

Introduction

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in November 2011 for the new superintendent in the Eureka Union 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 surveys, 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 that it will be facing in the coming years. It should be noted that input from the individual interviews and focus groups show considerable alignment with data from the survey.

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
Administration	12	12
Board	5	9
Community	7	25
Parent	13	292
Support Staff	2	21
Teacher	2	48
Total	41	407

Those individuals interviewed personally as represented in the “community” listed above include officers or representatives of the Chamber of Commerce, Eureka Schools Foundation, Granite Bay High School, Parent Teacher Council and School Site Council, and the Roseville Joint Union High School District Board.

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 5 of the report and 2) all comments from individual and group meetings, which begin on page 12. They are listed alphabetically with no attempt to prioritize them. Finally, a first draft of superintendent characteristics, to be discussed with the entire Board on November 28, 2011, can be found on page 34.

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

or to the total population as a whole. Items are included if, in the consultants' judgment, they warranted the Board's attention.

Strengths of the District

Consultants noted that information obtained through interviews with various constituents found similar views from all groups with respect to the strengths of the District. Chief among them was the academic performance of the students as reflected in their high test scores. An excellent, dedicated, capable and experienced staff along with a well-developed curriculum including the Twenty-First Century Learning program contributes to the success of their students and attracts students from surrounding districts. The highly educated, involved, and supportive parent community holds high expectations for their students and themselves. They support enrichment programs, small class sizes and schools, and support for academic program offering for students. This active parent group including Parent Teacher Clubs and the Eureka Schools Foundation bring valuable resources to the District. The caring culture of the district, a strong leadership team and the Board working to bring about positive change places the District in a good position to meet the challenges that face them in the coming years.

Challenges/Concerns/Issues Facing the District

This has been an extremely difficult year for many. The recent instability of the superintendent position continues to create a climate of distrust and frustration and has strained the working relationships among some individuals and groups. The role of the Board in governing the District is of concern and many question whether sound boardmanship practices are in place. There is a perception that the Board is not working as a unit and engaging in micromanaging the District. On a positive note, the Board has held some governance workshops focusing on board development and team building which were designed to bring about a more cohesive board.

A major challenge facing the Board and the new superintendent is the unprecedented State financial situation along with the national economic downturn. The uncertainty of the fiscal well being of the District is heightened when considered in light of the issues facing the District, i.e., declining enrollment, inter-district transfer planning, negotiations with employee groups, special education funding and maintaining programs and class sizes. Further complicating the issue are the questions raised about the District's financial reserves. There is a lack of understanding as to the amount of the reserves and how financial decisions are made. Improved communications with all stakeholders is needed so the budget appears transparent to all. An additional component of the budget picture is planning for the future. The District may need to look at the possible closing of another school and or/grade alignment changes.

The District's reputation is that of a high performing school district with a variety of programs that have yielded a high level of academic performance. However, the ability to sustain this high level of achievement will require a stable, consistent district office management team. Issues surrounding the perceived District program Challenge 21 and the continued discussion of International Baccalaureate give the impression that Challenge 21 is on hold while the Board

explores other options. Direction and focus are essential if the staff is to have confidence that the Board supports their work. Without clear direction, some staff resistance to change is likely.

There is also a need to use data to assess student performance. While the District has enviable test scores, individual student scores may show that many students across the District have unmet academic needs.

Desired Characteristics

Given the unsettling events of the recent past, the skills desired in the new superintendent center on the ability to restore trust and belief in the District. This experienced and successful individual should build a strong team of leaders and managers delegating authority to them without micromanaging. This collaborative decision maker will validate the work of others, be approachable and accessible to all the diverse stakeholders. He/she should work effectively with and guide the Board in their development and governance skills.

Members of the District staff want a superintendent who is cares about children, is open to new ideas and learns about the District before making changes. Interpersonal skills are particularly important to all subgroups; a motivator, people person, and one who has the ability to say “no” when appropriate are prized. Frequently cited was the request for a strong communicator, someone who can listen, be responsive and will follow through on commitments.

Two areas often mentioned as highly desirable are curriculum and instruction expertise including special education along with budget and fiscal expertise. Respondents placed a high value on a superintendent who will be active in the community, perhaps even live in the District, and be visible in schools and classes and comfortable with the Eureka culture of support for the schools.

Participants from all groups felt that this new superintendent should have the highest ethical and moral standards, be honest and possess a sense of humor.

The top-rated characteristics that online respondents selected correlate strongly with the themes expressed in the individual and focus group interviews and in order of importance, included the following:

- Effectively plan and manage the long-term financial health of the District. (M)
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)
- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)
- Align budgets, long-range plans, and operational procedures with the District’s vision, mission, and goals. (M)
- Identify, confront, and resolve issues and concerns in a timely manner. (CE)
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)

- Promote high expectations for all students and personnel. (VV)

HYA cannot promise to find a candidate who possesses all of the characteristics desired by respondents. However, HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to address the concerns expressed by the constituent groups. We will seek a new superintendent who can work with the Eureka Union School District to provide the leadership needed to sustain the high academic standards and student performance in spite of major financial challenges, while meeting the unique needs of each of its schools and communities.

The consultants would like to thank all the participants who attended focus group meetings or completed the online survey. Also, we would like to thank all of the Eureka Union School District staff members who assisted with our meetings and particularly thank Lisa Cataldo for her efforts in facilitating our time in the District.

Respectfully submitted,

William Levinson
Carolyn McKennan

Consistent Themes

STRENGTHS OF SCHOOL DISTRICT

Academic performance of students (high test scores)
Active, engaged and well educated community
Administrators work well with parents, student and community
Board has brought positive change
Board working on improved governance
Caring district culture
Cohesive administrative team
Dedicated, capable and experienced staff
Excellent teachers
Foundation (ESF) raises funds for enrichment programs
High community expectations and support for schools
High performing students
Highly educated, involved and supportive parent community
IDTs (inter-district transfers) enhance the district
Interim superintendent
Parent volunteers
Pride in schools and community
PTCs support of schools
Safe environment
Size of schools
Small class sizes
Strong district leadership team
Students attracted from surrounding districts
Support for improving academic program
Twenty-First Century Learning
Well- developed curriculum for all children

CHALLENGES FACING NEW SUPERINTENDENT

Board development, cohesiveness and team building
Board micromanaging vs. policy setting role
Budget and fiscal issues, long term
Budget transparency concerns
Building a consistent district office administrative team
District reserve communication concerns
IDT planning concerns
Impact of declining enrollment
Maintaining program with declining enrollment and resources
Negotiations with employee groups
Planning for the future

Possible school closing or grade alignment change
Resolving Challenge 21 and IB concerns
Special education administration and funding issues
Staff resistance to change
Superintendent stability and rebuilding trust
Transparent decision making process
Using data to assess student performance

DESIRED QUALITIES AND CHARACTERISTICS OF NEW SUPERINTENDENT

Accessible
Active in community
Approachable by all
Board development and governance skills
Budget and fiscal experience and expertise
Builds a team of strong leaders and managers
Builds relationships
Builds trust
Cares about children
Collaborative decision maker
Comfortable with Eureka lifestyle and culture
Concerned for all students
Consistent
Creative problem solver
Curriculum and instructional expertise
Delegates authority; doesn't micromanage
Ethical
Experienced and successful leader
Focus on learning, not just test scores
Follows through
Guide board without fear
Honest
Integrity
Intelligent
Interpersonal skills
Learns district before making changes
Listening skills
Live in community
Longevity in district
Moral character and values
Motivator
Open to new ideas
People person
Person of Character
Responsive
Restore trust and belief in the district

Say “no” where appropriate
Sense of humor
Site level experience
Skilled communicator
Special education knowledge and skills
Team builder
Validates work of others
Visible in schools, classes and community
Vision with implementation skills
Works effectively with boards and diverse stake holders

Eureka School District

Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 407 stakeholders. The vast majority of respondents were parents (72 percent), about 11 percent were teachers, another 6 percent were community members, 5 percent were support staff, and the rest were board members and administrators.

	Frequency	Percent
Administrator	12	2.9
Board Member	9	2.2
Community Member	25	6.1
Parent	292	71.7
Support Staff	21	5.2
Teacher	48	11.8
Total	407	100.0

The top-rated characteristics that respondents selected are:

- Effectively plan and manage the long-term financial health of the District. (M)
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)
- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)
- Align budgets, long-range plans, and operational procedures with the District’s vision, mission, and goals. (M)
- Identify, confront, and resolve issues and concerns in a timely manner. (CE)
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)
- Promote high expectations for all students and personnel. (VV)

Percentages of respondents overall who selected each item, as well as percentages by each stakeholder group, are given in the tables on the following pages. The above list represents the overall responses. The charts provide the data to determine the top priorities for each stakeholder group. The top three characteristics for each stakeholder group are highlighted in red on the data charts.

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 were in agreement. On the other hand, there were several items that certain stakeholders valued more than others.

- Administrators were significantly more likely than parents and community members to select the Vision and Values item “Act in accordance with the District’s mission, vision, and core beliefs”.
- Parents were significantly more likely than teachers and support staff to select the Vision and Values item “Promote high expectations for all students and personnel”.
- Parents were significantly more likely than teachers to select the Instructional Leadership item “Increase academic performance and accountability at all levels and for all its students including special needs populations”.
- Parents and teachers were significantly more likely than administrators to select the Community Engagement item “Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.”
- Board members were significantly more likely than community members, parents, and teachers to select the Community Engagement item “Maintain positive and collaborative working relationships with the school board and its members.”
- Administrators were significantly more likely than parents, support staff, and teachers to select the Community Engagement item “Develop strong relationships with constituents, local government, area businesses, media, and community partners.”
- Administrators, teachers, and support staff were significantly more likely than parents and community members to select the Communication and Collaboration item “Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.”
- Teachers were significantly more likely than parents and community members to select the Communication and Collaboration item “Lead in an encouraging, participatory, and team-focused manner.”
- Teachers were significantly more likely than parents to select the Communication and Collaboration item “Involve appropriate stakeholders in the decision-making process.”
- Parents were significantly more likely than administrators and teachers to select the Management item “Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.”

Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		ALL (407)	Admin (12)	Board (9)	Comm (25)	Parent (292)	SS (21)	Teacher (48)
1	Effectively plan and manage the long-term financial health of the District. (M)	45%	8%	67%	44%	49%	29%	31%
2	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)	43%	0%	22%	32%	46%	33%	56%
3	Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)	38%	33%	56%	24%	41%	10%	35%
4	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)	37%	83%	67%	20%	29%	62%	69%
5	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals. (M)	36%	42%	44%	24%	37%	43%	25%
6	Identify, confront, and resolve issues and concerns in a timely manner. (CE)	35%	17%	11%	48%	33%	38%	46%
7	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)	34%	0%	11%	28%	40%	19%	17%
8	Promote high expectations for all students and personnel. (VV)	33%	33%	11%	32%	40%	10%	8%
9	Lead in an encouraging, participatory, and team-focused manner. (CC)	29%	50%	33%	12%	24%	43%	56%
10	Hold a deep understanding of the teaching/learning process and of the importance of educational technology. (IL)	28%	8%	0%	12%	32%	10%	29%
11	Increase academic performance and accountability at all levels and for all its students, including special needs populations. (IL)	23%	0%	11%	16%	30%	5%	0%
12	Seek a high level of engagement with principals and other school-site leaders. (CC)	23%	42%	44%	16%	23%	29%	13%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M- Management
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Number indicates rank order by overall results		ALL (407)	Admin (12)	Board (9)	Comm (25)	Parent (292)	SS (21)	Teacher (48)
13	Strive for continuous improvement in all areas of the District. (VV)	22%	0%	11%	28%	25%	19%	13%
14	Be an effective manager of the District's day-to-day operations. (M)	22%	42%	22%	28%	19%	10%	33%
15	Communicate effectively with a variety of audiences and in a variety of ways. (CC)	21%	42%	44%	16%	18%	24%	33%
16	Involve appropriate stakeholders in the decision-making process. (CC)	21%	33%	0%	12%	17%	43%	38%
17	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning. (IL)	21%	33%	33%	16%	19%	19%	31%
18	Be visible throughout the District and actively engaged in community life. (CE)	20%	17%	33%	20%	19%	33%	17%
19	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (IL)	18%	0%	22%	4%	21%	5%	19%
20	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning. (M)	18%	8%	11%	8%	23%	0%	8%
21	Act in accordance with the District's mission, vision, and core beliefs. (VV)	18%	50%	33%	4%	16%	24%	25%
22	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV)	16%	8%	11%	16%	18%	5%	13%
23	Maintain positive and collaborative working relationships with the school board and its members. (CE)	16%	42%	56%	12%	13%	29%	15%
24	Utilize student achievement data to drive the District's instructional decision-making. (IL)	10%	8%	11%	12%	11%	0%	4%
25	Develop strong relationships with constituents, local government, area businesses, media, and community partners. (CE)	9%	42%	11%	16%	8%	5%	2%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M- Management
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Eureka Union School District Superintendent of Schools Desired Characteristics

After seeking input from its Board members, parents, staff, students, and community via focus groups, interviews, and an online survey, the Board of Trustees of the Eureka Union School District seeks a strong educational leader who possesses the following characteristics:

- Has personal and professional integrity; is fair, firm and able to make decisions in the best interests of students
- Develops a collaborative relationship with the professional and dedicated faculty, staff, and administration
- Builds trust, confidence, credibility, and respect
- Seeks an extremely strong partnership with parents and community members
- Seeks input and makes transparency a key part of the decision making process
- Promotes unity among the Board as a member of the governance team

With regard to leadership experiences and accomplishments, the successful candidate will:

- Maintain the District's tradition of high standards and outstanding, innovative academic programs to meet the needs of all students
- Align the budget to achieve the vision, mission and goals of the District
- Lead non-adversarial collective bargaining in a declining revenue environment
- Communicate effectively and clarify complex issues and information to the school community
- In a collaborative manner, hold individuals accountable for providing programs and services to maintain and increase student performance

This experienced educator should be willing to make a strong commitment (longevity) to the District and the community. The successful candidate will value the district's culture and accomplishments before making changes. The candidate should focus on student needs and possess a strong belief in providing an education of the highest quality so that every student is motivated to do their best.