills, ability to work with the community
- Experience working in a multicultural community, Cultural Sensitivity, understands the Needs of the community, understand the needs of ELL, knowledge of implementing SEL in schools, experience in creating Inclusive environments, Commitment to creating a district that embraces all learning styles.
- not be political demographics have changed parents that used to do pta volunteer dont any longer becuase the system is broken and they are moving to private or out of state administrators so busy with equity and lgbtq that there are no discussions ELECTRONIC DEVICE AND USAGE IS OUT OF HAND, the children do not know how to socialize, go to dances, play on the playground more programs, art, music, dance TRUST HAS BEEN BROKEN Our children are already trying to figure themselves out, they don't need to be confused that becuase they dress like a tomboy, they actually are gay (I was a tomboy, im not gay). They don't need to be activists and talk about feelings all day long in advisory or in elementary class be focused just on American Indians and have no idea who George Washington is or in 6th grade do writing on Asian culture because of the teacher. They need friends and pizza friday and warm chocolate chip cookies as a treat and pride in school colors. THEY NEED TO KNOW AMERICAN HISTORY AND DISCUSS. THEY NEED TO CRITICALLY THINK AND EMULATE INVENTION AND CREATION not be focused that Thomas Jefferson had a black maid.
- The superintendent should value the input of community members and teachers. The superintendent should be skilled in finding consensus and understanding that school sites and students have different needs that need to be met in different ways.
- Needs to be able to think out of the box, have a strong will, be capable of dealing with an affluent, at times entitled, parental mindset.
- Loyalty, professionalism and the ability to communicate quickly and timely.
- Someone who deeply cares about the schools and students by frequently visiting school sites. Ability to connect to the community through newsletter and messaging. Timely communication of relevant issues. I really like the current interim Superintendent's qualities.
- Hear our voices as a whole. Address parents and community concerns in time manner

- patience, open minded, take action faster
- It should be experienced ! It's experiences should be related to be superintendent with Brilliant experience.
- Should be able to provide and advocate for a variety of extracurricular activities like Arts Enrichment, Fitness run, Math Olympiad, Math Kangaroo, Science Olympiad etc.
- 1. Great communicator and transparent.
 2. Able to work with a variety of stakeholders.
 3. Be an active listener to all parties especially during public comments during Board Meetings.
- Who would prioritize Student's interest
- Communication was a key aspect that I love about the school district and would wish that continues. Keeping the parents and any other stakeholders aware and in loop of necessary decisions, getting their opinions and involving them in decision making.
- *should be a PhD candidate *prefer a candidate of color, since this area is minority dominant, it would be great for kids to see and have a role-model to live up to * someone who strives to build a better community * someone who has childhood challenges and can understand this community and would be able to advocate for the better of this community, starting with children * be able to leverage resources or connect with other Superintendents in other districts (preferably highly rated districts) to learn from them what works well and implement it for EESD
- Strong communication skills and involvement with community Be willing to make hard decisions and be a strong leader to the board of trustees Be innovative to take district to the next level and attract top teachers and create new programs for students
- Respectful of diversity, great listener and negotiator, partner with staff, teachers, listen and work with parents and community.
- I would like someone who is hands-on s and communicate with parents often like the previous superintendent.
- I would like for the new superintendent to be forward-thinking, inclusive, opportunity-focused, and set on improving the quality of all of our kids' education.
- We need someone who will be invested in our district for at least 4 years. He/she is from the Bay Area or South Bay. The person needs to have the best interest for the students and teaching staff. Most importantly, he/she has to be open to listen to inputs/views and be flexible. The person will make changes in the BEST interest for pupils and the teachers.
- Prioritize student safety for pandemic and allow option for distant learning briefly if covid numbers spike again.
- Open minded, Respectful to staff and students, More academic enrichment classes or learning resources(such as IXL, Beast Academy...etc)
- They should be inclusive to all students and want quality education for typical students, as well as those with special needs. They should be transparent in their plans, as well as ensuring the community has a chance to voice their concerns. The new superintendent should be able to take the community concerns and find a middle ground to ensure everyone's voice is heard and something is done.
- Highly qualified, compassionate towards the work , care for the people of the community.
- The new superintendent should be focused on teaching all students the fundamentals of education such as math, reading, writing, science. The person should be fully transparent on decisions and on how the finances of the school district are spent. Detailed breakdowns are important. Also important is the person should love freedom and America.
- Be bilingual, fight for our children rights.
- Patience, compassionate, caring.
- Educator, willing to work with the parents on close partnership. We don't need an activist on "woke" issues.

- Find ways to bring our schools up. Higher academic and sports success. We still don't compare to highly qualified schools in Palo Alto and Santa Clara
- Welcoming, kind, open minded, caring.
- Academically strong and be updated in general
- Encouraging students & uplift their confidence level
- Honesty. Integrity. Transparency.
- Ability to listen to all perspectives, a strong communicator
- empathy for students situations, knows how to treat his classified and certificated staff, works with the whole communities of his schools, keep music and sports and drama in the schools offer counseling all day long for his students - some where on campus the students can go into if their having a bad day
- nothing
- We need a superintendent who is present who will not use this as a stepping stone. That would be a mistake. We needs someone ready to immerse themselves in the Evergreen Community.
- Kindness and empathy for Parents and kids Flexibility to change plans given the changes in the world today Seek input and listen to stakeholders
- Honesty. Integrity. Transparency.
- getting involved with our Kids and seek what they want to be successful in and open those programs to educate them to give them an opportunity of what to expect (AVID)

Students

No Responses

Teachers

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

- Evergreen was truly a family when I started in the district. We have the ability to go back to that with better leadership. Diversity lives and breathes here!
- Diverse ethnic backgrounds
- Our families are supportive and they are from varied economic and social classes. All expect a prestigious and rigorous program delivered with kindness and inclusiveness. Overall, the community is warm and generous.
- Evergreen is a close knit community; family-based & we watch out for each other. We are also quite diverse with many ethnicities, which makes us strong in tolerance of other viewpoints & world views.
- Our community is diverse culturally as well as economically.
- Evergreen is a very diverse community. For the most part, families are involved and supportive in their child's education. The Evergreen staff and teachers are the heart of the district. Evergreen once had a premier reputation. It was a place where families flocked to raise their children and where teachers wanted to work. The Evergreen teachers are hard working, dedicated, and passionate about what they do.
- Parents who only want the best for their children.
- The diversity and willingness to help others.
- It's a well-educated area in general, with many things to see and do.
- Community looks relatively clean. Not as many homeless encampments.
- We have a diverse community in each of our schools. We are a small school district and our board members listen to the community. Families and community members are involved in our board meetings.

- Diversity, engagement
- Contributing to the community is important.
- The Laurelwood Community was a wonderful place full of true "Community", from the neighbors, teachers, school staff, and the students. I have never experienced a place like this. It is so sad that this has been taken away from the Evergreen School District. At Matsumoto the principal is AMAZING! She is a true leader of this community. The students and families are very kind and welcoming.

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

- Diversity is at the forefront from our personal cultures, as well as the school "cultures". No two schools are alike! As staffs, we've created environments that make us unique. The staff, students and families have been a part of developing this over the years. Therefore, no two schools are the same!
- Excellent teachers
- The list is extensive. Each school has their own climate.
- Evergreen teachers & staff are fully dedicated and invested in serving the community. Many live in the Evergreen area, so they have a real stake in what happens in our schools. Students sense that staff understands their needs and challenges.
- Every one of our schools have at least one California Distinguished School and Nation Blue Ribbon Awards.
- Each school in Evergreen has its unique culture and climate. Teachers at all sites work together and value collaborating with each other at their sites, as well as across sites. Collaboration and communication between teachers and District administration have been lacking these past few years, so it is vital that our new superintendent be adept at building bridges among his/her employees.
- an amazing community of competent, caring teachers and administrators
- Hard working teachers and support staff. Innovative programs.
- Hardworking students and families. Students who want to do well and parents who want to support their children and families.
- We are very diverse. It's a pleasure to be able to learn about and celebrate different cultures.
- Teachers and staff have good camaraderie.
- The schools are within walking or driving distance to our students and families. We have many art/drawing, PE, and dancing sessions from outside resources/companies. Each school I have been working closely with their local school community. We have a gate to keep our school safe daily. It is a very clean site.
- Passionate teachers, caring staff, clean facilities
- Students are good citizens! They follow the rules and contribute to their communities.
- Our students are led by hardworking teachers and school staff. Students have personal connections to their teachers and school staff. Students feel safe and well cared for by their teachers and school staff.

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

- Evergreen was truly a family when I started in the district. We have the ability to go back to that with better leadership. Teachers have not been a priority for years now. Our board has been, and remains, dysfunctional. Having a superintendent leave so quickly has left a bad taste, especially with teachers. Her legacy will be an ice cream truck and, possibly, enrichment

activities instead of investing in the day to day needs of students and teachers. The district office turnover should be a red flag to anyone!

- Employee distrust, lack of pay, lack of collaboration Screwed up board
- Teachers, for quite sometime, feel under paid, under appreciated, untapped for their talent, unheard for their input, and undervalued across the board. Scheduling is often amiss. So much has evolved from and there is a huge disconnect within all the newer people upper management departments and the teachers. The Evergreen Family motto is now a business model. The open door policy is CLOSED. Everything is formal and cold instead of kind and helpful. The people who were performing well at the top left abruptly.
- Because of the diversity in the community, there can be a sense of the "haves" & "have-nots." Making sure resources & staff are equitably distributed should be a priority.
- EESD is in contract negotiations with both ETA (teachers) and the CSEA (classified) unions. The district needs to retain and recruit qualified staff. In the last 2 and a half years, Evergreen has become top heavy at the district level. The district has been short sighted regarding programs (putting the cart before the horse too often).
- These past few years have been really challenging for Evergreen teachers. With the high turnover of District administrators, especially those with no roots in the District, it has been hard to foster a sense of community and build relationships. The new superintendent should come from within the District so he/she has the knowledge of what this District once was, and can work with all staff and teachers to bring Evergreen back to its glory days with: proper communication and listening to teachers; valuable PD opportunities with cross-site grade levels; enrichment programs for students, like GATE, STEAM, and music for all students; support programs like ELD pull-out year-round, reading intervention specialists, etc.
- a district office that lacks cohesion so administrators and specialists don't get the support needed. Almost the entire staff of psychologists have left because of poor treatment, leaving students without legally required assessments.
- 1. The teachers haven't had a raise or a new contract in many years. As a long time employee I am at the top of the pay scale. Since the health care costs increase each year I am actually earning less this year than last year!

2. There are not enough counselors in the schools. Alum Rock has 18 full time counselors and 12 interns. That is one per school. I believe we may have 3 counselors total and only at the middle schools? I know the elementary schools only have social workers, and certainly not one per school!

- The inequity between/among schools based on money raised or given to sites.
- Teachers haven't felt like they've been taken into consideration enough. They don't get a COLA, which is very difficult in this area. They don't get consulted or asked opinions about enough issues, even though they're really the experts about what goes on in schools. They are such big stakeholders, not just parents, that they should be appreciated more and not taken for granted by a future Super. Contentious negotiations shouldn't be the norm anymore.
- Disorganized and poor leadership from Superintendent, Assistant Superintendent, HR, and Pupil Services.
- The district departments need to communicate with each other. There is a lack of communication up in the DO. The DO needs to work, listen, and agree on policies and teaching strategies/methods with teachers and ETA before sending emails/ParentSquare messages to parents. The teachers are not informed of the information. I get it as a parent first all the time.
- Special education issues, especially surrounding the new ISP program, and issues surrounding the management of Special Education and ability to attract and retain qualified staff. Polarized SES nature of the district - mostly high SES vs. low SES, not as much in the middle.
- Way too much turn over. Good staff are leaving for better paying jobs in other districts.

- Teachers are underappreciated and underpaid. When adjusted for inflation, current 1st year teachers are making less money now than teachers made in their 1st year 10 years ago. This district is not be able to fill vacancies with qualified teachers because neighboring districts pay more. Long-terms subs are not the solution to teacher shortages.
- Evergreen staff used to be considered a family. The district office knew the teachers, school staff, bus drivers, health clerks, media clerks etc. by sight and names. This no longer occurs. The district seems to have lost the connection to the staff and schools. The district has already torn apart 2 communities by closing 2 schools - during a pandemic! No counseling nor celebration of closure could occur because of this. The transition to a new school during a pandemic was horrible for these staff members. The board, nor the district office addressed how hard this must have been to do. They acted like it was just "part of the job". Teachers and staff members who have been moved and will be moved due to school closures should be able to have time to grieve the loss of their school and community.

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

- Lead by example and involve stakeholders. Unless you've been in the district, you haven't lived our history. Recognize that you'll have a lot to learn from those that have. Take time to get to know our communities.
- Needs to be willing to walk the schools to really know what's going on, not a "fluff" walk through. Eat lunch with the staff and the students. Teachers need to be able to do an evaluation of the principals (principal from one site works from home more often than not but the District office does not know about it). Authenticity.
- SEASONED, charismatic, knowledgeable, open door policy person, personable, authentic, honest, inclusive, caring, gentle and strong, well-versed, connected to alike superintendents, and eager to visibly build our district back up again.
- Two essential qualities I believe are needed are listening & delegating. Listening because staff, students, parents, etc need to feel their input is important. Whether it is new ideas, complaints, or questions, they need to know the supt will listen. Delegating is equally important because we have many innovative, critical thinkers in Evergreen. Encourage people do what they are good at, giving direction as needed.
- Trustworthiness - Appreciative of all staff & contributions and not just in the form of lip service. - Vested in the community - Visible at all schools (Walk throughs) - Truly values collaboration - Visible in the community
- -collaborative: truly collaborative and not "top-down" dictates -willing to listen, communicate, and work together to solve problems -creative: with the new challenges we are facing, problem solving will take some out of the box thinking -a "boots on the ground" person: someone who is willing to go to sites, meet with teachers, staff, and students; build relationships and make everyone feel listened to and valued
- clear and consistent communication, ability to set priorities and follow through, ability to develop and supervise district staff so key players are competent, attention to fundamentals
- 1. Someone who will collaborate with everyone. Not a "top down, I will implement new programs with no prior input" type of a person. We were told that the former superintendent would collaborate. Saturday School is just one example of a brand new program that had zero explanations ahead of time to staff.
2. Someone who can manage all of cabinet. Last August there were not enough staff hired to fill all classrooms. The former superintendent seemed unaware of this issue. No major steps were taken during the summer to make sure there were enough teachers, aides and substitutes for both positions before school started. In 38 years of teaching in 4 different

districts all over CA I have never experienced such a poorly planned first day of school in this regard.

- Listening, responding to all stakeholders, meeting all student needs
- They must have experience as a teacher in many grades so they understand the struggles. They must be a parent so they understand. They must come visit the schools and see what it's really like and perhaps sub some days to remember what being in a classroom is like and what kids are like these days. It's easy to forget. P.S. I am a teacher AND a parent of a student here. That should be taken into consideration. I'm a double stakeholder. The fact that I can't click on both options at the bottom is a problem. Teacher-parents should be represented. We have a unique, highly-valuable perspective.
- One that doesn't just listen to what other admins. say, but rather the employees in the trenches. They should collaborate a plan with the people that will be affected rather than just dictate.
- The candidate needs to know that we want a person who will invest in our schools, kids, and staff for at least 4 years or more. It is better if the person is from the Bay Area or preferable from our local area. The person needs to be down-to-earth, flexible, and caring for our students, teachers, and support staff. . The candidate has a good future vision that aligned with our district goals and missions for our students and teachers.
- Listens to staff and actively seeks out their input Good communication Genuinely cares about staff and students Good organization and time management
- Good communication! Asking the teachers, specialists, classified personnel what is best. Go to the "troops" and ask them what they need.
- The new superintendent needs to be collaborative.
- Some characteristics are: leader, teacher, helper, personable, sincere, hands-on, respectful, honest, tech-savvy, knowledgeable, reasonable, listener, and have strong written and oral communication skills. This person should have been a TEACHER in many grade levels including TK/K, 1-3, 4-6, and middle school within the last 10 school years so that they can relate to the current issues occurring within our classrooms. This person should also have been a principal for both elementary and middle school ages. They need to have leadership roles and references from a wide variety of positions below them that reflect their connection to all staff members and community members.