



Executive Summary

This report presents the finding of the Leadership Profile Assessment conducted by Hazard, Young, and Attea & Associates (HYA) in March 2017 for the Pleasanton Unified School District superintendency. The data contained herein was obtained from input the HYA consultants received from individual and group meetings as well as the online survey. The survey, interviews, and focus group meetings were structured to assist the Board in determining the primary characteristics and skills desired. Information regarding the strengths of the District and community is summarized. The information collected during the interviews and focus groups is consistent with the information collected in the online survey which is provided under separate cover.

Participation

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

Stakeholder Group	Personal Interviews or Focus Groups	Online Survey
Board	5	0*
Administrator	11	36
Certificated Staff	26**	161
Classified and Confidential Staff	26**	88
Community Member	49***	45
Parent of Student Attending School	49***	671
Student	30	12
Total	121	1013

* Since members of the Board were interviewed individually, the Board was not included as a stakeholder group in the online survey.

** Responses from Certificated, Classified, and Confidential Staff were combined for the personal interviews and focus groups, but separated for the online survey. The twenty-six (26) participants represent the total number of Certificated, Classified, and Confidential Staff who participated in the interviews and focus groups, and are counted only once in the total number of participants.

*** Responses from Community Member and Parent of Student Attending School were combined for the personal interviews and focus groups, but separated for the online survey. The forty-nine (49) participants represent the total number of Community Member and Parent of Student Attending School who participated in the interviews and focus groups, and are counted only once in the total number of participants.

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.

Strengths of the District

The following strengths were consistent themes throughout the interviews and focus groups meeting. The strengths are listed by stakeholder group in the Summary of Comments from Focus Group section.

Leadership

- The Board has established high academic standards and provides support for curriculum and instruction to ensure that all students are college and career ready.
- A strong cadre of site and District administrators are working effectively to establish common expectations and programs for student success.
- District has developed strong partnerships with the community and city government.

Schools

- The schools are nationally recognized for their academic achievement and student programs.
- There is a wide-range of award winning curricular, co-curricular, and extra-curricular programs.
- Students, staff, parents, and community identify schools are safe environment.

Staff

- The dedicated certificate, classified, and administrative staff are student-centered.
- Certificated and classified staff work collaboratively for the benefit of student.

Community

- Community members and organizations are actively involved in, care about, and support the schools.
- Pleasanton is an increasing diverse community with unlimited amenities for families.
- Voters recently passed a bond to enhance school facilities and provide instructional technology.

Personal and Professional Characteristics

The following characteristics were consistent themes throughout the interviews and focus group meetings. Characteristics are listed by stakeholder group in the Summary of Comments.

Visionary

- An individual who inspires, motivates, and unifies stakeholders while understanding the capacity of the organization to change.

Collaborative

- A leader who develops a high functioning team, values the expertise of others, establishes partnerships, and utilizes an inclusive decision-making process.

Commitment

- An educator who supports equity and diversity to ensure the success of every child.

Engaged

- A leader who is visible, meaningfully engaged, and makes connections with students, staff, families, and the community.

Communicator

- An agent of information who establishes an organization that provides clear, timely, and consistent communications.

Courageous

- A person who focuses an organization on researched educational practices that will ensure innovation and implementation throughout the District.

Revised at the Board meeting of April 18, 2018

Conclusion

HYA and the Board intend to meet the challenge of finding an individual who possesses the skills and character traits required to meet the needs of the District. The search team will seek a new superintendent who will work with the Board of the Pleasanton Unified School District to provide the leadership desired to build upon the high level of academic achievement, and community involvement and support while meeting the District's unique needs.

We would like to thank the all the individuals who participated in the interviews and focus groups meetings, completed the online survey, and the Pleasanton Unified School District staff members who assisted with our meetings, particularly Patrick Gannon and Roseanne Pryor who organized the search team's time in the District.

Respectfully submitted,
Barbara Young and Jim Negri
HYA Associates

Summary of Comments from Focus Group Meetings

The structure of focus groups was open, allowing for participants to build upon each other's comments. Participants in both the focus groups and individual interviews were asked to respond to the following questions:

- What are the personal and professional characteristics you expect and need in a leader, your superintendent, to be successful in Pleasanton?
- What do you need from your superintendent to be successful as a Board member, administrator, staff member, parent, community member or student?
- Why would someone want to be the superintendent in Pleasanton? What do you value regarding your schools? What strengths do you want to retain and build upon?
- Do you have any recommendations for applicants?

The comments from the individual interviews and focus group meetings are summarized in the following sections along with the list of desired characteristics and strengths of the District.

Board Member (5 participants)

- Appreciates and values diversity
- Builds an effective, high functioning team
- Builds and maintains respect, trust, credibility, and confidence
- Collaborates with and engages stakeholders in the decision-making process
- Communicates with Board and stakeholders in a clear, concise, and timely manner
- Creates a strong working partnership with the board and prepares the board for decisions by providing timely and detailed information
- Establishes a vision with measurable goals and implementation plans that builds on successes and keeps the District moving forward
- Establishes collaborative partnerships with parents, community organizations, and city
- Has major experience in similar a district (e.g., academic achievement, socio-economic status, demographic changes, ADA, budget, bond projects)
- Hires high quality staff
- Inspires, motivates, and unifies stakeholders
- Is committed to the success of every student
- Is a fearless leader who makes tough, informed decisions
- Is grounded in 21st Century learning
- Listens to, engages, respects, and communicates with vocal groups in the District and community
- Makes connections with everyone
- Models and demonstrates leadership
- Operates transparently, especially with District budget and finances
- Possesses strong interpersonal skills and work ethic
- Respects and meets to understand minority viewpoints on the board
- Thinks critically about issues and makes decisions in a rational manner
- Thinks outside of the box
- Understand the importance of high school athletics, and visual and performing arts
- Understands how to determine the capacity of an organization
- Understands, respects, and engages stakeholders
- Works collaboratively with cabinet, District administration, and the Board to make decisions

Characteristics

- | | | |
|-----------------|--------------------|---------------|
| • Accessible | • Creditable | • Inspiring |
| • Approachable | • Critical thinker | • Integrity |
| • Collaborative | • Experienced | • Intelligent |
| • Collegial | • Flexible | • Innovative |
| • Communicator | • High aspirations | • Motivator |
| • Courageous | • Honest | • Organized |

- Personable
- Precise
- Proactive
- Professional
- Respected
- Respectful
- Team builder
- Transparent
- Trustworthy
- Visionary
- Warm
- Welcoming

Why Pleasanton?

- Actively involved community members and organizations that care about, value, and support the school
- Welcoming community with great amenities in a great location
- Great students, staff, and parents
- People move to Pleasanton for the schools
- High achieving, high quality schools throughout the District
- Safe community

Administrator (11 participants)

- Addresses students, staff, and family wellness issues
- Appreciates and embraces diversity
- Appreciates, values, and supports all staff
- Approachable and accessible to all staff
- Asks questions and listens to learn and understand
- Balances the demands of the stakeholders
- Believes “all means all”
- Builds collaborative personal and professional relationships, networks, and partnerships with all stakeholder groups
- Builds on work that is in progress and provides support to continue the work
- Communicates effectively with all stakeholders in a timely and informed manner
- Develops a collaborative working relationship with the board
- Develops a positive public image of the District
- Engages stakeholders in a collaborative decision-making process
- Ensures high quality academic programs (e.g., college and career ready) for all students
- Establishes a District vision with clear priorities, specific implementation goals, adequate resources, and effectively articulates the vision to stakeholders
- Establishes and maintains high expectations, consistent norms and protocols, and creates a level playing field
- Focuses on 21st century learning
- Focuses on equity
- Grasps and processes complex issues, clearly and concisely communicates the issues, and makes informed decisions
- Has experience in a similar district (e.g., demographics, academic achievement, enrollment, budget, bonds)
- Is open to new ideas
- Is visible and meaningfully engaged in the schools, District, and community
- Knows when to say he/she does not know
- Listens to and engages stakeholder in meaningful ways
- Makes informed decisions based on what is best for all students, not the vocal minority
- Moves the District forward, but understands the change process
- Operates in a transparent manner, especially in terms of fiscal management
- Reads situations and shifts strategy
- Rebuilds staff morale
- Respects a balance between work and life
- Says “No,” but provides a rationale
- Trusts administrators

- Understand the impact and limitations of having too many initiatives at one time
- Understands the budget, and state and local funding
- Understands the culture of Pleasanton, but is not consumed by it
- Understands the work of departments and engages them in discussions and decisions
- Works to close the achievement gap

Characteristics

- | | | |
|----------------------|---------------------|--------------------|
| • Appreciative | • Integrity | • Role model |
| • Caring | • Intelligent | • Sense of humor |
| • Collaborative | • Intuitive | • Strong leader |
| • Communicator | • Lifelong learner | • Strong-willed |
| • Compassionate | • Listener | • Student-centered |
| • Confidential | • Organized | • Supportive |
| • Critical reflector | • Outgoing | • Systems thinker |
| • Dynamic | • Passionate | • Team builder |
| • Engaging | • Personable | • Thick skinned |
| • Flexible | • Positive attitude | • Transparent |
| • Focused | • Pro-active | • Trustworthy |
| • High energy | • Professional | • Understanding |
| • Honest | • Reasonable | • Visible |
| • Inspiring | • Respectful | • Visionary |

Why Pleasanton?

- Community cares about and is actively involved the schools
- Dedicated certificate, classified and administrative staff
- Diversity that is embraced
- Fiscally responsible board
- Great students
- High achieving, high quality schools
- Outstanding curricular, co-curricular, and extra-curricular programs
- Partnerships within the District and community
- Recently passed bond with support for instructional technology
- Student focused
- Students have a voice
- Support for curriculum and instruction, and professional development
- Well-educated community

Certificated/Classified/Confidential Staff (26 participants)

- Appreciates and embraces the increasing diversity of the District and community
- Approaches issues in a thoughtful, decisive manner
- Asks questions to learn and understand
- Budgets creatively within the limits of LCFF
- Builds a strong leadership team
- Collaborates with staff, administrators, and community
- Connects with staff, students, and community
- Creates a positive work environment, balances workloads, and rebuilds staff morale
- Creates and builds excitement for the District vision with a clear, concise plan to push the District to the next level
- Develops a collaborative working relationship with the board
- Engages in clear, concise, honest, pro-active, two-way communication and closes the communication loop
- Engages, listens to, and values stakeholder input in a collaborative decision-making process
- Establishes systems to operate the District effectively and efficiently, and solve problems
- Focuses on and supports the achievement of all students
- Focuses on equity and equitable practices
- Has a record of working effectively with the Board
- Has experience in similar districts (e.g., academic achievement, demographics, ADA, budget, bonds)
- Hires quality people
- Is a forward thinking, visionary leader
- Is cheerleader for the District
- Is visible and engaged on campuses, in the District office, and in the community
- Is willing to step out of the box
- Keeps the District moving forward by bringing people along, but doesn't make changes too fast
- Learns about the District and the work of the District before acting
- Maintains an open-door policy
- Makes a commitment to help all employees be successful
- Provides leadership on local, state, and regional educational issues
- Puts Kids First!
- Reaches out to and listens to employees
- Understands and is open to the Pleasanton culture
- Understands, respects, and values the role of classified/confidential employees
- Uses the talents and expertise of those in place
- Values effective working relationships with staff
- Works with others to resolve issues, and uses processes to make informed decisions
- Works with the city on issues of mutual interest

Characteristics

- Approachable
- Authentic
- Bridge-builder
- Collaborative
- Communicator
- Confident
- Down-to-earth
- Encouraging
- Honest
- Inclusive
- Outgoing
- Personable
- Playful
- Problem-solver
- Professional
- Sense of humor
- Student focused
- Supportive
- Team builder
- Team player
- Trusting
- Trustworthy

Why Pleasanton?

- Great community with many amenities
- Great curricular, co-curricular, and extra-curricular programs Great students and staff
- High achieving schools and student
- Involved parents and community who support and value the schools
- Passionate leadership
- Positive vibe at every school
- Staff values and cares about the students

Parent and Community Member (49 participants)

- Builds collaborative partnerships with parents, community organizations and the city
- Builds confidence, morale, and respect
- Cares about the whole child
- Challenges the status quo in a forward-thinking manner
- Communicates clearly, concisely, and consistently with all stakeholders
- Considers best practices to determine what is best all students
- Creates a stable environment in which people want to work
- Develops, communicates, and implements a clear District vision
- Discusses issues and disagrees in a professional manner
- Earns the respect of the community and respects the community
- Engages stakeholders in a collaborative decision-making process, uses community expertise, effectively communicates the decisions, and implements decisions with a specific action plan
- Engages, listens to, and connects with stakeholders
- Ensures every child has the opportunity to be the best he/she can be
- Establishes a systematic, structured, transparent decision-making process
- Establishes a vision of excellence for all students, not just the college bound, and builds support for programs based on research
- Establishes strong hiring practices to ensure quality employees
- Has a history of making schools better and working effectively with the community
- Has experience in similar type of district (e.g., academic programs, student achievement, changing demographics, ADA, budget, bonds, fundraising)
- Implements programs to address the achievement gap
- Is committed long-term to the District
- Is fiscally responsible
- Is involved and visible in the schools, District, and community
- Is open to new ideas and willing to make changes
- Knows how to deal with pressure from stakeholders
- Leads, not micromanages
- Listens to learn and gain an accurate picture of the issue
- Makes informed, tough decisions
- Motivates and inspires people to action
- Operates transparently
- Possesses a foundation in all aspects of educational leadership (budget, curriculum & instruction, human resources, etc.)
- Prepares the staff, parents, community, and the board for decisions on critical issues
- Reaches out to non-English speaking parent community
- Recognizes and is sensitive to family issues

- Sets high standards for self and others
- Starts from the basis of “Yes”
- Supports equity and equality for all
- Supports programs to address student stress, mental health, and wellness
- Understands and appreciates diversity and proactively addresses the changing demographics
- Understands and respects the role of parents
- Understands how public policy and educational policy are interwoven
- Understands Special Education issues
- Understands the big picture and can translate it for the stakeholders
- Understands the dynamics of Pleasanton
- Values employees
- Works collaboratively with and empowers the board

Characteristics

- | | | |
|--------------------|--------------------|--------------------|
| • Accessible | • Follows-through | • Motivator |
| • Affable | • Forward-thinking | • Organized |
| • Approachable | • Genuine | • Outgoing |
| • Articulate | • Gregarious | • Personable |
| • Charismatic | • Hands-on | • Powerful |
| • Collaborative | • High energy | • Pro-active |
| • Communicator | • Honest | • Respectful |
| • Compassionate | • Humane | • Sense of humor |
| • Culturally aware | • Humble | • Student-centered |
| • Energetic | • Influential | • Transparent |
| • Ethical | • Inspirational | • Visible |
| • Flexible | • Integrity | • Visionary |

Why Pleasanton?

- Active and involved parents, community members, and community organizations that care about and support the school
- Great community with great amenities in a great location
- Great students and staff
- High achieving, quality schools throughout the District
- Safe schools and community
- Wide range of curricular, co-curricular, and extra-curricular programs

Student (30 participants)

- Builds community
- Creates a welcoming and accepting environment in the schools and District
- Creates opportunities for students to be involved in their school
- Engages, communicates, and collaborates with students on student issues
- Ensures student input and provides for the student voice
- Focuses on best practices for learning and teaching
- Has a forward-looking vision for the District
- Is committed to consistent contact with students
- Is involved in the community
- Is passionate about the work
- Is visible on campus, in classes, and at school activities
- Knows and understands the schools, District, and community
- Knows the staff – who they are, what they do, and makes connections
- Listens and is open to new ideas from students, teachers, and site administrators
- Recognizes, values, and financially supports all student programs (curricular, co-curricular, extra-curricular)
- Understands and considers how District decisions impact students
- Values and promotes equity and diversity
- Works for the students

Characteristics

- | | | |
|---------------------|----------------|-------------------|
| • Approachable | • Listener | • Personable |
| • Caring | • Open minded | • Student focused |
| • Community builder | • Outgoing | • Tolerant |
| • Determination | • Passionate | • Unbiased |
| • Follows through | • Perseverance | |

Why Pleasanton?

- Safe community with many things to do for students
- Friendly teachers
- Great administrators
- Great programs for students

