

CAPISTRANO UNIFIED SCHOOL DISTRICT
33122 Valle Road
San Juan Capistrano, CA 92675

BOARD OF TRUSTEES
Special Meeting

March 12, 2014

Open Session 5:00 p.m.

AGENDA

OPEN SESSION AT 5:00 P.M.

CALL TO ORDER

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA – ROLL CALL

BOARD AND SUPERINTENDENT COMMENTS

DISCUSSION/ACTION

1. HAZARD, YOUNG, ATTEA & ASSOCIATES LEADERSHIP PROFILE REPORT:

The District selected Hazard, Young, Attea & Associates to assist in the selection process for a new District superintendent. Rudy Castruita and Carolyn McKennan, search consultants for the firm, conducted focus groups with key community, parent, and staff to develop selection criteria for the new superintendent. The firm also provided an online survey to give interested persons another opportunity to contribute to the criteria. Dr. Castruita and Dr. McKennan will present the criteria information to the Board at the meeting.

CUSD Strategic Plan Pillar 5: Effective Operations

Contact: Joseph M. Farley, Superintendent

Staff Recommendation

It is recommended the Board President introduce Rudy Castruita and Carolyn McKennan from Hazard, Young, Attea & Associates to present this item.

INFORMATION/
DISCUSSION
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EXHIBIT 1

ADJOURNMENT

Motion by _____ Seconded by _____

PUBLIC COMMENTS TO AGENDA ITEMS ONLY

THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS WEDNESDAY, MARCH 12, 2014, 7:00 P.M. AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM, 33122 VALLE ROAD, SAN JUAN CAPISTRANO, CALIFORNIA

For information regarding Capistrano Unified School District, please visit our website:

www.capousd.org

RECORDING OF SCHOOL BOARD MEETINGS

In accordance with Board Policy 9324, Board Minutes, all Regular School Board Meetings will be audio recorded

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS PRESENT AT THIS MEETING

We are pleased you can be with us at this meeting, and we hope you will return often. Your visit assures us of continuing community interest in our schools.

The members of the Board of Trustees of this District are locally elected state officials, who serve four-year terms of office, and who are responsible for the educational program of our community from grades kindergarten through twelve. They are required to conduct programs of the schools in accordance with the State of California Constitution, the State Education Code, and other laws relating to schools enacted by the Legislature, and policies and procedures which this Board adopts.

The Board is a policy-making body whose actions are guided by the school district's Mission and Goals. Administration of the District is delegated to a professional administrative staff headed by the Superintendent.

The agenda and its extensive background material are studied by each member of the Board for at least two days preceding the meeting. Board Members can call the administrative staff for clarification on any item, and many of the items on the agenda were discussed by the Board during previous meetings. These procedures enable the Board to act more effectively on agenda items than would otherwise be possible.

WHAT TO DO IF YOU WISH TO ADDRESS THE BOARD OF TRUSTEES

ITEMS ON THE AGENDA. Any person may address the Board concerning any item on the agenda and may, at the discretion of the Board, be granted three (3) minutes to make a presentation to the Board at the time a specific item is under discussion. However, the time assigned for individual presentations could be fewer than three (3) minutes depending upon the total number of speakers who wish to address a specific agenda topic. Prior to the opening of the meeting, a Request to Address the Board card (located in the foyer) should be completed and submitted to the Secretary of the Board. The total time devoted to presentations to the Board shall not exceed twenty (20) minutes, unless additional time is granted by the Board. All presentations shall be heard by the Board prior to the formal discussion of the agenda topic under consideration. Once an agenda item has been opened for public comment, no additional "Request to Address the Board of Trustees" cards shall be accepted for that topic.

ORAL COMMUNICATIONS (Non-Agenda Items). Citizens may address the Board on any item not appearing on the agenda. Individual presentations are limited to three (3) minutes per individual, with twenty (20) minutes in total being devoted for this purpose, but could be less if there are a large number of Oral Communication speakers. Legally, the Board may not take action on items raised by speakers under Oral Communications. However, at its discretion, the Board may refer items to the administration for follow-up or place topics on a future Board agenda.

PUBLIC HEARINGS. Anytime the Board schedules a separate public hearing on any given topic, it shall not hear speakers on that topic before the public hearing, except as to the scheduling of the hearing, nor shall it hear speakers after the hearing, except as to changes in the policy or recommended actions which are directed at the time of the hearing.

CLOSED SESSION. In accordance with Education Code §35146 and Government Code §54957, the Board may recess to Closed Session to discuss personnel matters which they consider inadvisable to take up in a public meeting.

REASONABLE ACCOMMODATION

In order to help ensure participation in the meeting of disabled individuals, appropriate disability-related accommodations or modifications shall be provided by the Board, upon request, in accordance with the Americans with Disabilities Act (ADA). Persons with a disability who require a disability-related accommodation or modification, including auxiliary aids and services in order to participate in a Board meeting, shall contact the Superintendent or designee in writing by noon on the Friday before the scheduled meeting. Such notification shall provide school district personnel time to make reasonable arrangements to assure accessibility to the meeting.



Capistrano Unified School District

Draft Executive Summary of Leadership Profile Report

Introduction

This report presents the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates (HYA) on February 24, 25, and 26, 2014, for the new superintendent in the Capistrano Unified 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 and some of the challenges it will be facing in the coming years.

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 of and challenges/issues facing 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.

Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below:

Group	Personal interviews or focus groups	Online Survey
Board	7	3
Administrators	21	34
Teachers	8	44
Support Staff	8	78
Parents/Community	59	186
Students	1	79
Total	104	424

(All seven School Board members participated in an individual one hour interview. The Parent/Community Group included four City Leaders. It should be noted that it is likely some of those who were interviewed or participated in focus groups also completed the online survey)

The responses provided by the individuals and focus groups during the interviews are listed in two places – 1) “Consistent Themes,” which are listed beginning on page 4 of the report and 2) all responses from individual and group meetings, which begin on page 10. They are listed alphabetically with no attempt to prioritize them. A separate appendix lists all comments made by survey respondents. Finally, a first draft of superintendent characteristics, to be discussed with the entire Board on March 12, 2014, will be provided separately.

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.

Information obtained through the interviews, focus groups and online survey reflects similar views from the various groups with respect to the strengths of the District. Chief among them is the dedicated teaching staff and administration, including those at the sites. Leadership from the Office of the Superintendent was also appreciated and valued. Educated and intelligent parents and parent groups such as the PTA and PTSA are commended for their interest and high level of involvement in the District including fund raising at the sites. There is a strong sense of community and collaboration among members of the District, many of whom choose to live and work in the District. Capistrano Unified School District is enhanced by the strong academic achievement and accomplishments of its students. The instructional program is strong and there are many choices and options available and offered to students. Strong too, are the special education staff and programs.

The past few years have seen marked improvement in the District’s once divisive political climate. However there are a number of issues that need to be addressed. One of the most often cited has to do with the Board’s submission of the annual class size waiver. Many respondents feel the District should address the issue of large class sizes and, with input from their stakeholders, determine a course of action.

There is an expectation that the District will receive additional revenue and decisions will be made as to how to spend those dollars. Members of the school community would like to have input in the establishment of the budget priorities, particularly as they relate to restoration of programs, new programs and salaries. Classified employees are perceived as having taken a disproportionate amount of staff reductions in some departments and would like to see consideration given to their role in the District’s delivery of services to students. Aging facilities, lack of multi-use rooms in the middle schools and technology needs also compete for consideration in the budget process. The San Juan Hills expansion may precipitate the need for passage of a bond.

Communication is always an issue in any organization. Respondents feel that clearer, consistent and timely communications would help with the implementation of significant change. Those involved in the decision making process also would benefit from seeking input from those who are to be impacted by those decisions before the decisions are made. Respondents also felt that the established relationships with the eleven cities and unincorporated areas be maintained. Mutual issues of concern include the proposed housing development, transportation of students at the school sites and facilities.

The transition of leadership needs to be given special consideration by the Board and the new superintendent. The Board member's relationships with each other will have an impact on the success of the new superintendent.

Respondents agreed upon many of the attributes that would assist a new superintendent in successfully addressing the issues that confront CUSD. This leader should believe in public education and be able to manage a large, complex district with a leadership style that focuses on stability. They desire an experienced educational leader who communicates effectively with all stakeholders and has demonstrated the ability to work positively with a board of education. The new superintendent should have a depth of knowledge in curriculum and instruction and be an instructional leader committed to improving student achievement. This individual must be able to foster a team concept, treating all people with respect and professionalism. The new superintendent should understand public school finance and budget development and have a working knowledge of bonds, and construction. It is important that the new superintendent is approachable, accessible, transparent, visible, and has a sense of humor.

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 and 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 Capistrano Unified School District staff members who assisted with our meetings and particularly thank Jane Boos and Connie Scott for their efforts in facilitating our time in the District.

Respectfully submitted,

Bill Attea, Rudy Castruita and Carolyn McKennan

SUMMARY OF CONSISTENT THEMES

STRENGTHS

Administrators including site leadership and district office personnel,
Choices and options of educational programs offerings
Climate of the district improved
Communication improved and there is a dialogue with employee groups
Community is educated, intelligent
Community support, involvement and accountability
District is big and small
Fund raising at sites
High performing district
Instructional programs strong with renewed focus on strategies
Leadership from superintendent's office
Parents engaged, collaborative, supportive
PTA and PTSA advocacy for district
Reputation of the district
Special Education staff and programs
Students who are high performing
Teachers who are dedicated and caring

ISSUES/CONCERNS/CHALLENGES

Annual class size wavier
Board relationships with each other and staff
Bond passage
Budget-program restoration, percentage for salaries-technology needs-
Classified employees
Communication with some bargaining groups (teachers and classified)
Establishing relationships with the eleven cities and unincorporated areas in district
Facilities-aging buildings
Lack of multi-use rooms at middle schools
Maintenance staff diminished
Mello Roos
Morale still tenuous –teachers/classified
San Juan Hills expansion
Special Education accountability/funding
Student calendar
Teachers
Technology funding/equipment
Transition of leadership with new superintendent

DESIRED CHARACTERISTICS

Approachable-accessible
Articulates clear and consistent message
Believes in public education
Builds trust
Can work with the parent community
Collaborative
Committed to improving student achievement
Communicator (two way conversations-responsive)
Depth of knowledge in curriculum and instruction
Ethical moral/compass
Experience in working with a board
Experience with bonds
Holds people accountable
Instructional leader
Involved in the community
Knowledge of finance/public school finance
Leadership style focusing on stability
Politically savvy – not political
Proven record of success
Recognizes employees-employee friendly
Risk taker
Sense of humor
Skilled writer
Strategic thinker
Strengthens relationship with cities and unincorporated areas
Student centered
Superintendent experience, sitting superintendent
Transparent
Understands the need to address facility needs
Understands what goes on in a classroom
Visible
Was a teacher (middle or high school) secondary experience
Will continue to move the District forward

Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 424 stakeholders. Almost half of respondents were community members or parents (44 percent). Nineteen percent were students. Another 18 percent were support staff, and the rest teachers, administrators, and Board members.

Stakeholder Groups

	Frequency	Percent
Administrator	34	8.0
Community Member or Parent	186	43.9
Board Member	3	0.7
Student	79	18.6
Support Staff	78	18.4
Teacher	44	10.4
Total	424	100.0

The top-rated characteristics that respondents selected are:

- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)
- Effectively plan and manage the long-term financial health of the District. (M)
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages.

In addition, differences were examined for statistical and practical significance to determine whether the mean scores by stakeholder group differed. Results indicate that, for many items, the various stakeholders agreed. On the other hand, certain stakeholders valued several items more than others.

- Support staff members were significantly more likely than students to select the Management item “Effectively plan and manage the long-term financial health of the District.”
- Teachers, administrators, and support staff were significantly more likely than students to select the Communication and Collaboration item “Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.”

- Students were significantly more likely than support staff to select the Instructional Leadership item “Hold a deep understanding of the teaching/learning process and of the importance of educational technology.”
- Community members and parents were significant more likely than teachers to select the Vision and Values item “Promote high expectations for all students and personnel.”
- Administrators and support staff were significantly more likely than students to select the Communication and Collaboration item “Lead in an encouraging, participatory, and team-focused manner.”
- Community members and parents were significantly more likely than students to select the Instructional Leadership item “Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.”
- Students were significantly less likely than teachers to select the Vision and Values item “Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.”
- Support staff members were significantly more likely than community members and parents to select the Management item “Be an effective manager of the District’s day-to-day operations.”
- Students were significantly more likely than community members and parents to select the Community Engagement item “Develop strong relationships with constituents, local government, area businesses, media, and community partners.”
- Students were significantly more likely than community members, parents, and support staff to select the Instructional Leadership item “Utilize student achievement data to drive the District’s instructional decision-making.”

Percentage of Respondents Who Selected Each Item (By Subgroups)								
Number indicates rank order by overall results		ALL (424)	Admin (34)	Comm. Or Parent (186)	Board (3)	Student (79)	S.S. (78)	Teacher (44)
1	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	50%	38%	48%	33%	58%	58%	43%
2	Effectively plan and manage the long-term financial health of the District.	45%	41%	47%	33%	29%	56%	43%
3	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	42%	65%	38%	33%	18%	53%	70%
4	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	40%	38%	40%	33%	52%	24%	48%
5	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	40%	47%	44%	0%	34%	36%	34%
6	Promote high expectations for all students and personnel.	39%	47%	47%	67%	38%	29%	18%
7	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	38%	38%	40%	67%	32%	41%	30%
8	Identify, confront, and resolve issues and concerns in a timely manner.	37%	24%	33%	0%	51%	42%	30%
9	Lead in an encouraging, participatory, and team-focused manner.	34%	50%	32%	0%	22%	45%	41%
10	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	34%	32%	35%	67%	34%	36%	27%
11	Be visible throughout the District and actively engaged in community life.	31%	26%	25%	67%	41%	37%	32%
12	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	31%	21%	39%	33%	29%	26%	20%
13	Strive for continuous improvement in all areas of the District.	31%	24%	30%	67%	37%	32%	23%

Percentage of Respondents Who Selected Each Item (By Subgroups)								
Number indicates rank order by overall results		ALL (424)	Admin (34)	Comm. Or Parent (186)	Board (3)	Student (79)	S.S. (78)	Teacher (44)
14	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	28%	26%	34%	33%	35%	17%	14%
15	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	28%	32%	31%	0%	18%	23%	36%
16	Seek a high level of engagement with principals and other school-site leaders.	25%	29%	28%	0%	22%	22%	27%
17	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	25%	35%	29%	0%	11%	19%	32%
18	Communicate effectively with a variety of audiences and in a variety of ways.	24%	18%	20%	33%	25%	31%	27%
19	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	22%	15%	20%	0%	37%	21%	14%
20	Maintain positive and collaborative working relationships with the school board and its members.	21%	26%	16%	33%	27%	22%	32%
21	Involve appropriate stakeholders in the decision-making process.	21%	26%	20%	33%	13%	28%	27%
22	Be an effective manager of the District's day-to-day operations.	21%	21%	16%	33%	24%	33%	11%
23	Develop strong relationships with constituents, local government, area businesses, media, and community partners.	17%	21%	14%	0%	32%	12%	16%
24	Act in accordance with the District's mission, vision, and core beliefs.	14%	18%	10%	33%	11%	23%	18%
25	Utilize student achievement data to drive the District's instructional decision-making.	14%	15%	13%	33%	28%	1%	14%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M-Management
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Comments from Interviews and Focus Group Meetings

BOARD

Strengths

Adult Ed improved
Athletics – community pleased
Board knows where PTAs stand
Board votes mostly unanimous
CAC
Choices
Classroom instruction strong
Common core is being implemented
Consistent message about the emphasis of C&I
Continuation school/graduation rate improving
Declining enrollment and growth
District has made great progress in the right direction
District is well focused with instruction being the focal point
District more cohesive
Educated public
Engaged school community
Excellent teachers
Focus of district now
Good community
Good labor relations
High performing district
Improved communication throughout the district
Involved parents at all school sites
New hires
Not a 7-0 board - will debate issue but come together on important issues
Old familial relationships gone
Orange County
Parents engaged – they care- pull district forward
People show up
Pockets of diversity
Political tension subsided
Previous problems resolved
Principals can frame policy
PTAs are involved in fund raising, legislative action
Raising the bar for all students
Resources available
Schism among board gone
School district
Silos gone
Special Ed revitalized/adult transitions

Strong leadership from the superintendent's office
Strong principals
Transportation much improved
Two Way Immersion programs – parents want these programs and they keep schools operating
Upper management – generally
Very smart community
We have fluency and poverty
Welcoming school district

Challenges

177 day calendar for students (183 for teachers) (last year 175 -177)
Address with depth and knowledge the new projected development and the possible impact on the district
A-G requirements
Annual class size waiver
Board members running for other offices
Bond in one city changes boundaries
Casting a dissenting vote
CFD need to be addressed
Class size
Classified employees; us vs them
Continue the support of the board for the new superintendent
Deferred maintenance funds used for other purposes
Deficit spending
Do not “toot our horn”
Enrollment declining slightly
Existing facilities need repair, facilities worn out except DO, one new high school, safety/compliance issue, lack of multiuse
Foundation at each site
Furlough days
Governance team-some lack understanding
Holding to no new debt
Keeping up with 21st century education – not cutting edge
Lack of multi-use rooms at some middle schools
Lived off growth
Mandarin Immersion Program – keeping teachers/few native speakers in the class
Math dumbed down-need to be on track for A-G
Mello Roos
Must be able to address and establish relationships with the 7 surrounding cities
Must not allow the district to move backwards
Need overarching solution for facilities
Paying off old schools while asking for new money
Percentage of budget spent for salaries
Pockets of poverty
Potential of passing a bond to assist with facility needs

Public suspicion of past and current spending
Qualified budget
Safety issues related to facilities need attention
Special programs
Stabilizing the district and keep what the current superintendent has done
Staffing diminished
Strategic planning-where we want to be?
Strong sense of education for middle level students
Style of board members – gather info themselves/accept info from Supt/cabinet
Teachers salary among highest in County
Technology for students –not experimenting
Transition of leadership with new superintendent
Use of deferred maintenance money to funds wages

Characteristics

Ability and willingness to respond ASAP to any item
Able to work with parent organizations
Able to work with the surrounding cities
Accept that someone has a disagreement
Accessible
Attention to curriculum- Understands what is happening in the classroom
Attentive to school site leadership
Boundary between board and superintendent maintained
Brings a leadership style that focuses on stability
Build bridges without being co-opted
Build trust
Can see the future forward
Collective bargaining experience
Commitment to stay a long time
Communication skills strong
Communication style –puts the fire out
Consistent
Creates a system where all principals understand instruction
Customer service oriented – front office
Depth of knowledge about curriculum and instruction
Exhibits caring, impartial and engaged management style but maintains professional distance
Experience with bond measures
Experience with foundations
Finance knowledge at a deeper level/ Knows public finance in depth
Forward focused educator attune to ever changing educational needs
Good communicator not just with the district, but also with surrounding cities
Had success working with boards of education
Experience working with a board
Has strong character
He or she will be tested

Honesty
Innovator
Inspirational
Knowledge of facilities
Leads by example
Not a control freak-trust your board members
Not afraid to express opinion in private
Not autocratic
Open to new models or ideas
Operates like a CEO – CEO relationship with the Board-eyes open/hands off
Organizational skills
People person/people skills
Politically savvy but not political
Professional and genuine demeanor
Proven track record of success
Researches an issue thoroughly
Savvy
Should be hands on and not a delegator
Sitting superintendent with good experience- Have superintendent experience
Solving problems superintendent's business
Someone who can represent the board in a positive manner
Stays on message
Strategic thinker
Student centered philosophy-decision centered on what would be best for the students
Taught – an educator/principal/high school or middle
Thinks outside the box
Thoughtful in approach
Transparent in his/her actions
Understands charter schools
Understands how to level communities
Understands the CAPO culture
Understands the collective bargaining process
Understands the value of public relations
Willingness to be unpopular with community and staff if it right thing to do

ADMINISTRATION

Strengths

Accountability-strong community
ADSIOP
Big-small district
Budget seems to be improving
Budget transparency
Building leadership capacity
Cabinet has principal on the team/voted in by other principals
College bound students
Common Cores push for technology
Community support
Connections with local university-train master teachers
Current superintendent
Departments at the D.O work well together
Employees are often parents too
Employees spend entire career here
Expertise among administrators
Good community
Growth and programs
High achieving students
High expectations
High performing students overall
His expectations for students
Increase in professional development
Inside/out- building capacity in individuals
Instructional focus renewed
Instructional skills strong district wide
Instructional strategies refined and Common Core
Invested employees
Involved community
Leaders accessible
Leadership at the site level
Location of the district
Middle school standards discussion-can discuss when standards need to be adhered to or not
Parent involvement
Passionate educators
People – top to bottom
People in the organization
Preparation of our students for college
Principals are heard/consulted-input valued
Reputation – people want to work here
Role model
ROP
Sense of all possibilities to excel

Site leadership
Size of the district
Special education strong, autism program-flexibility /options
Strong relationships with the unions
Student focused district
Systematizing /standardizing hiring protocols in progress
Teacher district-union relationship
Teachers
Teachers have children in the district
Team meetings-high school with assistant superintendent for secondary education
Test scores are strong
Trying out new things
Understands that Capo provides strong k-12 educational programs
Wide range of programs being offered

Challenges

Seven cities that feed into Capo
Address communication within departments to insure the same messages are given and are not contrary
Addressing the proposed new housing development and the impact on the district
Administration pared down
Administrative support at elementary – ½ time administrator for 1000 to 1200 student site
Advocates-ACLU-LGBTQ watching
A-G requirements-intense language requirements
Archaic technology
Better communication about how well the schools or district are doing to the surrounding community
Board...how to work with them
Budget restoration without history of cuts-committee deciding how to invest dollars
Business Division forging the path-compliance-who is running the show?
Can assess what the needs are in the district and act upon them
Changing demographics
Charter Schools- quality uneven
Class size waiver
Common Core bearing down
Community speaks their mind when not happy
Continue the existing initiatives
Coordination of the facilities plan
CSEA – who is looking out for them? Furlough days were decided without understanding how schools would be impacted as well as the individuals
Dealing with the unions when money is available
Declining enrollment
Deferred Maintenance for schools
ELL dollars not spent appropriately- support lacking
Facilities – have and have nots
Family access to technology may not be there

- Gets out meeting the staff at school sites
- Hiring classified employees not expedient-advised to hire a part time position
- How to restore cuts when funding is available
- Instructional focus need to include refinement to guide instructional programs-next level
- LCFF funding
- Maintenance
- Message to classified-you are not important-disenfranchised among their own group
- More clear identification of pathways to secondary education
- Must have an instructional background
- Need for multi-tier systems of support for under achievers
- New housing development
- One decision away from a controversy (recall)
- Open door policy
- Past history is a challenging
- Pay cuts and furloughs for CSEA –low morale-lean staff
- Program Improvement District – ELLs- Special Ed
- Rancho Mission San Viejo
- Relationships between the Board and teachers
- Reviewing language in the contract that totally benefits union members
- Silos still exist-need to break them down
- SJ Hill high school expansion-controversy-Mello Roos – capacity of hometown high school boundary changes
- Static or declining enrollment
- Superintendent be a state leader
- Time of major change (Common Core, technology requirements, building)
- TOSAs practice organic/inside- need to go outside also-learn/ bring back using district culture
- Understands funding and can make funding equitable to all schools
- Unintentional neglect of special education-ensure quality of programs
- Union relationships – classified taking heavy cuts

Characteristics

- Approachable
- Articulates clear, consistent message
- Balance between personal/professional life-gives staff freedom to do it
- Can talk to him/her
- Chain of command followed
- Champion of underdog-empower Hispanic community
- Clone of current superintendent
- Closing achievement gap important secondary experience
- Comfortable in approaching people/issues
- Communicates well-writes well-presents well
- Consistent
- Educational background
- Ethical-moral compass
- Experience with similar community

Focus on instruction and curriculum
Good communicator with all stakeholders
Has experience working with a board
Has rationale behind decisions being made
Holds people accountable
Holistic view of all students
Honest
Innovator -- out of box
Instructional leader
Interpersonal skills with parents
Involved with principals in meetings – be at that level
Knows things take time
Leading forward
Listens-active listener
No agenda
Not a micro manager
OK to tell me a real story
Open door but filter and send back to site
Open door policy
Open minded
Politically savvy
Respects culture and traditions
Respects work-life balance
Risk taker
Savvy to deal with political rigor-business community
Secondary experience
Sense of humor
Sitting superintendent
Straight forward
Strategic thinker
Student centered
Supports site decision making
Transparent
Understands instruction-supports it
Understands systems, facilities, HR etc.
Understands the differences in schools
Visible
Visits school sites-encourages other administrators to visit also
Will to change his/her mind when facts are presented

PARENTS-COMMUNITY

Strengths

Academic performance of students
Administration is open to parent involvement
Administrators come to meeting and listen to us
Administrators listen/pay attention and act on input
Board and Superintendent are at the sites
Changes in past few years due to Superintendent and staff
Charter schools, academies, home schooling-online classes
Common Core implementation
Communication improved
Communication is good with parents
Community forum concept
Curriculum across the district being examined
Curriculum is strong
Dialoguing with employee groups
District office addresses issues of concern right away
District web site is excellent
Diverse population
Established school district
Excellent programs for students
Excellent progress in the last 4 years
Fiscally conservative board
Focus on instruction – giving teachers skills
Fund raising on part of PTAs (technology, field trips, arts etc)
Good reputation state wide with levels of achievement
Great programs for children
Having translators for non-English speakers at meetings
High achieving students/High expectations for students
High graduation rates
Immersion Programs
Large parent group/children with autism spectrum- growing parent group children with dyslexia
Leadership/Direction of district more positive
Many programs in different languages for students
Meetings are open
Multiple funding foundations
New board helped – gave Superintendent their trust
Offer rigorous academic programs for students
Open enrollment policy
Options and choices of programs
Orange County
Parents are a strength
Parents are given many choices
Parents are involved

Partnerships with are strong and vibrant
Prepared for 21st century (goals)
Principals
PTA strong
Safe schools-Safety Plan
Small town to some
Special education students being exposed to regular curriculum
Stability of the district
Staff
Strong two way program
Teachers/ dedicated to students
Teachers that give more than a 100%-dedicated
Technology Plan- being implemented (based on budget)
Trustees come to meetings of CAC

Challenges

11 cities/unincorporated areas
Addressing cut backs in instructional days
Facilities within the district schools
Addressing the health needs of students without sufficient nurses
Attitude change
Proactive in publishing the good things that are going on
Behavioral Team has too few members
Boundary changes
Bridge between technology and the classroom
Budget constraints/challenges
Cities being brought together on common goals (financial etc)
Class size reduction
Collaboration is non-existent among foundations
Common Core execution/needs/ impact on art and music
Communication is good with parents
Communications – need more timely communications
Cost neutral attitude
Declining enrollment with anticipated growth of the new housing development
Defacto taxes – pay for affluence with donations
Disparities in pipeline from middle to high school-drop off academically
Economics
Excellent programs for students
Expediting the hiring process
Facilities disrepair of schools/roofs-AC
Facilities Master Plan delayed
Focus on literacy stops after 3rd grade
Foundations in the district need to be more consistent and somehow connected for greater impact for the overall district
Funding –equality of attention to individual sites
Growth in some areas

Gyms at middle schools
 Have superintendent attend DELAC meetings
 Having translators for non-English speakers at meetings
 How the district deals with low-income students and families
 IEPs need to be restored
 Immersion programs displacing neighborhood children
 Infrastructure needs/sites
 Involving more Hispanic parents to the table
 Keep open communication from the district office
 Lack of social/ mental health services
 Listen to teachers – praise and encourage
 Motivating teachers to do more in union environment
 Must continue to make curriculum and instruction a priority
 No anti bullying programs
 No evaluation of reading
 Parents are strength
 PD stunted
 Resistance to stretch goals for special education students/compliance issues
 RtI not effective and not individualized
 Safety issues on some of the campuses
 School calendars and equitable funding needs to be addressed
 Security needs to be addressed at some schools
 Sensitivity non-English speakers
 Special education accountability within the district
 Special Education financing-some classifications receive more funding
 Special education teachers not taught to teach students to read
 Staff development in the classroom lacking/no modeling for teachers
 Static or declining enrollment
 Strong staff
 Student Study teams need training on appropriate interventions for student needs
 Support for teachers
 Teachers give more than a 100%
 Tech Plan
 Technology for special education students archaic
 Technology in the classroom (overheads)
 Technology –money for incorporating - new skills needed
 Technology needs attention
 Testing/standards
 The need to keep schools looking good
 The size of the district with diverse interests
 TOSAs underutilized and over whelmed
 Tracking-starts at 6th grade
 Transition of new superintendent/Board
 Trend toward reducing special education identification to manage financial crisis-students
 with non-obvious disabilities are disadvantaged
 Understanding all the communities that are associated with the district
 Will need to address the growing diversity in the district

Working with bargaining units to maintain relationships that have been established

Characteristics

Ability to see the big picture
Accessible to parents-approachable
Addressing cut backs in instructional days
Addressing the facilities within the district schools
Addressing the health needs of students without sufficient nurses
Appreciates the uniqueness of district areas
Assesses leadership of associate/director positions- will make staff changes
Balances teachers needs with parents needs
Be able to follow through
Be available to parents
Budgetary challenges
California superintendent
Can deals with many stakeholders but hears and acts on input
Can energize
Change agent and risk taker
Charismatic
Communicator
Community support
Confident
Connections in Sacramento
Continue community forums
Cultural diversity interest
Current superintendent is the model
Declining enrollment with anticipated growth of the new housing development
Departments at the D.O work well together
Does his/her homework
Does not need to be from California but understands public school funding
Engage the community
Equal access to education practiced
Expediting the hiring process
Experience dealing with unions
Experience in special education
Experience in working with reading programs
Fluent in Spanish
Focused on Curriculum and Instruction
Forward thinking
Genuine
Glass half full attitude
Has a proven track record
Have experience in a large school district as a superintendent
High expectations
Hire good principals
Holds people accountable

Honest
Humble
Identifies people who can implement all the priorities –those started and those needing to be started
Inclusive, respectful decision maker
Infrastructure needs
Innovative
Invested employees
Keeps staff upbeat
Know and understand the value of PTSA
Leadership -at the site level
Listener
Location of the district
Makes good hires
Motivational
Must address and understands the value of vocational programs
Must be visible in all communities
Must continue to make curriculum and instruction a priority
Must have superintendent experience
Must know capo unified
Must understand budgets
Need the right leader
Not a micro manager
Open – meetings open to public
Open door policy
Out of the box thinker – pushes the envelope
Outside district perspective
Parent involvement
People in the organization
Proactive
Reaches out
Relates to the demographics of the district
Relator
Remains neutral (not in someone's pocket)
Research and development risk taker
Sense of all possibilities to excel
Sensitive to appointing administrators who have specific training and experience (autism)
Size of the district
Skillful manager
Solicits input from groups representing difference sectors
Solid background in public education
Someone who will be sensitive to needs of Hispanic community and their students
Someone who will continue to work with the teacher
Special education accountability within the district
Strong leader
Strong relationships with the unions
Strong sense of stewardship

Student focused district
Successful with additional revenues strategies
Sweats the small stuff (towel holders) and the big picture
Teachers have children in the district
Technology background
The need to keep schools looking good
Timely notice is given
Transparency
Trustworthy
Understanding the all the communities that are associated with the district
Understands Curriculum and Instruction
Utilize parents more
Visible
Visible at community forums and at schools
Well informed speaks with confidence
Wide range of programs being offered
Will consider more academies
Will take the district to the next level
Working with the bargaining units to maintain the relationships that have been established

CITY LEADERS (4)

Strengths

- District provides many opportunities for all students
- Diversity of the district
- High performing schools
- History of excellence
- Students are getting a good education
- Teachers/ dedicated to their students

Challenges

- Deferred maintenance is an issue
- Facilities issues need to be addressed
- Need for the busing program to return
- New proposed housing development
- Perceived debt of the district
- Should know how to access the state allocation board for facility funding
- Technology or lack of
- Traffic issues at school sites

Characteristics

- Active in the community
- Committed to improving student achievement
- Develops relationships with surrounding city leaders
- Establishes a collaborative working relationship with cities
- Must be a good communicator across the board
- Will want to stay in the district for years

SUPPORT STAFF

Strengths

- Academically sound
- Administration
- Beautification of our workplace – upgrades and landscape
- Board members coming to events held by Transportation
- Break Through Coaching Model
- Budget wise turned the corner
- Cabinet has raised the bar
- Dedicated staff – cutting edge
- District has a motto of HARD WORKING
- Emphasis on learning
- Family like atmosphere despite woes
- Filing system
- Great place to work
- Growth
- Interest Based Approach
- Strong Leader
- Open to new ideas
- People move here for special education program
- Quality of education high
- Safety Plan/Emergency Operations Center
- Some departments have mutual respect and admiration for each other-feel supported
- Superintendent and cabinet know what Transportation does
- Teachers – want to be here
- Technology
- Test scores are good
- Transportation has good working relationship with DO staff
- Trust employees to do their work
- Upper management willing to work with us

Challenges

- Classified Employee meetings with superintendent cancelled/delegated to others
- Board – resolves issues without others/respect for each other
- Board may not be easy to work with
- Classified staff development –make them see the problem
- Common core makes modification to their contract
- Communication during emergencies/crisis – include in safety plan
- Consider priority needs of students when restoring budget items
- Dealing with people who want to introduce new programs that are different from the district direction
- Dealing with the more affluent parents
- Demand on staff/challenge staff
- Diminished staff

District caters to certificated staff
Entitled parents
Experience our jobs –shadow classified staff
Facilities
Haves/have not divided
Influences on the Board
Morale low – 2nd class
Parity-fairness lacking
Preschool teachers –state/fee based
Some parents have a sense of entitlement
Technology
Use Common Core money for classified staff development
Workers compensation claims are high

Characteristics

Acknowledges people when at the sites or departments
Attendance at classified forums
Bond experience
Can handle district personality traits (Board-parents-staff)
Champion for the people
Comes with a proven track record of success
Communicator/ on a routine basis – weekly/monthly/newsletter
Compassionate
Does what he/she says – means what he/she says
Doesn't promise what he/she doesn't plan to deliver
Employee friendly
Encourages input – no offense taken
Experience in districts with similar demographics
Experience working with a board of education
Genuine
Goes to bat for staff
Good negotiator
Inclusive not combative
Involved in the district – embrace the community
Listen to our needs
Loves children
Makes attempt to acknowledge people when passing by
Makes you feel you are worth something
Organized
Respectful
Sees contributions of all staff
Sees value of classified employees
Sense of humor
Sensitive to employees' personal time
Sensitive to hiring new personnel while cutting classified
Sensitive to time – start and end meeting on time

Skilled writer
Someone with experience as a superintendent
Strong when necessary
Takes the call-sees the individual
Understands and can implement common core
Understands curriculum and instruction
Uses time efficiently
Visionary leader
Willing to learn about what you don't know within the district

STUDENT

Strengths

District maintains sense of unity across high schools
Easy to know what is going on at different high schools
Monthly board meetings – well advertised/invited-easy to learn about district-transparent

Challenges

Student calendar is changed at the last minute- student groups using the calendar have made annual plans that now must be changed-unintended consequence
Finals week moved – AP classes lost days due to decreased days (need all the time they can get even one day) - changes and publication of calendar not easy to find consider who needs to know/testing of EAP writing announced one day before the test date-students and teachers not informed

Characteristics

Approachable
Be less faceless – start year with friendly letter to student body –humanize the official
Cut spending
Furlough days should be abandoned-they have a negative effect on students
Hold Q & A with high school students
Innovative
Visit the high schools more often

TEACHERS

Strengths

Communication between administrators/teachers/support staff and parents
Employee/Employer Relations Committee – solves issues between negotiations before they become problematic
High test scores
Parents highly educated, conservative and affluent
Reputation of the district
Staff development workshops
Superintendent is available to all
Teachers- #1 reason for success of students
Teachers are front line/treat as educators

Challenges

Bilingual ELLs
Board is divisive
Bringing in new ideas before they look at what is working in the district
Bringing people from past districts
Charter schools
Custodial workload
Drug intervention programs-affiliate with rehabilitation
Maintenance orders/diminished staff
Morale still tenuous – still healing
More focus on early childhood-early intervention
New programs/initiatives
Parent workshops
Questionable if Board supports public education
Response to Intervention