

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: August 8, 2018

BOARD MEETING DATE: August 9, 2018

PREPARED BY: Hazard, Young, Attea and Associates

SUBMITTED BY: Beth Hergesheimer, Board President

SUBJECT: Superintendent Search Leadership Profile

EXECUTIVE SUMMARY

Hazard, Young, Attea and Associates (HYA) is providing the Leadership Profile, Consistent Themes, Survey Responses and the Input Summary, for discussion by the Board, as shown in the attached supplements.

RECOMMENDATION:

It is recommended that the Board discuss the Superintendent Search Leadership Profile updates provided by HYA.

FUNDING SOURCE:

N/A



**San Dieguito Union High School District
Leadership Profile Report
August 9, 2018**

DISTRICT BACKGROUND

With a mission to provide a world class education for all students to be engaged, inspired and prepared, the San Dieguito Union High School District has a rich history of academic, athletic and artistic excellence.

San Dieguito Union High School District (SDUHSD) serves students in grades 7 through 12 in North San Diego county. The District has seen a steady increase in enrollment since the 1990s. SDUHSD is widely recognized as an outstanding district throughout San Diego County and the state. This reputation for quality is a result of many factors. First, San Dieguito is a district with a clear, unwavering focus on student learning and improving education outcomes for all students. Our students experience the very best teaching and learning strategies based on research and strong professional development. Student achievement has increased year over year and our students are among the highest-achieving students in the state. San Dieguito Union High School District is committed to developing teachers' skill with and use of instructional and assessment strategies, including technology-based strategies, which develop students' ability to collaborate effectively, think critically, create their own ideas, and communicate effectively in a variety of modes.

SDUHSD provides innovative teaching and modern learning to all of our students to ensure that they are ready for both college and a career after graduation. SDUHSD students are provided opportunities in a wide range of courses, beginning in our feeder elementary schools, continued as they transition to our middle schools and maintained through high school, in computer sciences, STEM, and Career Technical Education that give our students a broad range of experiences. San Dieguito teachers and leaders are committed to continuous improvement, and participate in ongoing professional development focused on developing meaningful and relevant lessons and learning opportunities for our students. Students are engaged in communicating, collaborating, and thinking both creatively and critically throughout the learning process to ensure that they gain these important skills along with the strong content knowledge needed to be successful in today's world.

In November, 2012, the SDUHSD community supported a facilities bond. This work has been focused on creating innovative classrooms that are flexible, adaptable, with a technology-rich learning environment for students and staff.



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SDUHSD serves as a model for the Professional Learning Community (PLC) philosophy, in which teachers and site leaders work collaboratively with the shared goal of improving student learning through the use of identified Essential Learning Outcomes (ELOs) for all students.

In addition, SDUHSD students continue to enjoy exemplary athletic, music, art and enrichment programs that foster well rounded students who are prepared for global citizenship. Social emotional health as well as student safety and connectedness continues to be a priority in our district, as we continuously monitor programs in grades 7-12, to ensure that we are meeting the needs of students.

INTRODUCTION OF FINDINGS

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) on June 25, July 2, 3 and August 1, 2018, for the new superintendent in the San Dieguito Union High School District. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders. The survey, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally the stakeholder interviews and focus groups collected information regarding the strengths of the District; some of the challenges it will be facing in the coming years and what characteristics the stakeholders desire in the new superintendent.

The consultants commend the efforts of the Board for casting a wide net which generated a clear expression of interest in the District and the superintendent search process, as conveyed by all with whom they interacted or who completed the online survey. Stakeholders demonstrated a clear commitment to the education and success of all of the District's students as they shared what they perceived to be the strengths and challenges/issues of the District. Constituent groups also formulated a preferred list of characteristics and experiences that they felt would be desirable for the next superintendent to possess.

Participants in Focus Groups

Hazard, Young, Attea & Associates (HYA) met with Board Members, administrators, teachers, parents, and community representatives on June 25, July 2,3 and August 1, 2018, to gather information to assist the consultants in formulating a leadership profile desired of the new superintendent. Additionally, the online survey was up and available for all members of the SDUHSD community beginning on July 2 and ending on July 31, 2018. The number of participants, by stakeholder group, is listed below:



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Stakeholder Group	Participants
Administrators	17
Board Members	5
Classified staff	44
Community Members	38
Parents	162
Teachers	79
Total	343

The responses provided by the individuals and focus groups during the interviews are listed in two additional documents that are titled: Consistent Themes and All Responses. They are listed alphabetically with no attempt to prioritize them.

It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

Strengths

There were several consistent strengths identified. Most all stakeholder groups identified an outstanding teaching staff with tremendous resources and a strong curriculum. Additionally, there was a strong consensus that the district's instructional program is moving in an excellent direction with cutting edge programs offered to students. A strong and supportive community has consistently provided resources to support student learning both inside and outside the classroom. There is a strong co-curricular program and excellent extra-curricular opportunities for all students. Parents are involved in all aspects of the school from supporting classroom instruction to fundraising for programs. The majority of parents are active contributors to the school.

The relationship with the teachers and their association is seen by internal stakeholders as a significant strength. Collaboration is a guiding value, something to be proud of and to support. District lead initiatives were seen as positive so long as school sites retained autonomy to implement the changes. Employees have tremendous pride for the work they are doing to support students in SDUHSD.



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Challenges

Accountability systems do not appear to be in place for the district. Examples that were shared had to do with the budget, personnel, special education and board governance. There was widespread concern about a small group of parents that have been diverting the district from the mission of supporting all students to focusing on the concerns of this group. Additionally, the need for the board and superintendent to work together as a governance team for the benefit of the students in the district was seen as an ongoing challenge.

While some internal stakeholders felt curriculum, instruction and assessment were strong, there were concerns noted regarding a 'one size fits all' approach for students. This one-size approach was focused on college readiness and was seen to be emphasized to the detriment of students not interested in attending college. The district was seen as needing to provide and promote opportunities for students who were more interested in non-college options.

The district's recent deficit spending and a need to return to a balanced budget were seen as an important challenge by every stakeholder group. Data driven decision-making was not seen as the standard practice for the district and the need to focus on strategic planning was mentioned as an ongoing challenge.

Special education systems were identified as needing a significant change with improved communication, programming and transparency in the decision making process.

Characteristics for the Next Superintendent

Stakeholders had many different ideas regarding the characteristics for the next superintendent. However there were several common themes that did emerge. Understanding how to create a strong governance team with the school board and having had previous teaching and administrative experience are important characteristics. Being an excellent communicator and an active listener is expected.

Engaging the community and continuing to keep the students as the center of the decisions made by the board and superintendent will be important. Stakeholders indicated that they did not believe a 'change agent' was appropriate but that having good 'diplomatic' skills would be essential. It would be preferable that the new superintendent has had a proven track record of success, particularly in finance as the current fiscal issues were noted as challenging.

Being able to build trust amongst staff, community and the board of trustees will be essential. It will be important that the new superintendent sustain the student centered climate and work to have positive relationships with every student in the district. Having a deep knowledge in curriculum and instructional strategies is very important, as is the



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ability to work with a professional and sophisticated teaching staff.

HYA consultants agree with many of the identified characteristics that would assist a new superintendent in successfully leading the San Dieguito Union High School District. The focus groups revealed a consensus that they want a leader who is engaging, collaborative, visible, a visionary, and a good communicator. The stakeholders want a leader that will continue and enhance the work being done at the school district. They desire an experienced educational leader who communicates effectively with all stakeholders and has demonstrated the ability to work positively with the Board of Trustees. The new superintendent should have a deep knowledge of innovative curriculum and instruction and be an instructional leader committed to improving student achievement. This individual must be visionary and be able to foster a team concept, treating all people with respect and professionalism. The new superintendent should understand school district finance and be able to balance the budget and move the district forward. It is important that the new superintendent be approachable, accessible, and transparent. The stakeholders want a superintendent who comes to stay and be part of the San Dieguito community for many years.

HYA cannot promise to find a candidate who possesses all of the characteristics desired by respondents. However, HYA intends to meet the challenge of finding an individual who possesses many of the skills and character traits required to build on the District's successes. HYA will address the concerns expressed by the constituent groups and present them to the Board for its review and consideration.

The consultants thank all the participants who attended focus groups meetings or completed the online survey. We also thank all of the San Dieguito Union School District staff members who assisted with our meetings and for their efforts in facilitating our time in the District. We would like to especially recognize Cindy Skeber, Cindy Frazee and Joann Schultz for their tireless work to accommodate both HYA associates and the stakeholders who gave of their time to speak with both of us.

Respectfully submitted,

Rudy Castruita and David Cash



Consistent Themes

Strengths:

- Academic Programs
- Collaboration – among staff, with employee associations, with parents, with community
 - Foundations very supportive
- Improving facilities- Bond measure support by community and work by district
- Parents- active contributors to schools, highly educated
- Pride in the district- stakeholders are vested in the district
- Staff is excellent- teachers and classified
- Students-academic, athletic, artistic excellence and innovative
- Unique cultures of schools- local autonomy
- Variety of opportunities for students

Challenges

- Accountability systems not in place- staff, students, resources
- Budget- deficit spending
- Communication-not consistent throughout district
- Curriculum, instruction and technology
- Data for decision making- no strategic decisions- no plan
- Parents- small group, diverting district from mission of supporting children
- School board governance- board members do not understand their roles and responsibilities of school board members
 - Board meetings are not civil
- Special Education systems need improving
- Systems not in place for efficient and effective operations of the district

Characteristics

- Accountable- clear and high expectations
- Communicator
- Collaborative leader
- Experience as a teacher; experience in secondary schools
- Fiscal knowledge- will lead district out of deficit spending
- Flexible- willing to take feedback
- Instructional leader- knowledge of curriculum, instruction, assessment
- Innovative
- Listener
- Open-minded



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- Proven track record of success
- Relationship builder- students, staff, parents, community
- Strong leader- not afraid to make difficult decisions- will be courageous
- Student centered
- Systems leader- uses data to inform decisions
- Visionary- see the future and help build a strategic plan

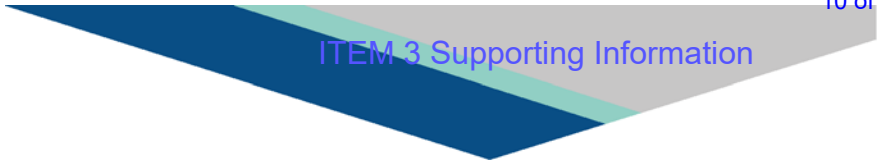
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San Dieguito Union HSD Superintendent Search Survey



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METHODOLOGY

The survey results contained in this document are based on ECRA Group'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 San Dieguito Union HSD Superintendent Search Survey was completed by 241 stakeholders. With over half the respondents, the largest stakeholder group surveyed were parents of students attending school. Parents of students attending school represented 55.2 percent of all respondents. Over a quarter of respondents were certificated staff. They made up the second most populous stakeholder group at 29.5 percent of all respondents. The third largest participant group were classified staff at 9.5 percent of all respondents.

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

- The district has high standards for student performance. (VV)
- Students are on track to be college and career ready. (TL)
- Technology is integrated into the classroom. (TL)
- Facilities are well maintained. (M)
- The district employs effective teachers, administrators and support staff in its schools. (M)

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

- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)
- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- 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)

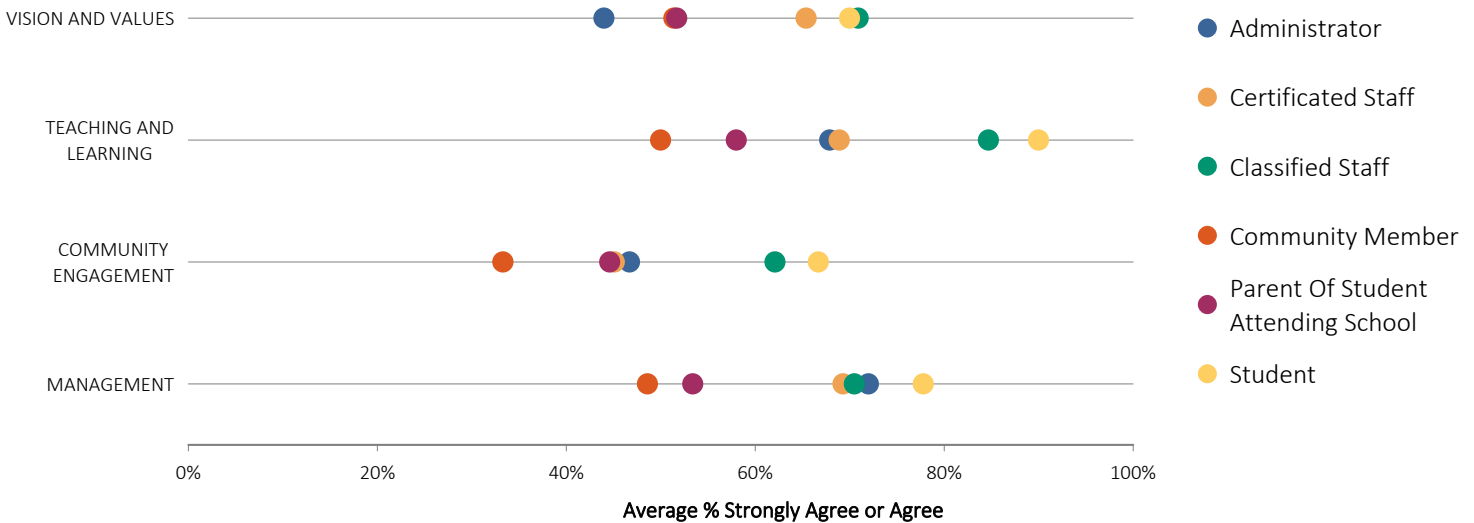
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ANALYSIS

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.

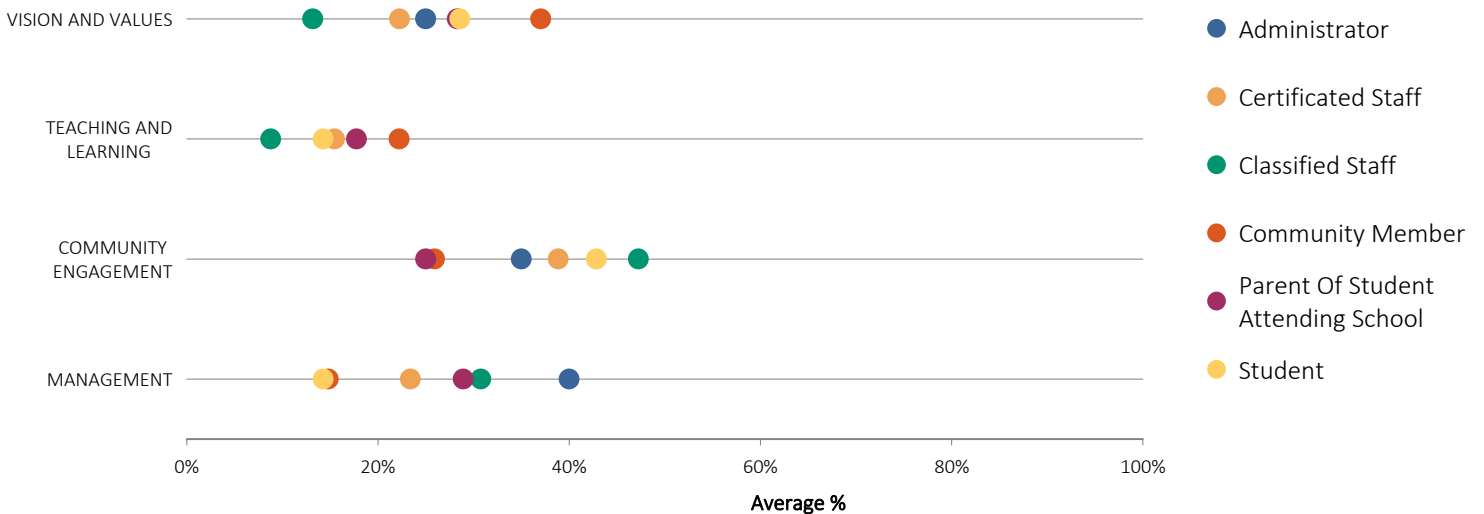
State of the District Results by Constituent Group



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



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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 (241)	Administrator (5)	Certificated Staff (71)	Classified Staff (23)	Community Member (7)	Parent Of Student Attending School (133)	Student (2)
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	53%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recruit, employ, and retain effective personnel throughout the District and its schools	42%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Effectively plan and manage the long-term financial health of the District	41%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provide transparent communication	37%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	34%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Establish a culture of high expectations for all students and personnel	32%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Be visible throughout the District and actively engaged in community life	28%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide a clear, compelling vision for the future	28%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Understand and be sensitive to the needs of a diverse student population	27%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Be an effective manager of the Districts’ day-to-day operations	18%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide guidance for district-wide curriculum and instruction	17%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrate personalized educational opportunities into the instructional program	15%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 (241)	Administrator (5)	Certificated Staff (71)	Classified Staff (23)	Community Member (7)	Parent Of Student Attending School (133)	Student (2)
OVERALL							
Please rate the overall quality of education in the District.	86%	80%	93%	96%	71%	81%	100%
VISION AND VALUES							
The district provides a clear, compelling vision for the future.	56%	0%	69%	74%	43%	47%	100%
The district is heading in the right direction.	53%	40%	55%	57%	43%	52%	100%
The district has high standards for student performance.	81%	100%	89%	96%	86%	74%	50%
The district makes decisions based on information from data and research.	41%	20%	54%	48%	43%	34%	50%
The district is working to close the achievement gap.	46%	60%	54%	65%	43%	38%	50%
TEACHING AND LEARNING							
The district provides a well-rounded educational experience for all students.	59%	80%	56%	87%	29%	56%	100%
Teachers personalize instructional strategies to address individual learning needs, special education and gifted.	47%	20%	73%	78%	43%	29%	50%
District schools are safe.	61%	40%	65%	70%	71%	58%	100%
The social and emotional needs of students are being addressed.	51%	80%	54%	65%	43%	47%	50%
Students are on track to be college and career ready.	78%	80%	83%	91%	57%	74%	100%
Technology is integrated into the classroom.	74%	80%	69%	91%	57%	75%	50%
COMMUNITY ENGAGEMENT							
The district engages the community as a partner to improve the school system.	49%	80%	54%	74%	29%	42%	50%
There is transparent communication from the District.	45%	40%	41%	48%	29%	48%	50%
The district engages with diverse racial, cultural and socio-economic groups.	39%	20%	35%	57%	43%	38%	0%
MANAGEMENT							
Facilities are well maintained.	70%	80%	65%	74%	71%	71%	50%
The district is fiscally responsible.	51%	40%	72%	52%	43%	40%	100%
The district employs effective teachers, administrators and support staff in its schools.	66%	80%	85%	74%	57%	55%	100%
Employees are held accountable to high standards.	50%	60%	73%	61%	29%	36%	50%
District technology infrastructure is sufficient to support 21st century learning.	53%	100%	39%	83%	43%	53%	50%

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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 (241)	Administrator (5)	Certificated Staff (71)	Classified Staff (23)	Community Member (7)	Parent Of Student Attending School (133)	Student (2)
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	53%	40%	69%	70%	57%	41%	50%
Recruit, employ, and retain effective personnel throughout the District and its schools	42%	40%	32%	39%	14%	49%	50%
Effectively plan and manage the long-term financial health of the District	41%	60%	38%	61%	29%	40%	0%
Provide transparent communication	37%	60%	42%	61%	29%	29%	100%
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	34%	20%	34%	13%	43%	38%	50%
Establish a culture of high expectations for all students and personnel	32%	20%	18%	17%	29%	42%	0%
Be visible throughout the District and actively engaged in community life	28%	40%	34%	57%	14%	20%	0%
Provide a clear, compelling vision for the future	28%	60%	31%	22%	71%	23%	50%
Understand and be sensitive to the needs of a diverse student population	27%	0%	32%	17%	57%	25%	50%
Be an effective manager of the Districts' day-to-day operations	18%	60%	17%	22%	14%	17%	0%
Provide guidance for district-wide curriculum and instruction	17%	0%	18%	9%	14%	19%	0%
Integrate personalized educational opportunities into the instructional program	15%	0%	7%	9%	14%	21%	0%

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Input Meetings- June 25, 2018; July 2, 3, 2018; August 1, 2018

SDUHSD Board Members (5)

Strengths

- Teachers and students
- Great results for students- teachers challenge the high achievers and get all others to learn
- Parents and foundations
- Academic programs
- Support of community
- Schools are A+
- Value staff- teachers and classified
- Collaboration between administrators and teachers (but sometimes too much)
- Teacher to teacher collaboration
- Highly educated community
- Parents value education and are involved
- Decent press coverage

Challenges

- Small but vocal group of angry parents who are unaware of the roles and responsibilities of board members and school staff
- Lack of control in board meetings creates chaos
- Tail wagging the dog
- Budget always a challenge
- Split board
- Deficit spending
- Transparency
- Curriculum needs attention
- Need to work on treating all employees with respect
- Communication needs to be addressed to all in the district
- Keeping all board members well informed about the budget and updates on curriculum at all schools
- Need to have a board/superintendent workshop on protocols that are meaningful to both the board and superintendent
- District not run efficiently for decades

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- District does not consider parents and taxpayers interest when making critical decisions
- Most staff concerned with job security
- Administration has adhered to the interests of those who have money

Desired Characteristics

- A great communicator to all stakeholders
- Visible in the community and school events
- Live within the district
- Knows how to deal with confidential issues in a professional manner
- Good listener
- Quick study
- Energetic
- Flexible
- Available outside of normal hours for questions, crises and issues
- Empathic
- Open minded
- Sense of humor
- Experience in site leadership- HS, MS
- Understanding of interest based bargaining and California law
- Able to see the issue from the perspective of being a parent
- Financial background
- Strong leader- not afraid to make difficult decisions
- Relationship builder
- Accountable and holds staff accountable
- Problem solver
- Respects unions within district but always protects the district's best interest
- Knowledge and experience in getting graduates to high quality universities
- Understands the value of setting goals for his/her achievement in making SDUHSD an even better district
- Outsider who will look critically at the district
- Integrity
- Understanding of who they are
- Does not fall apart when being challenged
- Experience

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- Can make difficult decisions in a professional manner
- Not necessarily an educator
- Not take the job as a stepping stone but towards the end of his/her career and is willing to stay for a while

Former Board Members (1)

Strengths

- Academic achievement of students
- Faculty peace
- Fiscal responsibility

Challenges

- Letting public know that the board is working for them
- Managing all public including those that do not like what is happening in the district

Characteristics

- History of managing a board that is divided
- Will stand up for what he/she believes in
- Willingness to say no and stick by it

Executive Cabinet (4)

Strengths:

- People are the strength- supportive parents, strong admin, great teachers and classified staff
- Students- creative, talented
- A culture that fosters growth
- Collaboration- DO to sites; teacher to teacher; Association to DO
- Positive relationship with Associations
- Foundations very supportive
- Pride in the district and the district's success – people are vested to make sure the district is successful

Challenges

- Split board- board members disrespectful and do not act as a team
- Board meetings are embarrassing

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- Do not have systems in place to deal with issues when they a crises
- High Achieving district that has rested on it's laurels where the gaps that challenge districts have grown
- Don't rely on data for decision making
- Do not communicate well- need strategic communication
- Not a lot of accountability for principals
- Site administrators 'blame' the district
- SPED task force was a good thing- we must do something with the plan
- Need to be more proactive
- Not a basic aid district – we only have 12% unduplicated- a very low funded district
- Transparency of district
- Transparency of foundation gifts to the district
- Facilities use issues with Foundations
- Board policies need updating and revising
- Realign budget to align to goals
- Fiscal crisis- reserves are too low
- Community does not understand that all we will get from this point on is a COLA
- Need to focus on underachieving students
- Abuse of Public Records Act- 3 parents making 80% of the requests
- No strategic plan- Where are we going?

Personal and Professional Characteristics

- Understanding of all facets of the superintendency
- Honesty, integrity- willing to do the right thing despite push back
- Need someone to get us from good to great
- Courageous- take a stand
- Collaborative- "The Boss" mentality won't fly
- Track record of success- not necessarily a sitting superintendent
- Communicates effectively and professionally
- Experience with a similar community-highly educated and affluent
- Secondary experience
- Visionary- see the future and set a strategic vision with collaborative input
- Understands Special Education
- Uses data to plan and align resources

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- Accountability-able to create systems
- True professional- creates a professional culture
- Can be a leader of leaders

Principals (8)

Strengths

- Collaborate team
- Engaged parent community
- Experience and expertise of teachers
- People don't want to leave
- Facilities are improving
- Challenges handled behind the scene
- Relationship with teachers' association –outwardly very positive
- Gathering of input where teachers have a voice in the change
- Unique cultures of the schools- each campus has a different culture by design
- District lead initiatives with site autonomy

Challenges

- Budget- deficit spending
- Hard decisions will need to be made about reductions
- Ongoing costs with a significant salary increase- problem for the future
- Technology needs to keep up
- Some board members do not know what their role is- board meetings are not always about students
- School safety and wellness- need timely communication that is proactive not just reactive
- Communicating with a highly engaged parent community is not always easy
- Different communities within the district have different expectations

Characteristics

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- Approachability- willing to develop connections with all sites- visit sites and be in classrooms
- Strong but kind
- Train the board to be civilized during meetings
- Passionate about helping kids
- Has been a teacher and lots of site experience
- Instructional leader
- Clear communicator
- Can facilitate the development of Vision, Mission and goals for the district
- Inspirational- inspire others to lead
- Good sense of humor and likes to have fun
- Courage to be supportive publically and privately of district staff
- Stays the course in pursuit of agreed upon goals regardless of what a vocal minority wants
- Effective in front of a TV camera
- Effective with social media
- Put roots down- stay longer than 4 years
- Connect with CSEA and classified staff
- Willing to take feedback, listen and be ok with criticism
- Doesn't operate in a top-down manner
- Have clear expectations and a clear direction
- Need someone between the task orientation of Ken and the relationship orientation of Rick

Governmental Leadership (1)

Strengths:

- Teamwork approach
- Middle schools better than high schools
- Partnerships with local governments

Challenges

- Need more counselors
- Need to create a 'welcoming' environment at every school
- Need more advisory boards and committees-

ITEM 3 Supporting Information

- Some status issues between students based on parent income
- School safety

Characteristics

- Welcoming person
- Friendly- someone who will get to know all the students
- Attention to detail but also has the ‘big picture’
- Creates a community- bringing all stakeholders together
- Set up sites that welcome all guests

CSEA Board (3)

Strengths:

- Variety of programs that district offers
- High quality education
- Teachers are excellent
- Lots of extra curricular options-creativity and interests
- Great traditions in the district
- A desire to be Number 1
- Active parents
- Foundations, PTA –support the efforts of the district
- Academics, sports and arts
- Student schedules at school tailored to what community wants
- Teachers are paid well
- New buildings, bond projects

Challenges

- Budgets,
- Communication
- Board is divided
- Small group of vocal parents disrupting the flow of work- they don’t hold their own children accountable
- Majority of community appreciates district small group shouts at each other during board meetings; shouts at board members

Characteristics

- Need to hold the line and not give in to the loudest voice
- Extremely creative in order to work with these parents
- Strong leadership

ITEM 3 Supporting Information

- Need to redirect focus of this group to more productive ways
- Be able to immediately earn the respect of employees
- Need to have experience
- Need to be ‘vested’ in the community like Rick Schmidt
- Directly involved in instruction
- Strong hand, knowledge of budget
- Personable- knows everyone
- Excellent communicator
- Organized- meetings run well
- Needs to be able to receive input before decision is made
- Encourages leadership development in classified employees
- Accountability- clear expectations, high expectations – a good role model

SDFA (3)

Strengths

- Understand that by any measure of success “we are off the charts”
- Long standing tradition of great schools
- People appreciate all that has been accomplished
- Educated and committed public
- Decisions made collaboratively
- Great knowledge in the staff
- Almost 40 years of “peace in the valley” with teachers association
- Interest based bargaining filters down into ‘everything we do”
- Bond measure

Challenges

- 2 board members grand stand and show boat
- Small minority in community squandering resources by manipulating the law
- SDFA and superintendent’s office need to work on unity
- 2 % of the community is now driving the agenda- diverting the work away from kids

ITEM 3 Supporting Information

- Previous two superintendent's may have catered to the small group and
- Better communication from district office
- Need to be included when ideas are formulating not just about how to implement
- Need to be pro active not reactive

Characteristics

- Good listener
- Understands big picture
- Was a classroom teacher
- Focused on teaching and learning- understands that there is always a sense of urgency in the classroom
- Respectful of the district's work and past traditions
- Willing to say NO but also able to explain why
- Not always 'politically correct'
- Approachable
- Open door policy
- Willing to stick around for 5-7 years

Community Meeting- SDA (4)

Strengths:

- Strong academic foundation
- Overall academic excellence
- Options for students to select areas of interest
- Niche for every student
- Every school has its own character
- District supports different culture of each school- no cookie cutter approach
- Good communication

Challenges

- 2 board members creating too many problems
- Some members of community are diverting attention away from all children to just want they want- it seems abusive and must stop
- Growth in the south part of the district- will increase enrollment- need to make sure that northern schools still treated with equity

ITEM 3 Supporting Information

- Clearer vision of how we teach
- Equality of all students- Special Education students have not always had equality
- Special Education department needs to be overhauled- a priority for new superintendent
- All the frivolous lawsuits by a small group of parents- squandering money that could be spent on students
- Provide more technical education options for students- not all students are bound for college
- Stop saying, “this is what we’ve always done’ as a response to criticism
- Study safety- bullying
- Campus safety

Characteristics

- Big advantage if they come from California but not necessary
- Experience in managing special education
- Bring stability to district- retain the talent and train future leaders
- Value teachers and incentivize their performance
- Be the face of the district- have a presence and be on campuses
- Engaged and active in community
- Hold everyone accountable-
- Work closely with feeder districts to create greater alignment and coherence in all programs
- Wants to work with community and rely on the great resources that parents and the community can bring to support the schools.
- Wants input from community organizations

Area Superintendents/ Board Presidents (3)

STRENGTHS:

- Great reputation
- Great place to work
- San Dieguito school district aligns with what we are doing at feeder districts.
- Child/student district
- District values students having a balanced life

ITEM 3 Supporting Information

- Communicates with parents well
- High expectation district
- A leader in the county
- Helps shape students to become contributing member of their communities
- Plenty of support for students who are not doing well
- Handles difficult situations that happen on campus extremely well
- Partnership with “Sandy Hook” is good

CHALLENGES:

- Board dysfunction
- Community is constantly changing
- Must bring board/community together
- Ability to work with the Board
- Must be able to communicate with a high performing district
- Community very demanding
- Ability to support teachers will be critical.

CHARACTERISTICS:

- Relationship builder
- Can build a healthy governance team
- Experienced superintendent
- Strong leadership skills
- Instructional leader
- A person who would spend time in schools and classrooms
- Willing to make change when necessary
- Courageous leader who will speak up for our students
- Open mind to new ideas
- Spend time in the classroom
- Strong leadership skills
- Has courage to speak on behalf of students needs
- Open to new ideas
- Believes in high quality professional development

Principals/Assistant Principals (7)

STRENGTHS:

- Common support amongst administrators
- Foundations

ITEM 3 Supporting Information

- High expectations for all...students and staff
- Collaboration between site leadership
- Students are our best asset
- Academics
- Programs supported by the board
- Equity between schools
- Ib program at LCC
- District support wellness of students
- TOSA'S as schools
- Good professional development

CHALLENGES:

- Health care needs to be addressed...costs
- Challenges by some parents- small group, not all parents
- Building a relationship with all board members
- Addressing the Bond and it's progress
- Special education is an issue that needs attention
- Equity and balance of special education population at schools
- Top down information
- Communication needs attention throughout the district
- Keeping leadership of the district well informed
- Need to highlight the positives and not dwell on the negative's
- Mentorship by the superintendent for all administrators
- Implement an aspiring administrative program..it is needed

CHARACTERISTICS:

- Collegiality is important
- Good communicator
- Being visible
- Can build rapport with the classified staff
- Authentic leader
- Passionate about students
- Instructional leader
- Been a teacher
- Has experience working in various districts
- Proven track record
- Knowledge of prop A, or has bond experience
- Safety should be a priority
- Strong leadership skills
- A decision maker

ITEM 3 Supporting Information

- Proactive leader
- Visionary of what could be
- A hands-on superintendent
- Has negotiation experience and can work with faculty associations

ADMINISTRATIVE DISTRICT STAFF: (9)

STRENGTHS:

- Staff
- Great educational programs offered
- World class education
- Great educators work here
- Schools are allowed to have their own identity
- People always come together for the sake of the students
- We do what is best for kids
- A lot of parent input
- Outstanding reputation of the district
- Great department staff

CHALLENGES:

- Put the needs of the district first , not the wants...that is what has gotten us in financial trouble
- We have a lack of vision for the district
- Decisions must be data driven. Currently they are not
- Fiscally responsible
- Holding people accountable...site principals
- Mentoring of site leadership
- Stop internal hiring...it has been a problem
- Eliminating the achievement gap amongst ELL, Low SES. and special education students
- Lack of professional development for administrators

CHARACTERISTICS:

- See's the big picture
- Wants to get the job done
- Strong leadership skills
- Need to surround himself/herself with strong people
- Willing to stand up to the unions
- Background in finances
- Look to what is needed not what is wanted
- Decision maker

ITEM 3 Supporting Information

- Must be a member of the community
- Addresses classified staff as equals to certificated staff
- Must be able to bring the board together as a team
- Wants the best for our students
- Can lead in time of deficit spending
- Must be able to put systems in place for efficiency
- Sensitive to the need of the diverse population in the district
- Must be able to stand his/her ground.

TEACHERS :(5)
STRENGTHS”

- Amazing students
- Academic staff
- Rigor of courses
- Parent involvement
- Size of the district
- Salary schedule
- College going culture
- Avid programs
- Opportunity for choice
- Parents care about the education of their students
- Salaries are high
- Strong staff throughout the district
- Open to change because of the benefit of students

CHALLENGES:

- Allocation of resources equally
- Equity of access to the educational process for all students
- Technology needs in schools
- Updated textbooks
- Special education
- All schools have different character—different emphasis ie. schedules-this has caused a problem that needs to be addressed
- Addressing a mixed dynamic in the district...trying to have all schools doing the same thing
- School board
- Morale is low

CHARACTERISTICS:

ITEM 3 Supporting Information

- Visible
- Have a presence on campuses
- Strong leader
- Will be willing to stay for a long period of time
- Visionary
- Classroom experience
- Understands the classroom experience of teachers
- Good leadership skills
- Can moderate difficult situations...looking for a common ground
- Passionate
- Need to be a courageous leader
- Must serve as a role model of good leadership
- Builds trust for all
- Committed to be here
- Must connect with community and staff
- Has the best interest of our students as a priority

BUSINESS DIRECTORS CLASSIFIED STAFF (9)

STRENGTHS:

- Support from the community
- Good reputation
- Academics
- High performing students
- Athletic programs
- Pride employees have for the district
- Long history of employees that went to school here and now work here
- 3 of the 5 board members have been here a long time

CHALLENGES

- Dealing with the media
- Addressing the requests for public records
- Demanding parents
- Budget / deficit spending
- Open campuses
- Lack of stability at this present time
- Community not getting timely information

CHARACTERISTICS

ITEM 3 Supporting Information

- Strong leadership skills
- Resilient
- Thick skin
- Quick on their feet
- Must be able to work with the press
- Experienced superintendent

EXECUTIVE DIRECTOR (1)

STRENGTHS:

- Strong management team
- Reputation of the district
- Parent involvement
- Parent volunteers
- Financial support from the community

CHALLENGES:

- People cannot afford to live here
- Turnover in management
- Need strong leadership for continuity
- Board of education
- Budget
- Being committed to the employees of the district

CHARACTERISTICS:

- Understands financial aspect of the budget and implications
- Sense of humor
- Strong leadership
- Visible
- Approachable
- Respect of classified employees
- Can make tough decisions
- Wants to stay here

ICOC & SAN DIEGUITO ALLIANCE (7)

STRENGTHS:

- Success of the district

ITEM 3 Supporting Information

- Strong academics
- Parent and community population that believes in our schools
- Parent involvement
- Good teaching staff
- Community support of prop. A
- Common SES of the community
- Parents value education of our schools

CHALLENGES

- Budget
- 3-2 split board
- Addressing new science standards
- Navigating the curriculum in meeting student needs
- Technology in all schools

CHARACTERISTICS

- Knows and understands bonds and what it has done for this district
- Values the community
- Strong leadership
- Good temperament
- Physically fit to do the job
- Proven track record of success
- Values the contributions of the foundations
- Fiscally proficient

Community Meeting: CCA (18)

Strengths:

- Extremely strong academics
- Wide breath of curriculum academically, lots of different classes for students
- Teachers are top notch
- Students are a strength, they care about getting a good education
- Managing keeping employees, good teachers
- Parent dedication of time, energy and money to the schools. Parent volunteers, foundations
- Staff, community support, technology
- Extracurricular opportunities are great
- Parents are highly educated. Most have degrees
- Culture of academic excellence

ITEM 3 Supporting Information

- Inclusivity of the community in the environment (opinion, not Torrey Pines)
- Facilities are top notch
- Social environment at the schools is a strength (opinion, not Torrey Pines)

Challenges

- Academic excellence can be toxic, sometimes not to help each other
- Feeder districts are cutting some of the extracurricular opportunities which may affect students as they matriculate
- Experience in a growing school, used to be school of choice
- Poor decision about the well-being of students, harshly punishing students for the actions.
- Lenient on teachers for teachers who have been misbehaving all of the time, (sexual harassment) No compassion for the students who make mistakes. Would like to institute Restorative Justice.
- Addressing some of the punishment and decision that the board has made regarding expulsion.
- Board needs to take a look at the expulsion process
- The diversity of the board is not sensitive to the diversity of the community and the issues
- Understand the diversity in the district
- Budget is an issue
- Needs more communication on a regular basis on major issues
- Responsiveness to the community
- Campus Security, in particular at the older schools (resource officers)
- Improve outreach on initiatives, changes
- Traffic and transportation, work with cities to improve transportation to schools
- Students need to have a larger voice
- Different approach on how projects would be approved at school sites

Characteristics

- What we do well and do not do well
- Transparent
- Not worried about the board politics
- Make it work for the students
- View things from the 30K foot level, what is best for students

ITEM 3 Supporting Information

- Innovative thinker
- Having sensitivity to the diversity of the community
- Strong understanding of the budget process in California
- Can think outside of the box
- Understands finances and how to read the budget
- Understands class size is an issue, and concern about student accessibility to counselors
- Being a strong communicator
- Willing to have advisory councils
- Effectively communicate
- Be visible on campuses
- Encouraging Principal and Assistant Principals to be visible on campus
- Supt. and Executive Cabinet attend community and school events.
- Integrity
- Taking ownership of issues to take care of recurring issues
- Actions add integrity to your words

August 1, 2018- Input Meetings
2 parents

Strengths:

- Quick and comprehensive reaction to school safety issues
- Foundations do a good job
- Decent job in attracting good teachers
- SPED task force
- Trustee areas

Challenges:

- Need to address socio-emotional needs of students
- SPED, ESL, cultural differences need to be supported
- SPED access to CTE classes and programs
- Board meetings- not good role modeling for student board representatives- 2 board members need to act more mature
- Need more experiential learning opportunities
- Adult Transition program – programming, facilities
- Unions- teachers v. students

ITEM 3 Supporting Information

- Teacher-student ratios
- Some sites too much administrative turnover
- Create a parent feedback process that is ongoing
- More inclusion- methodically and strategically planned, implemented and evaluated
- 12.5% raise too much- now creates lasting problems

Characteristics

- Teaching experience
- Administrative experience
- Be visible in the community and be available to community
- Keep technology first and forward- not in lieu of teacher-student experience
- Good fiscal steward- eliminate deficit spending
- Transparency
- Someone with a doctorate and familiar with California law
- Someone with experience at the state level- committees, legislation