



Pleasanton
UNIFIED SCHOOL DISTRICT
Educate. Inspire. Empower.

LEADERSHIP PROFILE REPORT

Pleasanton Unified School District

October 10, 2024

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EXECUTIVE SUMMARY

This Leadership Profile Report regarding the next Superintendent for the Pleasanton Unified School District (PUSD) was conducted by Hazard, Young, Attea & Associates (HYA) in August and September 2024. The data contained in the Report were obtained from input the HYA consultants received when they met with individuals in either individual interviews or focus groups (i.e., 48 focus groups were scheduled) and from the online survey completed by the students, parents, staff, and educational and community partners (i.e., stakeholders). The interviews, focus groups, and survey were structured to gather input to assist the Board in determining the personal and professional characteristics desired in the next superintendent. Additionally, the process collected information regarding the strengths of the District and some of the challenges and issues that it will be facing in the coming years. The online survey data is consistent with the input of the focus groups.

Participation

The Community Survey was available online from August 19 to September 19. Staff, parents/guardians, and the community were informed of the survey through the District and school websites, newsletters, emails, social media, and newspaper articles. Additionally, the Association of Pleasanton Teachers (APT) and CSEA Pleasanton Chapter 155 informed their members of the survey, and the Student Board Trustee worked with 6th period high school teachers to inform students of the survey. There were 811 respondents to the survey, which was available in five languages: English, Spanish, Simplified Chinese, Hindi, and Korean. The results of the survey have been disaggregated into the following groups (number of respondents): Administrator (34), Certificated Staff (114), Classified Staff (59), Community Member (25), Parent/Guardian of Student Attending School (341), and Student (238). The in-person and virtual focus groups are listed below. Participation ranged from 1-50 individuals. Participants in each of the Focus Group were asked the same three questions:

1. What are the strengths of the District that the next superintendent needs to know and build upon?
2. What are the challenges that the District is facing and that the next superintendent will need to address immediately and in the next 3-5 years?
3. What are the personal and professional characteristics that you desire in the next superintendent?

Focus Groups

Board of Trustees

- Current Trustees
- Board Candidates

District & Site Administrators

- Executive & Extended Cabinet
- Directors & Coordinators
- Principals & Vice Principals

District Office Staff

- Superintendent's Office
- Educational Services Division
- Human Resources Division
- Business Services Division
- Administrative Assistants

District Committees

- Budget Advisory Committee (BAC)
- Diversity, Equity & Inclusion (DEI) Task Force
- Local Control Accountability Plan (LCAP) Committee

Certificated Staff

- APT Leadership
- TK-5 Teachers
- 6-12 Teachers
- All non-management certificated

Classified Staff

- CSEA Leadership
- All non-management classified

Educational Partners

- Alameda County Office of Education (ACOE)
- City of Pleasanton Liaison Committee
- Pleasanton Partnerships in Education (PPIE)
- PTA Council
- Tri-Valley Regional Occupational Program (ROP)
- Tri-Valley Special Education Local Plan Area (SELPA)

Common themes regarding the District's Strengths and Challenges and Issues as well as the Desired Characteristics in the next Superintendent emerged across the focus groups and are described below. Representative input from the participants in the focus groups are delineated in the Appendices.

Note: For reporting purposes, results of the online survey are reported in the following six (6) categories: (1) Administrator; (2) Certificated Staff; (3) Classified Staff; (4) Parent/Guardian of a Student Attending School; (5) Community Member; and (6) Student. The detailed results of the survey, Pleasanton Unified School District Superintendent Search Survey, follows the Desired Characteristics.

STRENGTHS OF THE DISTRICT

Participants consistently identified highly motivated, high achieving students; outstanding teachers and staff; high quality academic programs; and engaged families and community as District strengths that make Pleasanton USD a “Destination District.”

Students:

In every focus group, there was a strong sentiment that the students are one of the greatest strengths in the District. They come ready to learn, interested in learning, highly motivated to do their best, achieve at high levels, and are prepared for the next level of their education, especially high school students. The expectation that students achieve at the highest levels generates stress and mental health issues, which the District and schools are actively addressing through various support programs and services. This strength is reinforced by the survey (*Students are on track to be ready for the next grade and ultimately college and career ready.*)

Families:

Families value and expect a high quality educational program along with support services to assist students being successful. Many families are multi-generational Pleasanton residents with a strong commitment to the community and many others have moved to Pleasanton for the high quality schools and programs (i.e., “Destination District”). Families are actively engaged in their children’s education, schools and support the schools with resources (e.g., financial, non-monetary, and volunteer time); however, it was noted that volunteer hours are not consistent across all schools. Additionally, there are active, strong PTAs, Booster Clubs, and parent organizations supporting and enriching curricular, co-curricular, and extracurricular programs. This strong parent support is also demonstrated by their participation on District committees.

Staff:

District teachers are consistently described as well-educated experts, highly motivated, passionate, dedicated professionals who care about and “will go the next mile” for their students. These efforts are appreciated by both students and parents. The teachers work collaboratively seeking to remain current with and improve their teaching practice. The District has a history of investing in teachers and other staff with high-quality

professional development; however, this effort has waned in recent years including the use of expert staff as presenters.

Classified staff also are described as dedicated and caring while providing outstanding support for students, parents, and other staff in countless programs and services (e.g., Special Education, Parent Liaisons). Their efforts, described as the “essential glue of the District”, are appreciated by teachers, administrators, parents, and colleagues.

Certificated and classified staff have high rates of membership in and support from their bargaining units, Association of Pleasanton Teachers (APT) and Classified School Employees Association (CSEA) Pleasanton Chapter 155.

Teachers and staff are repeatedly described “as the backbone of the district.” Maintaining this high quality staff is reinforced by the survey (*Recruit, employ, and retain effective personnel throughout the District and the schools*).

Academic Programs & Support Services:

The academic programs through the district are stellar including many Advanced Placement (AP) classes and a strong Pathways Program in Career Technical Education (CTE) in the middle and high school. The wide range of curricular offerings (e.g., Dual Immersion, Special Education) and support services (e.g., Counselors, Behavioral Specialists) assists students in succeeding and preparing for the next level of their education.

School and District test scores are exemplary and many schools have received recognition as Distinguished Schools and Blue Ribbon Schools as well as other recognitions; however, as noted in Challenges, there is an achievement gap that the schools and District are working to close.

The District partners with the Tri-Valley ROP and Tri-Valley SELPA for specialized programs and services that directly benefit students and enhance their learning opportunities. The District also provides outstanding Adult Education Programs (e.g., Adults with Disabilities, English as a Second Language, Parent Resources).

This strength is reinforced by the survey (*The District has high performance standards for all students; Students are on track to be ready for the next grade and untimely college and career ready*) as well as being identified as a Desired Characteristics (*Demonstrate a deep understanding of educational research and emerging best practices and implement strategies*).

Co-curricular & Extra-curricular Opportunities:

The District offers students a wide-array of co-curricular and extra-curricular opportunities for students to enhance and expand their classroom learning. Staff, parents, and community members are actively involved in supporting these programs (e.g., academic competitions, athletics, music, performing arts, and many specialized student clubs) as coaches, moderators, and volunteers as well as providing financial resources. The District music programs, athletic programs, and academic competitions (e.g., "We the People", robotic teams) have won local, state, and national awards. There are numerous opportunities for students to become connected to school within an area of personal interest.

Diversity:

The District has experienced changing demographics in recent years that has brought greater diversity to the district, which has been identified as both a strength and challenge. The District has committed to understanding the issue of diversity and to implementing diversity, equity, and inclusion (DEI) initiatives to ensure that all students have equal access to a high quality education, succeed in school, and are prepared for post-secondary life. The District established an advisory Diversity Task Force. An African American Parent Organization exists in the District and the Parent Liaisons work closely with families, especially families unfamiliar with the American school system, students who are English Language Learners, and students with special needs. An African American Literature course is one example of courses added to the curriculum. The diversity has added to the culture of the District and community and provided new opportunities. This strength is reinforced by the survey (*The District engages with diverse racial, cultural and socio-economic groups*)

Community Support & Partnerships:

Pleasanton USD is described as both a multi-generational community with a "small town feel" where former students return to teach and work as well as one to which families move for the excellent schools (i.e., "destination district") and community services. The District benefits from strong support (e.g., financial, volunteer time, resources, partnership) from community members and community organizations for students, staff, families, and District initiatives; and, as a result, the community has high expectations for the District and its schools.

The City of Pleasanton recognizes the importance of the District and has a history of providing tangible support and recognition of the students. The City and District have historically collaborated and partnered on mutually beneficial projects, which are being challenged by current financial constraints. The monthly PUSD-City Liaison Committee meeting and the annual Board-City Council meeting provide opportunities for elected officials and staff to collaborate on issues of mutual benefit. Additionally, City and District department staffs regularly meet to discuss common issues. As both the City and District address budget issues, improving the collaborative relationships and discussions will be important to maintaining programs.

The Pleasanton Partnerships in Education (PPIE) Foundation is a very successful community foundation that has contributed significant funding for many years to support and enhance programs throughout the district. Students, families, schools, and the district directly benefit from the support of PPIE and other community organizations.

Facilities:

The District has a solid history of passing bonds to build, expand, modernize, and enhance schools and district facilities. The schools are well-maintained and provide excellent facilities for both the academic and extracurricular programs; though over time there will be facilities that need rehabilitation or modernization. The recent relocation of the District Office has generated different opinions (e.g., great facility in which to work, rental income from the property vs. unused space, offices still at the Bernal property). Overall, the District has worked to provide high quality facilities for students and staff.

Reputation/Destination District:

Due to its high quality academic programs, excellent test scores/rankings, support services, and student activities coupled with support from parent/booster organization, PPIE, and the City of Pleasanton, the District enjoys an excellent reputation in the Bay Area and beyond making it a *Destination District*. This reputation is reinforced by realtors who actively promote the excellent schools and various state and national ranking of schools and districts.

CHALLENGES AND ISSUES FACING THE DISTRICT

Participants consistently identified trust, communication, budgetary issues, labor-management relationships, and the decision-making process as challenges the next Superintendent will need to address. Many of the challenges are interrelated (e.g., Effective Communication is required to Build Trust, Building Trust and Effective Communication are critical to the budget development process). While sharing the challenges and issues that the District is facing, participants shared a desire to collaboratively address them and move forward in a positive direction. These challenges should be further explored by the next Superintendent in conjunction with the Board of Trustees to plan and implement an action plan (i.e., organizational plan).

Trust:

Trust is a fundamental aspect of any successful organization; however, there is a discernible lack of trust between the staff and District leadership which also is mirrored in the parents, community, and partners. Examples cited included promises not kept, the lack of follow-through on commitments, the lack of meaningful input on important decisions, and a widely held perception that there is not a sincere effort to use the input from the partners in the decision-making process (e.g, the recent selection of Synergy as the student information system; skepticism regarding this listening campaign). This feeling of mistrust is further compounded by the lack of a communication feedback loop when the District seeks input and the lack of transparency in the decision-making process. This challenge is reinforced by the survey under Desired Characteristics (*"Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administration"*).

Communication:

The lack of accurate, concise, useful, timely information from District was consistently cited as a major cause of the mistrust and is reinforced in the survey (*"Provide transparent communication"*). Parents, staff, and community members noted that at times communication appears to be "sanitized" and/or "filtered", which often obfuscates the message rather than informs people.

Another consistent comment was that the District provides a great deal of information, but that often it is not easy to understand, meaningful, or useful. Participants indicated that they want to know what is happening in the district ("not finding out from the

Pleasanton Weekly") and do not want issues and concerns minimized. They want communication that respects their ability to comprehend the messages and form opinions based on accurate information. Staff seeks timely, accurate, consistent information from all district divisions that allows them to do their work effectively. Exploring the use of more current modes of communication was mentioned in several focus groups.

The lack of effective, transparent communication from the District has resulted in misunderstandings or confusion on issues, broken relationships with partners, and caused wide-spread mistrust. This challenge is reinforced by the survey as a Desired Characteristic (*"Provide transparent communication"*). The next Superintendent must be an effective communicator and ensure that high quality communication becomes a defining characteristic of the district culture.

Budget:

The District is facing significant financial challenges (e.g., declining enrollment, loss of one-time federal funding from the pandemic, deficit spending in the past, inflation) that will impact the development of the 2025-26 and future budgets. Without additional revenue, the District will need to make budget reductions (*"realign priorities"*). The challenge will be maintaining high quality educational programs and support services within the available, but limited resources (*"tightening the belt"*) while meeting the high expectations from students, staff, parents, and the community.

Since personnel costs make up a significant portion of the budget, reductions will impact staff which in turn will impact students. Input from the focus groups included (1) analyzing any budget reduction program-by-program rather than across the board reductions; (2) aligning the budget with District goals and priorities; (3) recognizing that some programs generate revenue and should not be reduced; (4) evaluating the pros and cons of reductions on students; and (5) recognizing that some reductions could have an unintended consequence (e.g., increased costs, loss of revenue). The survey highlights experience effectively managing the budget as a Desired Characteristic (*Effectively plan and manage the long-term financial health of the District*).

In every focus group, participants expressed a strong desire to provide meaningful input to the budget development process and an understanding why the district did or did not act on the input, which was highlighted in the survey (*Provide transparent communication*). Budget issues are closely intertwined with the challenges of building trust and effective communication.

Labor-Management Relations:

The recent APT negotiations were difficult and contentious (i.e., twice on the verge of a strike) and created resentment and mistrust on both sides and throughout the community. There is a concern and “a sadness” that labor-management relations appear to be so broken, but an understanding and desire to rebuild the relationship so the District can move forward. Addressing this challenge also requires the next Superintendent to effectively address other challenges listed in the Report (i.e., Communication, Lack of Trust, Decision-Making Process). The survey reinforced this challenge under Desired Characteristics (*“Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administration”*).

Top-Down Leadership:

Staff perception is that many district-level decisions are made in a vacuum without consideration for the “people in the trenches”, without and/or not valuing input from staff, and without fully thinking through the pros, cons, and unintended consequences of a decision. This perception is further supported by the lack of transparent communication and a lack of trust. Participants in non-staff focus groups also shared the perception.

Participants acknowledged that although it takes more time, significant decisions require the District administration to share accurate, concise information in a timely manner; solicit and value meaningful input from staff, parents, community, and partners; and effectively communicate the rationale for decisions to develop buy-in and support the decisions.

This challenge is addressed in the survey under Desired Characteristics (*“Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administration”*; *“Provide transparent communication”*).

The Needs of Diverse and Underachieving Learners:

Assessment data clearly shows a significant Achievement Gap among African American, Hispanic, English Learner, and Special Education students. Multiple focus groups identified the need to support and ensure success for all students, not just the

college-bound students. The District historically has been a well-resourced district with specialists (i.e., a "Specialist District") to provide services for students with diverse learning and behavioral needs outside of the regular classroom. While the District has made commitments to DEI initiatives and provided much support for students with learning needs, significant improvement has been slow. The challenge is to provide appropriate professional development (e.g., Tier 1 training) for all teachers and developing a culture in which everyone, not just the specialists, is responsible for the success of all students.

Participants shared that struggling students are often "targeted", "not included" and receive a "dumbed down curriculum." It was noted that families with struggling students need to be provided appropriate information regarding support programs/services and be encouraged to take advantage of the resources. One comment captured the essence of this discussion, "Students need to prepare for post-secondary life and need to plan to succeed, not just survive."

Due to the District's budget challenges, potentially there will be fewer specialist services available to serve students with learning needs in the future. Even without the budget challenges, there is a need to build capacity in the general education classroom (i.e., "Tier I") to serve students with learning needs that will require professional development to implement the changes.

This challenge is addressed in the Desired Characteristics in the survey (*"Demonstrate a deep understanding of the educational research and emerging best practices and implements strategies"*)

Stress:

The District is not alone in recognizing the stress that students feel in these times. It was stated that secondary and even elementary students are experiencing significant stress. There is concern among staff and parents that students need to be supported to address and cope with the issue. Social media, societal issues impacting the future, pressure to meet high self-imposed and parental expectations, and the pressure to succeed academically to secure an desirable college/university placement create a great deal of stress and other mental health issues. The District has implemented various programs to support students and their families, but recognizes that there is more to do. This challenge is addressed in the survey (*"Demonstrate a deep understanding of the educational research and emerging best practices and implements strategies"*).

The Need to Change

Effective, meaningful change requires a clear vision, measurable goals, buy-in, support, and takes time, and is rarely easy to accomplish. The District has been highly successful for many years; therefore, it is difficult to change what has been successful in the past. Change requires strategic thinking and planning for the future so successful students continue to be successful and students who currently are not succeeding become successful.

As the Achievement Gap demonstrates that not all students are achieving at the high levels. The District has committed significant resources (e.g., personnel, professional development, specific programs) without reaching its goals. Meaningful change requires buy-in from everyone, but buy-in is dependent on trust, effective communication, and a clearly delineated decision-making process.

The District has implemented many new programs over the years; however, some participants expressed concern that the District (1) often embarks on too many changes at the same time without building the capacity of the organization, (2) does not provide sufficient time to implement a program before switching to another program, and (3) does not fully evaluate the impact of the change during the implementation.

The District is facing challenges that will necessitate changes from past practices, but will need to build the capacity to make meaningful change. This challenge is addressed in the Desired Characteristics in the survey (*"Demonstrate a deep understanding of the educational research and emerging best practices and implements strategies*).

Engaged Parents and Community

Active, engaged, committed, and supportive parents with high expectations for their students are without a doubt a major strength of the district. The schools depend on the support of their parent community; however, the drive to meet these high expectations creates unintended pressure on teachers, administrators, and staff.

The District's challenge is to balance the high expectations for individual students with what is best for all students while recognizing the needs of individual students within the District goals and resources. This balance requires clearly communicated policies and procedures and an organizational culture that treats all students and families equitably.

DESIRED CHARACTERISTICS

The Desired Characteristics listed in this section are synthesized from the input from interviews and the focus groups, and many are reinforced in the survey. Appendices A-I provide more of the input shared in the focus groups.

Trust and Relationships:

Every focus group and the survey identified rebuilding trust as a major, if not the primary, desired characteristic in the next Superintendent. Recent negotiations; a perception that student, staff, parent, and community input is not solicited, valued, or honored; and the lack of accurate, concise, timely, transparent communication have contributed to the lack of trust and broken relationships. Rebuilding trust and working establishing collaboratively with partners is essential to the District effectively addressing issues and moving forward.

The following characteristics related to trust and relationships were repeatedly identified by focus groups participants:

- | | | |
|------------------|--------------------|-----------------------|
| • Accountable | • Honors | • Responsive |
| • Authentic | commitments | • Solicits and values |
| • Communicator | ("walks the talk") | input |
| • Clear decision | • Integrity | • Transparency |
| -making process | • Open-minded | • Trustworthiness |
| • Ethical | • Respectful | • Unbiased |

This characteristic is identified in the survey (*"Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administration"*).

Effective and Transparent Communication:

The Superintendent must be an effective communicator to build trust, relationships, and support for District initiatives (see Rebuilding Trust & Relationships) while clearly outlining District's vision and goals and informing the partners regarding the District's successes and challenges. The information the Superintendent shares must be accurate, concise, easy to understand, informative, timely, and transparent. Additionally,

the Superintendent must be responsive to inquiries about District programs and issues. Focus groups noted the District currently provides a great deal of information, but often it is not concise (“like drinking from a fire hose), informative, or use current social media.

An effective communicator is also an effective listener who seeks, values, and honors input. Communication is a two-way street between the District and its partners meaning the Superintendent both provides and accepts information. Since partnerships are an important aspect of the District, establishing and maintaining effective communication with partners is critical.

Even though there is a Communication Department, the Superintendent is the face of the District (“Chief Communicator”) and sets the tone and expectations for district-wide communication. The following characteristics related to communication were repeatedly identified by focus groups participants:

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Authentic/Genuine• Balanced between rehearsed and off-the-cuff• Calmness• Common sense• Concise/ Understandable | <ul style="list-style-type: none">• Effective interpersonal communication skills• Encouraging• Engaging• Honesty/Integrity• Knowledgeable/ Informative | <ul style="list-style-type: none">• Knows the audience• Listener• Motivator/Inspiring• Open-minded• Personable• Respectful• Responsive• Transparent |
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This characteristic is identified in the survey (“*Provides transparent communication administration*”).

Financial Expertise

It is important for every Superintendent to understand the financial side of the District. In Pleasanton USD, it is especially critical for the next Superintendent to have a deep understanding of California school finance. Given the budget challenges the District is facing in the current and upcoming years, the Superintendent needs to work closely with the Business Department and stay abreast of the District’s fiscal picture. There appears to be a need to both reduce expenditures and optimize resources. The Superintendent will need to lead and oversee the difficult process of realigning priorities and restructuring systems to maintain the fiscal health of the District.

It is essential that the Superintendent understand the LCFF/LCAP model for state revenues and the requirements to allocate resources. There is also a need to manage the current trend of declining enrollment, which may include strategies to retain existing students and to recruit new students ("What can a Superintendent do to impact enrollment?). This Desired Characteristic is identified in the survey (*Effectively plan and manage the long-term financial health of the District*).

The following characteristics related to financial literacy were identified by focus groups participants:

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Communicates the District's financial situation to stakeholders in a concise, transparent, understandable manner ● Has successful experience passing and implementing bonds and parcel taxes ● Has successfully managed the budget development process including budget and staff reductions ● Implements exit interviews to understand why students leave the District | <ul style="list-style-type: none"> ● Makes the tough decisions ● Seeks ways to increase revenue (e.g, grants, attracting students) ● Understands and has experience with collective bargaining ● Understands LCFF/LCAP/ADA funding models ● Understands the importance of planning for the future (at least for 5 years) ● Utilizes multiple metrics to maintain the fiscal health of the District |
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Visible, Engaged, and Committed to the District and Community:

Pleasanton is described as having a small town feel with multi-generational families, families who moved to Pleasanton for the quality of life and the schools to live, and graduates who return to teach in the District. There is a strong community commitment to the District, which manifests itself as active engagement and support for the schools. The Superintendent must be meaningfully engaged in and committed to the schools, District, and community; and know and understand people and their concerns.

Since the District has strong partnerships, the Superintendent needs to develop personal and professional relationships with the partners. especially the City of Pleasanton. There were mixed opinions about the Superintendent having to live in Pleasanton, but

there definitely is a strong agreement that the Superintendent *needs to be present and a presence in the community*.

The following characteristics related to visible and engaged in the District and community repeatedly identified by focus groups participants:

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">● Actively engaged, not just visible, in schools, District, and community events● Committed long-term to the District ("not a career stepping stone")● Develops a strong working relationship with the City of Pleasanton, PPIE, and other community organizations● In classrooms and school meaningfully interacting with and getting to know students, staff, and parents ("more than photo ops")● Keeps the District and community informed with accurate, timely information regarding the District's | <ul style="list-style-type: none">vision, goals, initiatives, successes, and challenges● Makes time to listen to and values input on District issues● Recognizes student and staff successes● Responsive to requests for information● Understands and values the culture of the District and community, and leverages it to support the schools and District● Understands that partnerships are two-way relationships (i.e., mutually beneficial) |
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Experienced Educational Leader:

Discussion regarding the professional experiences of the next Superintendent reflected the focus group participants individual relationship with the District ("has walked in our shoes"), specific experiences, and concerns, but overwhelmingly identified a leader with Executive Cabinet level experience in districts similar to Pleasanton USD (e.g, size, achievement levels, demographics, issues). While Superintendent experience is desired, it is more important that the Superintendent has had significant experience in multiple district divisions and in districts like Pleasanton USD, if not actually in Pleasanton USD. A common theme regarding experience is "PUSD is not a training ground for a new superintendent."

The following characteristics related to the professional experience of the next Superintendent repeatedly identified by focus groups participants:

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| <ul style="list-style-type: none">● Building strong partnerships, especially with the City● Conducting and managing successful parcel tax and bond elections● Creating an effective Board-Superintendent relationship (i.e., Governance Team) and Leadership Team● Creating strong, collaborative working relationships throughout the District and community● Dealing head-on with the complex, challenging issues (e.g., budget deficit, Achievement Gap, declining enrollment, demographic changes) in similar districts● Developing and successfully implementing organizational and strategic plans● Empowering and mentoring staff to be leaders | <ul style="list-style-type: none">● Hitting the ground running, but understanding the need to create buy-in for changes● Implementing initiatives that systematically institutionalize DEI efforts● Implementing programs with measurable goals to close the Achievement Gap● Knowing when to be a hands-on and when to delegate, but ultimately being responsible for decisions● Leading at both site and district levels in different departments with increasing levels of responsibility, especially in terms of budget development, negotiations, and Special Education● Recognizing and planning for the challenges ahead● Understanding and valuing the culture and history of the District and community |
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Approachable:

Parents, staff, and community members expressed a strong desire for the Superintendent to be accessible, approachable, authentic, engaging, friendly, human, personable, and truly welcomes interaction with everyone from preschoolers to senior citizens, and actively listens.

The following characteristics related to being approachable identified by focus groups participants:

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| <ul style="list-style-type: none"> • Authentic • Caring • Charismatic • Comes “down from the ivory tower” • Comfortable around people • Communicates with a positive tone | <ul style="list-style-type: none"> • Connects with stakeholders at all levels • Engaging • Enjoys talking and interacting with students • Exudes warmth • Genuine | <ul style="list-style-type: none"> • Human/Relatable human side (“not a robot”) • Humble • Open-minded • People person • Professional, yet “not stuffy or aloof” • Welcoming |
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Strategic Thinker:

The District is facing multiple challenges that require a leader who operates strategically to identify issues, develop plans, and involve the partners to successfully resolve the challenges. The Superintendent must have “the big picture of the District” coupled with a systems orientation to leading the district. Using current and relevant data to develop strategic directions to tackle the challenges is critical.

As a teambuilder, the Superintendent develops strong teams both at the school site and district levels. These teams need to possess the expertise required for their work and then the Superintendent needs to empower staff, not micro-manage, to get the work done. Communication will be essential so that there is clarity regarding expectations and timelines for vision, goals, and strategic direction.

The following characteristics related to being strategic were identified by focus groups participants:

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Communicates the strategic vision and goals clearly and consistently so that everyone understands the expectations and responsibilities • Conveys complexity in meaningful and understandable way • Cuts cut through the hyperbole and to heart of the issue • Delegates to and empowers staff (Does not micro-manage) | <ul style="list-style-type: none"> • Develops strategies to address challenges • Discerns what is important • Is not too proud to adjust the course when data indicates the need • “Knows what they’re doing” • Leads with confidence based on a well-defined path forward • Thinks critically and strategically |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

This Desired Characteristic is identified in the survey (*Demonstrate a deep understanding of educational research and emerging best practices and implement strategies*).

Problem-Solver:

Participants indicated that they expect the new Superintendent to be a problem-solver who will actually address the challenges in the District. In every school district, there are small challenges and there are big challenges. There is an expectation that the new Superintendent will lead with competence to address all current challenges as well as new challenges that arise.

The following characteristics related to being a problem-solver were identified by focus groups participants:

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| <ul style="list-style-type: none">• Anticipates potential problems and is proactive to mitigate them when possible• Can be creative with solutions• Deals with issues that arise in real time | <ul style="list-style-type: none">• "Doesn't run away from conflict"• Has a consistent solution-orientation• Is a consensus-builder• Prefers win-win solutions• Takes action (Does not "kick the can down the road") |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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Team Builder:

The District has a long-standing tradition of collaboration and teamwork among staff and the parent community. In the past few years, these productive relationships have broken down and need attention to repair them. Additionally, the relationship with the collective bargaining units has undergone a significant fracture that needs to be rebuilt. The Superintendent must be a team builder to repair these damaged relationships.

The following characteristics related to being a team-builder were identified by focus groups participants:

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| <ul style="list-style-type: none">• Brings people together to work on issues in order to establish shared goals• Communicates with parent and community organizations in formal and informal settings• Develops a positive District culture that "encourages teamwork and working together" | <ul style="list-style-type: none">• Ensures staff and parent issues are managed promptly, including direct involvement when needed• Has regular, consistent, open lines of communication with the APT and CSEA leadership• Provide meaningful opportunities to collaborate with partners at all levels• Works to know and understand people, and builds personal and professional relationships |
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Cultural Competency:

The District demographics have been changing in recent years and there is now a very diverse student body and families. With these demographic changes, the Superintendent needs to understand diversity in cultural norms and practices related to education. The beliefs about the schools, teachers, and even homework are somewhat culturally-bound as are religious observances/holidays practices.

are also culturally-bound. The Superintendent should demonstrate a sensitivity to the different beliefs and practices that exist within the District and strive to incorporate cultural competence throughout the District.

The following characteristics related to having cultural competency were identified by focus groups participants:

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| <ul style="list-style-type: none">• Clearly communicates known cultural observances and practices to staff• Ensures that language barriers are removed in district communications | <ul style="list-style-type: none">• Focused outreach to different cultural groups to attend school functions and participate in the school community• Interacts with people from different cultures with respect |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- Recognizes the importance to include all students and families in the school community

- Systematically institutionalizes DEI initiatives
- Understands and honors different perspectives

The HYA Associates would like to thank all the participants who attended focus groups meetings or completed the online survey and the Pleasanton Unified School District staff members who assisted with our meetings, particularly Lanita Villasenor and Patrick Gannon who organized the search team's time in the district.

Respectfully submitted,

Alicia Hendeson, HYA Associate

Jim Negri, HYA Senior Advisor

FOCUS GROUP INPUT

APPENDICES A-I

The following appendices include representative, not verbatim, comments from the individual meetings and focus groups; however, specific quotes are included to illustrate some points. The comments are based on the personal experiences of the participants, which is why some comments are listed in both strengths and challenges. Comments have been edited and synthesized to provide consistent terminology and style throughout the report. Though there are slight differences in wording from focus group to focus group, the intent was to keep the intent consistent. The HYA Associates worked to accurately portray the intent of the comments and maintain confidentiality.

While the actual focus groups were often divided into smaller groups as noted in each Appendix, the comments are organized by the following groups:

Appendix A: Board Trustees and Candidates

Appendix B: District Administrators

Appendix C: Site Administrators

Appendix D: Certificated Staff

Appendix E: Classified Staff

Appendix F: District Office Staff

Appendix G: PTA Council

Appendix H: District Committees

Appendix I: Educational and Community Partners

The HYA Associates sincerely thank everyone who participated in an interview or focus group for their open, honest input and for sharing their valuable time.

Appendix A: Board Trustees and Candidates

Strengths

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| <ul style="list-style-type: none">• Community has supported bonds to upgrade facilities• Highly engaged, supportive (e.g., funding, resources, volunteering) parents and community members and organizations• Outstanding, motivated, high achieving students who are prepared for post-secondary education• Outstanding, well-educated, caring teachers who are committed to students success | <ul style="list-style-type: none">• Regular meetings between District and City staff as well as the City-District Liaison Committee to work on mutual issues• Strong Executive Cabinet• Well regarded schools with outstanding programs (e.g., curricular, co-curricular, extra-curricular, Adult Education) and services (e.g., Counselors, Social Workers, Parent Liaison) that attract families to the district (i.e., Destination District) |
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Challenges

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| <ul style="list-style-type: none">• Addressing issues directly and transparently with partners through effective communication that provides accurate, concise information• Balancing/resizing priorities within existing resources (i.e., balancing the budget by analyzing the budget program-by-program) while exploring options for additional resources (e.g., grants, parcel tax)• Building a collaborative Board-Superintendent relationship that clearly defines roles and responsibilities• Continuing to develop the working relationship with the City of | <p>Pleasanton on issues of mutual interest and benefit</p> <ul style="list-style-type: none">• Creating and maintaining stability in both district and site leadership teams• Developing a positive, collaborative working relationship with the bargaining units• Engaging partners impacted by decisions in the decision-making process• Ensuring that the Board has accurate and timely information to make decisions• Establishing concise, informative, transparent, two-way communication with all partners and |
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- exploring various modes of communication
- Rebuilding trust with the bargaining units, parents, and community

through active engagement, transparent communication, and valuing their input

Personal Characteristics

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| <ul style="list-style-type: none"> • Accountable • Admits mistakes, accepts responsibility, and moves forward • Anticipates and plans for the future • Authentic/
Genuine • Collaborative • Committed • Communicator: Balanced between rehearsed and | <ul style="list-style-type: none"> off-the-cuff • Communicator: strong verbal, written, and interpersonal skills • Consensus builder • Empathic • Engaging • Ethical • Flexible • Follows-through • Forward thinking • Hands-on • Humble • Listener | <ul style="list-style-type: none"> • Outgoing • Personable • Problem solver • Responsive • Results-oriented • Stands by convictions and decisions • Student-centered • Team builder • Transparent • Trustworthy • Values and supports individuals • Visionary |
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Professional Characteristics

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| <ul style="list-style-type: none"> • #1 Priority is Students - <u>All</u> students • Actively and meaningfully engaged in the district and community and actively engages partners in the district • Admits mistakes, accepts responsibility, corrects course, and moves forward | <ul style="list-style-type: none"> • Builds an effective, collaborative Board-Superintendent relationship that clearly defines roles and responsibilities, and provides accurate, timely information to support decision-making • Develops a culture of transparent, two-way communication |
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- Develops trust through action, commitment, and follow-through
- Engages partners proactively in the decision-making process
- Establish a culture in which staff wants to come to work to support the Superintendent
- Establish a vision with high expectations for all aspects of the district
- Hands-on leader who appropriately delegates to and holds others accountable
- Learns about, understands, and builds on the unique characteristics of the district ("doesn't come in and try to change things without good rationale")
- Operates with a clear and transparent decision-making process that values diverse input

- Promotes, supports, and models DEI initiatives
- Recruits, hires, and retains high quality staff
- Right sizing district priorities within available resources (i.e., "balancing the budget")
- Solicits, listens to, and values diverse points of views
- Trains staff to be effective communicators -clear, concise, meaningful presentations ("Presentations with a Purpose")
- Willing and able to make the tough decisions and stand by the decisions
- Willingness to adapt one's position by soliciting, listening to, discussing, and evaluating diverse input

Appendix B: District Administrators

Executive Cabinet, Extended Cabinet, Directors, & Coordinators

Strengths

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| <ul style="list-style-type: none">● #1 priority is the students● Active engaged, supportive, invested families, community members, and community organizations to support and enhance programs● A district-wide, community-wide commitment to high quality educational program and services● Collaborative district culture● College-educated parents with high expectations for their students● Commitment to diversity and meeting the needs of all students● Excellent facilities as a result of community support for bonds● High level of student achievement in multiple areas (e.g., academics, academic competitions, athletics, visual and performing arts, student, staff, and school recognitions)● Intentional organizational structure and systems are in place● Outstanding range of curricular, co-curricular, and extracurricular opportunities accompanied by | <p>outstanding support programs and services for <u>all</u> students and families that make the District a "Destination District" ("There are opportunities for every student.")</p> <ul style="list-style-type: none">● Resources, specialists and support staff to help assist students, families and staff be successful● Schools and District are able to leverage community resources● Support for Adult Education, Career Technical Education, Regional Occupational Programs, and Special Education● Support programs for new teachers, professional development opportunities, and the salary schedule help attract and retain teachers● Teaching and support staff are dedicated, motivated, knowledgeable, hard working, productive, responsive, and sensitive to the needs of students and families/Highly educated, qualified practitioners in the art and science of teaching |
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Challenges

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| <ul style="list-style-type: none">● Balancing the budget in light of challenges (e.g., reduced revenue, | <p>declining enrollment, inflation) that maintain quality programs and</p> |
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services for all students while meeting the expectations of staff and parents/Developing realistic expectations regarding programs and services within available resources

- Commitment to equity for all students no matter their socio-economic status with an emphasis on underrepresented, underserved, and underperforming students (e.g., African American, Hispanic, English Learners, immigrants)/Closing the Achievement Gap
- Communicating concise, honest, informative, timely, transparent information on issues (e.g., Achievement Gap, budget development, negotiations) that develops understanding and support ("more information isn't necessarily effective communication")
- Dealing with a culture of entitlement and ensuring that all students are treated equitably
- Developing an awareness of the challenges that underrepresented,

underserved, and underperforming students and families face; and understanding that it is everyone's role and responsibility to support these students

- Establishing an inclusive and transparent decision-making process that seeks input, values the input, and explains the rationale for decisions
- Exploring options to increase revenue (e.g., grants, parcel taxes)
- Hiring staff that reflects the student demographics
- Implementing a systematic approach to closing the Achievement Gap that prioritizes and monitors the success of all students
- Implementing explicit Tier 1 instructional practices throughout the district
- Implementing Diversity, Equity & Inclusion initiatives more quickly, so they become institutionalized throughout the district
- Rebuilding trust and relationships with the bargaining units, and throughout the district and community

Personal Characteristics

- Approachable
- Change agent
- Charismatic
- Collaborative

- Compassionate
- Consistency
- Curious
- Emotionally

- intelligent
- Empathic
- Encourages risk-taking

- Engaged/Extrovert
- Equity focused
- Flexible
- Goal driven
- High expectations
- Humility
- Innovative
- Integrity/Honesty
- Listener
- Learner
- Passionate

- People focused
- Political astute
- Proactive
- Problem-solver
- Relationship-builder
- Responsible/Takes ownership
- Servant Leader
- Strategic thinker
- Student-centered
- Supportive

- Transparent
- Trustworthy
- Values diversity
- Visionary
- Willing to admit mistakes, accept responsibility, correct course, and grow from the experience

Professional Characteristics

- Acknowledges issues and proactively communicates in a concise, informative, timely, transparent manner
- Brings the Board, District, and partners together around a common vision with measurable goals
- Builds a strong, collaborative, supportive leadership team
- Builds collaborative, productive relationships to support and enhance the districts goals
- Challenges others to think big and supports innovation and risk-taking without the fear of failure
- Communicates the successes and positive qualities of the district
- Confronts issues of racism immediately and directly
- Develops a collective efficacy around student success
- Encourages, empowers, and develops future leaders

- Engages others in the decision-making process and provides a feedback loop
- Ensures that all students receive an equitable, high quality academic program with appropriate support services to succeed (i.e., Closing the Achievement Gap)
- Is not in the weeds, but understands when to be hands-on
- Want to be in Pleasanton USD for the long term
- Willingness to accept mistakes and use it as a teachable moment (eliminating the fear of failure)
- Will to confront and make the tough decisions, stand by the decision in the face of adversity, but admits when a decision is not working
- Works establish a strong Governance Team with delineated roles and responsibilities

Appendix C: Site Administrator

Principals and Vice Principals

Strengths

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| <ul style="list-style-type: none">● Active, engaged, supportive of families and the community● Building capacity of staff ("hiring up")● Caring, dedicated, highly educated, motivated, outstanding, dedicated teachers and staff● Collaborative culture● Commitment to DEI initiatives● Extensive, rigorous academic programs and support program for students with learning needs● Extensive range of curricular, co-curricular, and extracurricular programs and support services for students and families● Families move to Pleasanton for the schools (i.e., Destination District) | <ul style="list-style-type: none">● High expectations from students, parents/families, community and district● Highly motivated, high achieving students● Multi-generational families/ family-oriented community● On-site specialists to support student learning● Positive culture● Professional development and support for staff, especially new teachers● Recruit and retain strong teachers● School connected to the community/School-community partnerships that benefit the schools● Training Vice Principals to become Principals |
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Challenges

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| <ul style="list-style-type: none">● Addressing mental health issues of students, families, and staff● Addressing resistance to change in a way that values input and provides support for the change ("Past experiences with change hinders moving forward")● Aging facilities | <ul style="list-style-type: none">● Analyzing the budget on a program-by-programs basis, not on an across-the-board basis● Balancing the budget to maintain quality programs and services● Building positive, collaborative. professional relationships between the district and sites● Chronic student absenteeism |
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| <ul style="list-style-type: none"> • Communicating openly, honestly, and transparently • Effective communication between District Office divisions that impacts sites • Enhancing and expanding programs and services that support at-risk, underrepresented, underserved students in the face of potential budget reductions • Establishing and maintaining a clear goals, establishing measurable outcomes, and holding staff accountable • Evaluating the effectiveness of the educational program and services in Special Education • Fully implementing Tier 1 instruction across the district with appropriate professional development • Listening to and valuing input from all stakeholder | <ul style="list-style-type: none"> • Meeting the expectations of highly engaged, involved, and supportive parents • Prioritizing the implementation of both new and existing initiatives within the resources and capacity of the district • Rebuilding trust and relationships and building consensus with and among partners, especially the bargaining units • Seeking and valuing input on decisions from those who are impacted by the decisions (eg., the budget, Student Information System/Synergy) • Supporting staff through the change process ("avoiding burnout") • Taking direct, explicit actions to address equity issues (e.g., "no time to wait"; "we can no longer procrastinate") |
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Personal Characteristics

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| <ul style="list-style-type: none"> • Accessible • Accountability for self and others • Action-oriented • Acts according core values • Anticipates issues and plans • Aura of Leadership • Authentic/Genuine • Collaborative • Communicator | <ul style="list-style-type: none"> • Consensus-builder • Courage to make and stand by a decision • Empathic/Caring • Equity-driven • Hands-on leadership • High expectations • Honesty • Humble • Knowledgeable • Listener | <ul style="list-style-type: none"> • People person • Positive attitude • Proactive • Relationship/Team builder • Respectful • Sense of humor • Problem-solver • Solution-oriented • Student-centered • Thoughtful • Transparent |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- Trustworthy

- Unbiased

- Visible/Engaged

- Visionary

Professional Characteristics

- Ability to synthesize diverse ideas and coalesce support
- Advocates for underachieving, special needs, marginalized students
- Communicates and interacts regularly with the schools
- Consistent, accurate, transparent messaging
- Develop positive, collaborative relationships with partners
- Establishes a collaborative district culture that embraces innovation and risk-taking
- Establishes a road map/action plan for both the short and long term
- Evaluates what is and isn't working and makes appropriate changes
- Focuses on the success of ALL students
- Has a vision for success beyond test scores
- Involves partners meaningfully in the decision-making process
- Makes people feel valued as part of the team
- Make the difficult decision and stands by when challenged

- Models support for DEI initiatives
- Open to new ideas and diverse perspectives
- Possesses an understanding of and values the rich history and culture of the district and community
- Sets the vision and "gets everyone on the same page"
- Strong in the face of parent and community expectation/demands ("able to say no with respect")
- Supports, encourages, and empowers site administrators, teachers, and staff
- Understands and effectively responds to parent and community expectations
- Understands that budget reductions could have unintended consequences (e.g., increased costs)
- Understands that the District Office's role is to support sites
- Visible and actively engaged in the the schools and community
- Visits schools to develop a first-hand understanding of concerns and issues

Appendix D: Certificated Staff (non-management)

APT Leadership. Classroom Teachers, and Specialists

Strengths

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| <ul style="list-style-type: none">● Active and engaged parents, families, community members/organizations who support the students, staff, and schools with resources (e.g, financial, non-monetary, volunteer time)● A focus on meeting the needs of <u>all</u> students (i.e., student-centered) through an extensive range of curricular,co-curricular, extracurricular programs and support services (e.g., counselors, social workers, parent liaisons, mental health)● Community that values, supports, and holds high expectations for quality educational programs and services● District and community possess many unique and outstanding | <p>qualities that support and enhance the schools</p> <ul style="list-style-type: none">● Families move to Pleasanton for the quality schools and programs● Highly educated, knowledgeable, collaborative, self-motivated teachers who are <i>“outstanding practitioners of the art and science of teaching”</i>● Highly motivated and high achieving students (“great students”)● Passionate, caring, student-centered teachers who take pride in their work and “go the extra mile” for their students● Site administrators that allow teachers to teach● Tradition of investing in teachers with professional development● Recent improvements in District culture towards more inclusion of teachers’ voices |
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Challenges

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| <ul style="list-style-type: none">● Addressing the needs of all students with appropriate placement and services● Aligning professional development with the expressed needs of the | <p>teachers and using in-house expertise</p> <ul style="list-style-type: none">● Balancing the priorities for quality educational programs, support |
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- services, teachers, and staff with reduced financial resources
- Building a collaborative working environment
 - Changing course midstream when implementing initiatives without providing rationale or support
 - Communicating in a manner that is accurate, concise, honest, and transparent
 - Declining enrollment
 - Developing a solution to long-term student absences
 - Engaging the staff in decisions that impact their work and providing rationale for decisions (i.e., feedback loop)
 - Establishing, communicating, implementing, and ensuring accountability on district's vision and goals ("everyone pulling together")
 - Frequent administrator turnover
 - Increased class sizes (e.g., safety issues in lab classes, impact on learning)

- Increasing professional development ("cutting-edge opportunities") and using in-house expertise to grow the staff's knowledge and skills
- Input does not appear to be "heard"
- Providing sufficient time to implement curriculum and programs and effectively evaluated them ("not change course after the several years losing the investment of time and resources")
- Rebuilding confidence in the district leadership
- Rebuilding trust and relationships within the district and across the community in light of recent negotiations
- "Top-down" Leadership
- Understanding and valuing the uniqueness of the district and community
- Understanding the impact of budget reductions on student learning and continue to support at-risk students who need safety nets to succeed

Personal Characteristics

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| • Approachable | • Empathic/Caring | • Humble |
| • Authentic/Genuine | • Ethical/Honest | • Listener |
| • Collaborative | • Follows-through | • Positive attitude |
| • Communicator | • Forward-thinking | • Proactive |
| • Competent | • Personable/Friendly | • Professional |
| • Dedicated | • Honesty/Truthful | • Respectful |

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| <ul style="list-style-type: none"> • Strong in the face of challenges • Transparent | <ul style="list-style-type: none"> • Treats others as equals • Trustworthy | <ul style="list-style-type: none"> • Visionary |
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Professional Characteristics

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| <ul style="list-style-type: none"> • Activity engaged in the district and community activities • Appreciates “the art and science of teaching”/Supports teachers in doing their work • Aware the challenges of the position and a willingness to confront them • Collaborative, transparent decision-maker • Committed to and invested in the district and community (“all in”) • Communicates in an open, honest, transparent, timely, and understandable manner • Foresees issues and develops solutions • Handles pressure calmly • Holds self and others accountable • Works collaboratively with partners | <ul style="list-style-type: none"> • Knows the stakeholders and understands their issues • Proactive • Recognizes, respects, and values teachers and staff • Recruits and retains quality staff • Solicits and values input from stakeholders, especially those impacted by the decision, when making decisions • Student-centered • Understands, and values diverse points of views • Understands and values the district and community culture • Understands how to effectively manages change • Visible and meaningfully engaged in the district and community |
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Appendix E: Classified Staff (non-manamements)

CSEA Leader, Site Staff, and District Staff

Strengths

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| <ul style="list-style-type: none">• Active, engage, supportive parents and community• Commitment to diversity• Diverse students, staff, and community• Excellent curricular, co-curricular, and extracurricular programs (e.g., CTE Pathways, Early Intervention, Virtual Academy) and support services• Families move to the district for programs and services (Pleasanton is a Destination District)• High performing students and schools• Outstanding, dedicated classified and certificated staff | <ul style="list-style-type: none">• Programs and services to assist underachieving, underserved students• Progressive, forward-thinking district• Provides professional development opportunities including DEI training• Students are succeeding and are prepared for life after high school• Support staff (e.g., Social Workers, Counselors, Behavior Specialists Parent Liaisons) who partner with students and families and help them cope and succeed• Technology included in the curriculum |
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Challenges

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| <ul style="list-style-type: none">• Acknowledging and addressing post-labor negotiations tension• Addressing the changing district and community demographics• Addressing the impact of declining revenue, declining enrollment, and inflation on programs, services, and staffing (i.e., balancing the budget)• Addressing work-related issues in a fair, consistent manner | <ul style="list-style-type: none">• Closing the achievement gap (e.g., African American, Hispanic, ELD)• Communicating with partners in a manner that is accurate, concise, easy to understand, timely, transparent, accurate, and easy to understand (i.e., Lack of information creates misunderstandings and rumors/"not finding out from the Pleasanton Weekly")• Developing a collaborative work culture throughout the district |
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| <ul style="list-style-type: none"> • Developing a respectful, positive image of CSEA staff throughout the district • Ensuring open and transparent hiring processes • Ensuring the commitment to diversity ("change has been slow and hard to achieve") • Establishing a collaborative Board-Superintendent working relationship with clear lines of roles and responsibilities • Establishing and adhering to a consistent vision for the district and holding everyone accountable for achieving the goals • Following existing policies and procedures with consistency and developing policies and procedures to address the changing work environment | <ul style="list-style-type: none"> • Listening to and valuing input from staff in the decision-making process • Maintaining appropriate staffing levels • Making decisions based on what is best ("not on perceptions or optics") • Rebuilding trust and morale among staff • Rebuilding trust and relationships with the staff, parents, and community • Re-evaluating the curriculum ("still stuck in the Common Core") • Understanding, appreciating, valuing diversity • Understanding that some programs generate revenue; therefore, budget reductions need to be analyzed on a program-by-program basis |
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Personal Characteristics

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| <ul style="list-style-type: none"> • Accountable • Appreciates and values people as individuals • Approachable/ Personable • Authentic/Genuine • Builds relationships, teams, and partnerships • Change agent • Collaborative | <ul style="list-style-type: none"> • Communicator • Confident • Connected to the district and community • Empathic/ Compassionate • Engages partners • Follows through on commitments • Genuine/Humble • Hands-on | <ul style="list-style-type: none"> • Has a backbone • Identifies issues and collaboratively develops win-win solutions • Inspirational/ Motivational • Integrity • Listener • Open-minded • Problem-solver/ Solutions-oriented |
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| <ul style="list-style-type: none"> • Professional demeanor and behavior | <ul style="list-style-type: none"> • Respectful • Sense of humor • Thoughtful | <ul style="list-style-type: none"> • Transparent • Trustworthy • Visible • Visionary |
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Professional Characteristics

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| <ul style="list-style-type: none"> • #1 priority is students • Able to reframe the negative into a positive • Acknowledges, celebrates, and supports staff • Action oriented • Adjusts and plans for the changing demographics • Boots on the ground/hands-on • Builds trust through actions, honoring commitments and building relationships • Committed to equity • Communicates clearly, concisely, honestly, and transparently • Courage to make the tough decisions and stand by the decision • Decisions are based on what is the best for students • Develops positive, productive, collaborative working relationships with all partners, especially the bargaining units • Develops support for ideas by soliciting and valuing input from partners • Earns respect and is respectful | <ul style="list-style-type: none"> • Evaluates and communicates the pros, cons, and consequences of decisions • Hands-on leadership, but understands how to delegate and hold others accountable • Implements programs and service so all students are prepared after graduation ("Plan to succeed, not just survive") • Knows, understands, and is invested in the district and community • Models expectations ("walks the talk") • Sets high expectation, models the expectation, and hold everyone accountable for achieving the expectations • Students are #1 • Understands, appreciates, and values diverse cultures • Understands staff's role ("walked in their shoes") • Understands the needs of the most vulnerable students • Understand the work of, cares about, and values classified staff • Visible and engaged in the district and community |
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APPENDIX F: District Office Staff

Administrative Assistants, Business Services Division, Educational Services Division,
Human Resources Division & Superintendent's Office

Strengths

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| <ul style="list-style-type: none">● #1 priority is the students/Student-centered● Adapting to the changing demographics with programs and support services● Affluent parents that can provide additional resources (e.g., tutoring) for students; however, not all students have access to these resources● A sense of community that results in engagement and support that enhance learning opportunities for students● Collaboration between District divisions and departments, and support for schools● Commitment to DEI initiatives● District office is collaborative and interactive● Extensive, outstanding educational programs for all students (e.g., Career Pathways, ROP, Dual Language Immersion) complimented by support systems staffed by specialists (e.g., counselors. Special Education staff, mental health staff) as well as extensive co-curricular and extracurricular activities ("There is something for everyone.")● Families move to the District for the outstanding school (e.g., | <p>"Destination District") and many graduates return to teach in the District</p> <ul style="list-style-type: none">● Highly educated teachers who are knowledgeable, motivated, collaborative, caring and dedicated to student success● Highly engaged and supportive parents (e.g., fund raising, volunteer time; "parents are the backbone of the schools") and community members and organizations that enhance and enrich the the learning environment for students and staff● High performing, high achieving, award winning school in multiple areas (e.g., academics, athletics, visual and performing arts, academic competitions, Distinguished Schools) as a result of highly motivated student and dedicated teachers and staff● High performing, high achieving, highly motivated students who come to school ready to learn● Open communication and a willingness to listen between district and sites● Pleasanton is a city with a small town feel (e.g., neighborhood schools) with multi-generational families and a historic downtown |
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- coupled with business parks and housing developments
- Providing academic programs and support services for students with who struggle and/or have special needs (e.g., Special Education, English Learners, Adults with Disabilities, socio-emotional)
- Significant resources (e.g. budget, personnel, facilities, volunteers) to support and enhance programs; however, the District is facing

- budget reductions that will impact students and staff
- Students are well prepared for college/High graduation rates and admission rates to selective universities and colleges
- There is a district vision
- Using various communication methods (e.g., websites, email, publications) to provide information regarding the schools and District and is /Working to make the information easier to read and understand

Challenges

- Attracting, recruiting and retaining high quality staff in all position
- Balancing the budget while meeting student, staff, parent, and community expectations
- Balancing the budget within available resources while maintaining quality programs and staff to meet District goals
- Being responsive and accountable to all partners
- Clarifying the roles and responsibilities of the Board and Superintendent to develop a collaborative working relationship
- Communicating the District's core values, goals, successes and challenges in an is informative, strategic, and transparent manner

- Confronting issues of racism immediately and directly
- Constituents attempting to go around the system (i.e. policies and procedures), which is caused by the lack of (1) clear policies and procedures, (2) clear communication regarding the policies and procedures, and (3) consistent implementation of and follow-through regarding policies and procedures
- Creating a positive culture and work environment throughout the district
- Developing collaborative working relationships with the bargaining units based on trust
- Enhancing relationships with the City, Chamber, and other community organizations

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| <ul style="list-style-type: none"> • Ensuring that all students have equitable access to programs and services • Institutionalizing Diversity, Equity, and Inclusion (DEI) goals systematically throughout the district ("getting everyone on board") • Investigating housing options for staff that would impact the recruitment and retention of staff • Involving partners in decisions (i.e., seeking and valuing input), especially regarding the budget • Parental engagement and high expectations generates demands on staff, schools, and District • Prioritizing, supporting, and modeling a positive culture focused on student achievement throughout the district ("it's everyone's responsibility") • Providing accurate, concise, effective, easily to understand, | <p>timely and transparent information/communication in response to issues, situations, and programs (e.g., "too much noise, but not focused"; "not finding out on social media")</p> <ul style="list-style-type: none"> • Realizing budget reductions potentially mean the loss of student programs and staff (i.e., "Program rich, but low funding") • Rebuilding trust, working relationships, and morale with and among partners • Soliciting and valuing input from all partners in the decision-making process and effectively communicating the decision and the rationale for decisions • Transparency in all aspects of the District's operations • Understanding and valuing the culture, expectations, and politics of the district and community • Understanding the unintended consequences of budget reductions |
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Personal Characteristics

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| <ul style="list-style-type: none"> • Analytical • Anticipates & plans for the future • Approachable • Authentic/Genuine • Builds relationships & teams • Calmness in the face of pressure | <ul style="list-style-type: none"> • Collaborative • Communicator • Compassionate • Consistent • Courageous • Disruptor • Empathic • Engaging • Equity focus | <ul style="list-style-type: none"> • Ethical • Follows through • Goes the extra mile • Honest • Humility • Innovative • Learner • Listener • Motivational |
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| <ul style="list-style-type: none"> • Passionate • Personable ("Knows me as a person") • Politically astute • Positive attitude • Possess the leadership aura | <ul style="list-style-type: none"> • Pride in one's work/Work ethic • Proactive • Resilient • Respectful • Responsive • Sense of humor | <ul style="list-style-type: none"> • Stands by convictions • Strategic thinker • Student-centered • Trustworthy • Values diverse points of view • Visionary |
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Professional Characteristics

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| <ul style="list-style-type: none"> • #1 - Student are the priority in all decisions • Acknowledge, addresses, and meet expectations/demands from constituents while ensuring all students are served equitably • Addresses issues head-on, puts them in the appropriate context, and resolves them • Admits mistakes, accepts the responsibility, corrects course, and moves forward • Asks questions to learn • Build a strong, collaborative, responsive team • Clarifying the roles and responsibilities of the Board and the Superintendent and collaboratively work together to achieve district goals. • Collaboratively develops, communicates, and demonstrates leadership aligned with a long term vision for the district | <ul style="list-style-type: none"> • Committed to, supportive of, and holds the organization accountable for the implementation of DEI goals • Courage to make the best decision rather than trying to appease people • Creates a supportive work environment for staff" • Develops, adheres to, and hold individuals accountable for the organizational work plan while evaluating, modifying, and adapting the the plan based on changing situations • Ensuring that the district is committed to providing service to sites and departments • Makes tough decisions and owns them • Manages the work of the district, but understands how to delegate and hold others accountable • Outreaches out to the partners to actively involve them in the District (e.g., planning, decision-making, committees) |
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- Rebuilding relationships and trust with and among partners
- Resolves issues collaboratively and clearly communicates the resolution to everyone
- Shares information with staff in a concise and timely manner ("Not learning it through the Pleasanton Weekly")
- Solicits, understands, and values diverse points of view and brings people to consensus
- Understand and uses appropriate leadership styles (i.e., situational leadership)

- Understands and values the culture of the district and community ("Understands the 'Pleasanton Way'")
- Understands the needs of parents and challenges that they face
- Uses a decision-making process that (1) focuses on what is best for students, (2) engages others, (3) provides accurate, concise, useful information, (4) considers diverse viewpoints. and (5) shares the rationale for the decision
- Visible and meaningfully engages in the schools, district, and community

APPENDIX G: PTA COUNCIL

Strengths

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| <ul style="list-style-type: none">● District leadership at the site and district levels is seasoned● Extracurricular activities and clubs offer something for everyone● Good and involved teachers who really care about the students and providing a quality education● Good community involvement that makes Pleasanton distinctive● Great parent groups (e.g., PTSA, Boosters)● Happiness of children on campus is seen at schools● Highly academic programs that prepare students to succeed at the highest levels | <ul style="list-style-type: none">● Lively and active school communities● Music program which wins recognitions● Passionate parenting with dedication to healthy and successful children● Test scores are very high● The "Brand" - the District has an excellent reputation and families move to Pleasanton for the schools● Volunteer hours and donations (e.g., PPIE)● "We the People" team is in the top 10 in the country |
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Challenges

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| <ul style="list-style-type: none">● Rebuilding mutually supportive relationships between parents and teachers regarding site and district issues (e.g., outdoor education, negotiations)● Communication gaps exist with District as it appears there is not an understanding of parent sophistication level to receive complicated information (i.e., generalizations given instead of specifics/facts) | <ul style="list-style-type: none">● Concern about how district money has been spent and why there are financial problems● Cultural differences sometime result in different commitments to schools for volunteerism and financial donations● Declining enrollment and lack of clear messaging regarding "right-sizing"● Managing the District budget● Educational gaps with Special Education and African American populations |
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- Families need to become informed about District funding and spending
- Housing prices are high and limits applicant pool for new employees
- Inability to higher for quality staff for some positions (e.g., physics)
- Lack of explanation ("why") for new restrictions in District
- Lack of information about school District funding
- Lack of trust between teachers and the District and need for healing

- Language barrier for some families to understand the District communications
- Need for all-day TK and Kindergarten
- Non-parent community members do not understand the District needs
- Staff retention - teachers and principals frequently leave the District
- Unclear understanding for all families about why financial donations are needed

Personal Characteristics

- Able to successfully manage conflict
- Collaborative and competently works with others in the District's best interest
- Communicates with positive tone

- Consensus-builder and able to repair broken relationships with all educational partners
- Discerning - able to "cut through hyperbole"
- Honest
- Trustworthy at all times

Professional Characteristics

- Active in supporting a positive a relationship between parents and teachers
- Be responsive to parents
- Repair relationship with APT which is so important for the District

- Respect sophistication of parents
- Transparent with the community
- Truly deliver information to the Board that reflects the staff and community

APPENDIX H: District Committees

Budget Advisory Committee (BAC), Diversity Task Force, and Local Control
Accountability Plan Committee (LCAC)

Strengths

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| <ul style="list-style-type: none">• Community support for the bonds• Desire to understand and support diversity (e.g, creation of the Diversity Task Force)• District provides useful information to committees• District staff approaches issues strategically and as a team• Good communication from the District to the committees• Having an organizational work plan• High achieving students and schools• Highly active, engaged, and supportive (e.g., monetary, resources, volunteer time) parents and community members - more so than other districts | <ul style="list-style-type: none">• Highly talented, dedicated, caring teachers and staff focused on student success• Listening to feedback• Managing the budget• Meeting the needs of students• Offering programs and services for parents (e.g., Parent University)• Outstanding curricular, co-curricular and extracurricular programs and services for all students• Pleasanton Partnerships in Education (PPIE) Foundation provide significant funding to support and enhance programs• Providing support services to assist struggling students |
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Challenges

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| <ul style="list-style-type: none">• Addressing proactively the increasing diversity of the district• Balancing the budget while maintaining programs that enhance and support student learning• Building the capacity to make change ("some people are resistant to change")• Communication that provides accurate, concise, timely | <ul style="list-style-type: none">information that eliminates the rumor mill and misunderstandings• Confronting issues of racism (e.g, situations involving the use of the "N" word were described "as disappointing in light of the District's efforts")• Creating a positive, productive environment for negotiations based |
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| <p>on accurate information and transparent communication</p> <ul style="list-style-type: none"> • Developing a collaboration working relationship with the City of Pleasanton on issues of mutual interest and benefit • Developing a district culture that understands, accepts, respects, and values diversity • Developing an understanding of issues by effective communicating both sides (pros and cons) in a accurate, concise, honest, informative, transparent manner that allows people make informed decisions • Engaging staff, parents, and community in the development of the budget by seeking and valuing their input • Ensuring safe schools | <ul style="list-style-type: none"> • Monitoring, reporting, and evaluating progress on the organizational work plan • Providing appropriate professional development on how to effectively discuss diversity and racial issues with students • Providing concise, informative timely information regarding district's successes and challenges through multiple forms of communication • Rebuilding staff morale • Rebuilding trust and relationships throughout the district and community • Soliciting and valuing input from partners in the decision-making process • Taking a deep dive into budget (e.g., program-by-program) and realigning priorities for spending |
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Personal Characteristics

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| <ul style="list-style-type: none"> • Accountable • Approach • Common sense • Communicator • Consistency • Courageous • Curiosity • Emotional Intelligence • Empathic/Caring | <ul style="list-style-type: none"> • Encouraging • Hands-on • Human • Humble • Humor • Integrity • Learner • Motivating • Proactive • Rapport with people | <ul style="list-style-type: none"> • Relationship build • Reliable • Respectful • Responsive • Teambuilder • Thick skinned • Transparent • Trustworthy • Visionary/Out-of-the-box thinker |
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Professional Characteristics

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| <ul style="list-style-type: none">● Acts proactively to address budget challenges● Appreciates and values input and diverse points of view● Ask questions to learn● Builds a transparent culture throughout the district● Clearly communicates the district's message● Collaborates and builds partnerships with the City and other community partners● Develops a collaborative working relationship with the Board● Engages in the district and community● Engages opponents to develop a mutual understanding of positions and issues● Ensures that the divisions/departments provides consistent information and responses● Holds self and others accountable● Knows and understands the unique characteristics of the district and community | <ul style="list-style-type: none">● Open to new and diverse points of views● Possesses a deep understanding of and commitment to equity● Proactively confronts issues● Rebuilds relationships and trust throughout the District and community● Solicts, values, synthesizes input to make decisions● Strives to hire a diverse workforce● Supports the needs of underachieving student● Understands and manages the politics of the District and community● Understands the culture of the District and community● Understands the issues/challenges and is actively engaged in finding solutions● Visible and engaged in the school and community● Willingness to challenge the status quo● Wins people over/Genates buy-in |
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APPENDIX I: Educational and Community Partners

Alameda County Office of Education (ACOE), City of Pleasanton, Pleasanton Partnerships in Education (PPIE), Tri-Valley Regional Occupational Program (ROP) & Tri-Valley Special Education Local Plan Areas (SELPA)

Strengths

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| <ul style="list-style-type: none">● Active and engaged parents, community members, and community organization willing to support the schools● A wide range of outstanding curricular, co-curricular, extra-curricular programs and services for all students (i.e., strong District investment, resource-rich district)● City and District elected officials and staff members regularly communicate, meet, and collaborate on issues (e.g., Monthly City-District Liaison Committee, Annual City Council-Board of Trustees Meeting, regular meetings between City and District staff)● Close knit community/People know each other● Consistent high quality educational programs across classrooms and schools that are high performing● District does not compete with the City for resources | <ul style="list-style-type: none">● Excellent facilities● Highly engaged and involved parents and community who support the schools and District, which is both a strength and challenge● Highly motivated, high achieving students with many parents who can provide additional support● High performing, award-winning district in all areas● Innovative staff, schools, and district● Long history of calmness● Outstanding, dedicated, motivated teachers and staff that take great pride in their work● Schools are a key to Pleasanton/Destination District● Stability among teaching staff● Teachers who "do so much", "own it", and "take pride their work"● The "Pleasanton USD" brand a long history of high achievement (students, staff, schools) and high quality programs |
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Challenges

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| <ul style="list-style-type: none">● Understanding and accessing funding under changing State and Federal funding priorities (e.g., Community-based schools)● Addressing the changing socio-economic conditions and the impact of declining enrollment● Balancing the budget while maintaining student-centered programs and services● Balancing the expectations of active, engaged parents within available resources and district priorities● Building strong, mutually beneficial working relationships with partners● Closing the Achievement Gap● Communicating effectively (e.g., accurate, concise, useful, timely, transparent information) with partners to build the partnership and support mutually beneficial efforts● Effective cost-sharing and resource-sharing that are mutually beneficial to both the City and District● Enhancing mental health services/support for students, families, and staff | <ul style="list-style-type: none">● Ensuring all students have equal access to programs and services● Establishing performance metrics beyond standardized testing● Implementing, supporting, and holding the entire organization accountable for DEI initiatives● Maintaining and enhancing the reputation of the District● Meeting the needs of special needs students in both general educational and Special Education programs (e.g., Tier 1)● Providing appropriate, meaningful professional development● Providing effective communication and opportunities for meaningful input regarding the development of the budget● Rebuilding trust and relationships with the bargaining units, parents, community, and partners● Understanding and leveraging the power of regional collaboration● Understanding the funding for ROP and Special Education and how these programs benefit the students, school, and district program |
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Personal Characteristics

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Collaborative ("focus is on 'us'")• Communicator• Cultural competent• Empathic/Caring• Equity focus/lens• Follows through• Genuine• Handles pressure• Honest• Human | <ul style="list-style-type: none">• Humble• Inclusive• Innovative• Listener• Mission-driven• Motivator• Open-minded• Passionate• Problem-solver• Relationship/Team-builder• Respectful | <ul style="list-style-type: none">• Responsive• Solutions-oriented• Strategic Thinker/Thought Partner• Trustworthy• Unbiased• Values others• Visionary• Willing to confront issues("thick-skinned") |
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Professional Characteristics

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Builds both professional and personal relationships• Builds trust and respect with partners through actions, honoring commitments, and support• Collaboratively develops and implements a vision and holds people accountable for achieving the vision• Committed to the district and community for the long-term• Decision-maker who engages both internal and external partners in an open, honest, transparent manner and communicates the rationale for decisions• Develops a effective, collaborative working relationship with the Board | <ul style="list-style-type: none">• Does what is "right"• Effectively leads as well as manages the organization• Engages with educational and community partners on issues of mutual interest and benefit• Establishes a clear organization vision, structure, operating procedures, and role responsibilities• Foresees issues and plans for the changing educational environment• Hits the ground running (i.e., "There's no time for learning.")• Keeps partners informed regarding issues of mutual interest in a concise, informative, timely, transparent manner• Listens to and values to diverse points of view |
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- Open, honest, transparent communicator who responds in a timely manner
 - Passionate about public education
 - Politically astute, but politically neutral (i.e., Understands district and community politics)
 - Recognizes and appreciates the resources that partner organizations bring to the students, schools, and district
 - Responses proactively to the changing demographics and the impact on the schools
 - Student first focus
 - Understands, values, and supports programs not funded through the General Fund Budget
- Understands and respects the roles, responsibilities, and contributions of partner organizations
 - Understands and values the culture and history of the District and community
 - Understands that partnerships are two-way streets
 - Visible and actively engaged in and with the district and community
 - Works to ensure the District and City leadership support each other's efforts and work collaboratively to resolve issues in a mutually beneficial manner
-



Pleasanton Unified School District Superintendent Search Survey





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METHODOLOGY

The survey results contained in this document are based on HYA's research related to superintendent leadership standards. The survey addresses both district performance and desired characteristics of the superintendent in relation to the following areas:

- Vision and Values (VV) - The leader's ability to provide a clear and compelling vision for the future, align district programs to the broader vision of the district, and uphold high expectations for all stakeholders
- Teaching and Learning (TL) - The leader's ability to guide educational programs, make data-driven decisions, and implement effective instructional change
- Community Engagement (CE) - The leader's ability to be the voice of the district, engage with the community, and involve stakeholders in realizing the district's vision
- Management (M) - The leader's ability to guide operations, manage resources, recruit and retain highly effective personnel, and create an equitable accountability system for all employees

Through the understanding of stakeholder's views regarding the state of the district and the desired profile of the next superintendent, this report will help the district prioritize the desired characteristics of the superintendent in a way that will advance the priorities of the community.

EXECUTIVE SUMMARY

The Pleasanton Unified School District Superintendent Search Survey was completed by 811 stakeholders. The largest stakeholder group surveyed were parent/guardian of students attending school. Parent/guardian of students attending school represented 42.0 percent of all respondents. Over a quarter of respondents were students. They made up the second most populous stakeholder group at 29.3 percent of all respondents. The third largest participant group were certified staff at 14.1 percent of all respondents.

Regarding the State of the District, the following statements were perceived to be district strengths:

- Technology is integrated into the classroom. (TL)
- District schools are safe. (TL)
- Students are on track to be ready for the next grade and ultimately college and career ready. (TL)
- The District has high performance standards for all students. (VV)
- The District engages with diverse racial, cultural and socio-economic groups. (CE)

The top-rated leadership profile characteristics constituents desire in a new superintendent are:

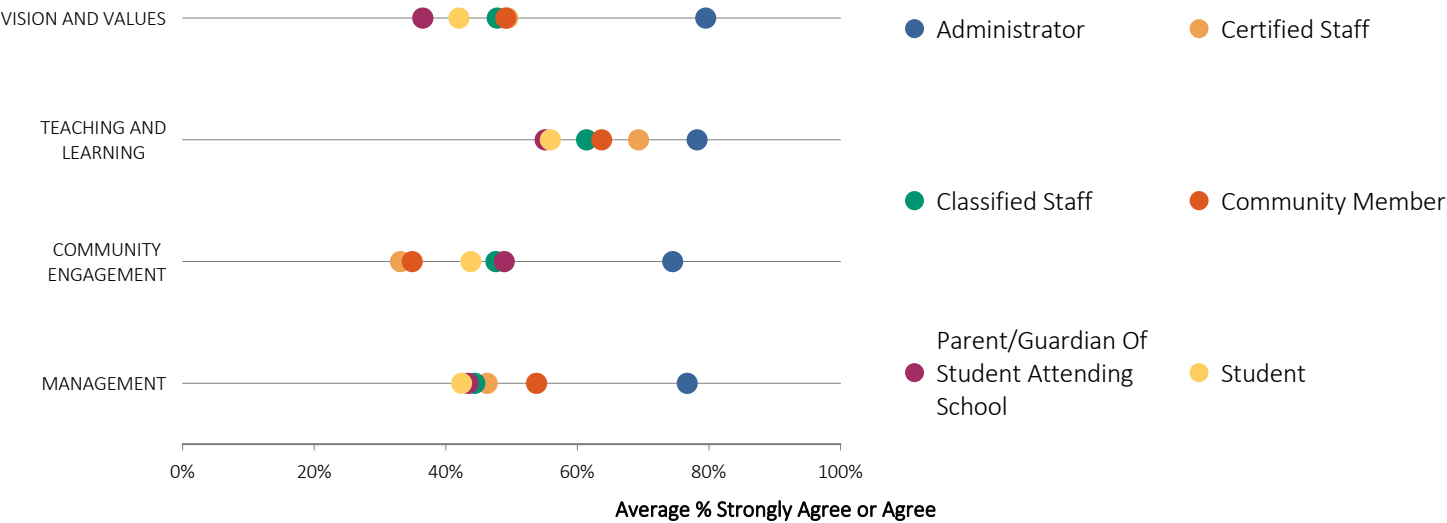
- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)
- Effectively plan and manage the long-term financial health of the District (M)
- Provide transparent communication (CE)
- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies (VV)

ANALYSIS

State of the District Summary

Respondents rated statements related to the state of the district on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported in the appendix.

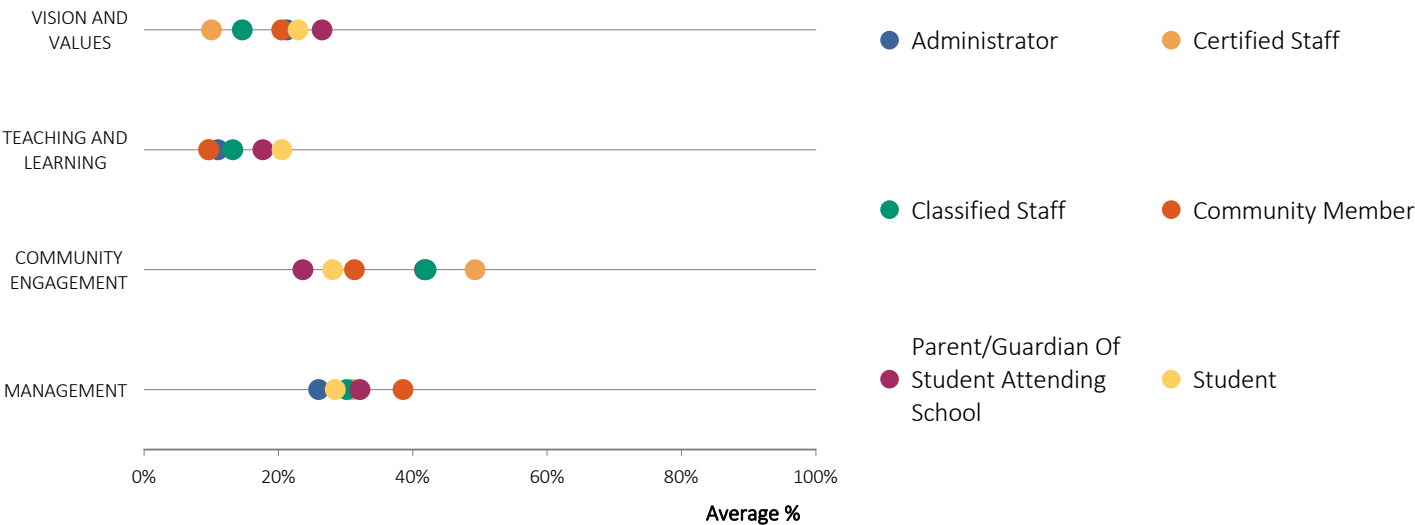
State of the District Results by Constituent Group



Leadership Profile Summary

Respondents were asked to select leadership statements that are most important in selecting a new superintendent. Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported on the next page.

Leadership Profile Results by Constituent Group



LEADERSHIP PROFILE DETAILS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results by constituent group are presented below. Each constituent group's top 4 most frequently selected statements are depicted by blue cells (reading the chart vertically); consensus is illustrated as multiple constituent groups selected the same statements (reading the chart horizontally).

 Top 4

	All (811)	Administrator (34)	Certified Staff (114)	Classified Staff (59)	Community Member (25)	Parent/Guardia n Of Student Attending... (341)	Student (238)
Recruit, employ, and retain effective personnel throughout the District and its schools	46%						
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	44%						
Effectively plan and manage the long-term financial health of the District	40%						
Provide transparent communication	40%						
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	29%						
Understand and be sensitive to the needs of a diverse student population	27%						
Be visible throughout the District and actively engaged in community life	25%						
Establish a culture of high expectations for all students and personnel	24%						
Provide a clear, compelling vision for the future	24%						
Be an effective manager of the District's day-to-day operations	22%						
Integrate personalized educational opportunities into the instructional program	19%						
Provide guidance for district-wide curriculum and instruction	13%						

APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS

Percentages of parents, students, administrators, teachers, community members, and other constituents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (811)	Administrator (34)	Certified Staff (114)	Classified Staff (59)	Community Member (25)	Parent/Guardian Of Student Attending... (341)	Student (238)
OVERALL							
Please rate the overall quality of education in the District.	64%	91%	75%	76%	80%	55%	61%
VISION AND VALUES							
The District provides a clear, compelling shared vision for the future.	38%	76%	37%	42%	48%	35%	35%
The District is heading in the right direction.	34%	79%	29%	41%	32%	31%	34%
The District has high performance standards for all students.	56%	79%	75%	63%	60%	44%	58%
The District makes decisions based on information from data and research.	33%	71%	40%	34%	28%	30%	27%
The District is working to close achievement and opportunity gaps.	43%	82%	59%	44%	48%	36%	38%
TEACHING AND LEARNING							
The District provides a well-rounded educational experience for all students.	48%	62%	50%	54%	52%	44%	51%
Teachers personalize instructional strategies to address individual learning needs.	43%	47%	72%	41%	32%	33%	45%
District schools are safe.	64%	88%	75%	66%	64%	67%	49%
The social and emotional needs of students are being addressed.	46%	65%	55%	51%	36%	49%	35%
Students are on track to be ready for the next grade and ultimately college and career ready.	59%	82%	68%	56%	60%	53%	59%
Technology is integrated into the classroom.	75%	88%	80%	78%	72%	73%	72%
COMMUNITY ENGAGEMENT							
The District engages the community as a partner to improve the school system.	42%	76%	42%	47%	36%	44%	32%
There is transparent communication from the District.	32%	65%	15%	25%	8%	40%	29%
The District engages with diverse racial, cultural and socio-economic groups.	55%	74%	39%	61%	44%	57%	58%
MANAGEMENT							
Facilities are well maintained.	41%	68%	37%	47%	48%	47%	29%
The District is fiscally responsible.	27%	68%	18%	25%	24%	30%	23%
The District employs effective teachers, administrators and support staff in its schools.	50%	82%	65%	46%	68%	43%	46%
Employees are held accountable to high standards.	42%	74%	63%	39%	48%	34%	37%
District technology infrastructure is sufficient to support use of technology in the classroom.	53%	76%	39%	49%	36%	54%	57%

APPENDIX II: LEADERSHIP PROFILE ITEM ANALYSIS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results are presented below by constituent group.

	All (811)	Administrator (34)	Certified Staff (114)	Classified Staff (59)	Community Member (25)	Parent/Guardian Of Student Attending... (341)	Student (238)
Recruit, employ, and retain effective personnel throughout the District and its schools	46%	29%	49%	47%	48%	52%	38%
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	44%	74%	82%	66%	44%	32%	33%
Effectively plan and manage the long-term financial health of the District	40%	56%	45%	42%	40%	44%	30%
Provide transparent communication	40%	50%	60%	56%	32%	35%	33%
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	29%	26%	14%	19%	12%	33%	34%
Understand and be sensitive to the needs of a diverse student population	27%	35%	19%	36%	24%	23%	32%
Be visible throughout the District and actively engaged in community life	25%	32%	39%	29%	28%	18%	27%
Establish a culture of high expectations for all students and personnel	24%	21%	9%	22%	16%	35%	18%
Provide a clear, compelling vision for the future	24%	32%	14%	12%	40%	27%	24%
Be an effective manager of the District's day-to-day operations	22%	12%	20%	19%	40%	19%	27%
Integrate personalized educational opportunities into the instructional program	19%	3%	10%	5%	4%	25%	21%
Provide guidance for district-wide curriculum and instruction	13%	3%	6%	7%	4%	16%	15%