



Carmel Unified School District -
Superintendent Profile Survey

HYA | HAZARD
YOUNG
ATTEA
ASSOCIATES

TABLE OF CONTENTS

| | |
|--|---|
| METHODOLOGY..... | 2 |
| EXECUTIVE SUMMARY..... | 3 |
| STATE OF THE DISTRICT SUMMARY..... | 4 |
| LEADERSHIP PROFILE SUMMARY..... | 4 |
| LEADERSHIP PROFILE DETAILS..... | 5 |
| APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS..... | 6 |
| APPENDIX II: LEADERSHIP PROFILE ITEM ANALYSIS..... | 7 |

METHODOLOGY

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

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

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

EXECUTIVE SUMMARY

The Carmel Unified School District - Superintendent Profile Survey was completed by 364 stakeholders. With almost two-thirds of respondents, the largest stakeholder group surveyed were parents of students attending school. Parents of students attending school represented 64.8 percent of all respondents. Certified/licensed staff made up the second most populous stakeholder group at 10.7 percent of all respondents. The third largest participant group were parents and staff (both) at nine percent of all respondents.

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

- Technology is integrated into the classroom. (TL)
- The District employs effective teachers, administrators and support staff in its schools. (M)
- District schools are safe. (TL)
- Facilities are well maintained. (M)
- Students are on track to be ready for the next grade and ultimately college and career ready. (TL)

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

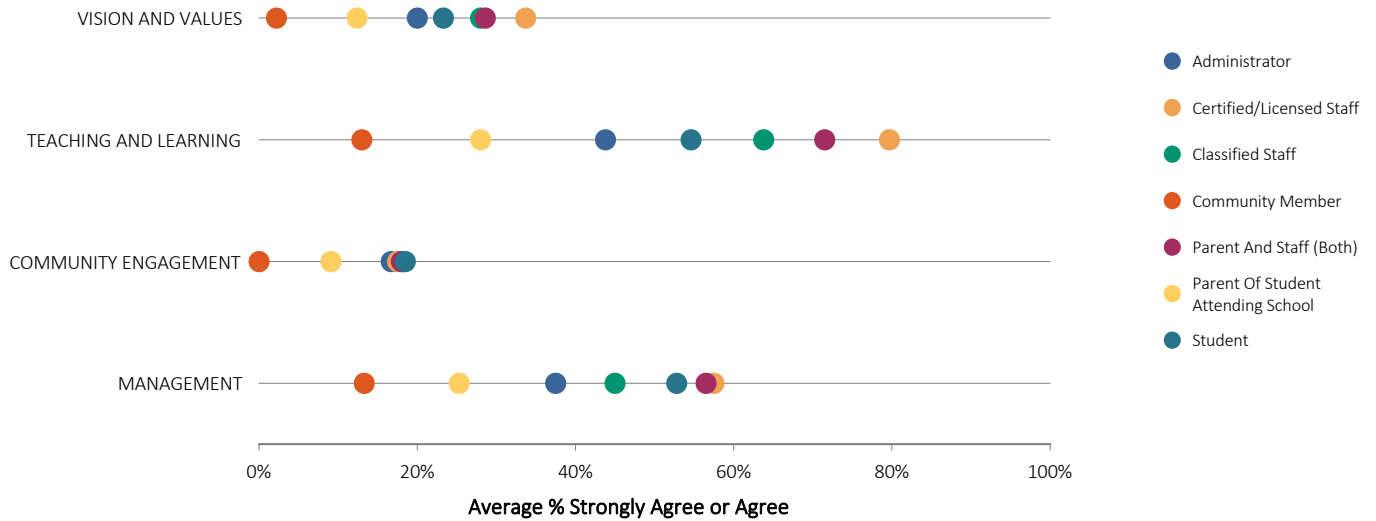
- Effectively plan and manage the long-term financial health of the District (M)
- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies (VV)
- Be an effective manager of the District's day-to-day operations (M)
- Provide transparent communication (CE)

ANALYSIS

State of the District Summary

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

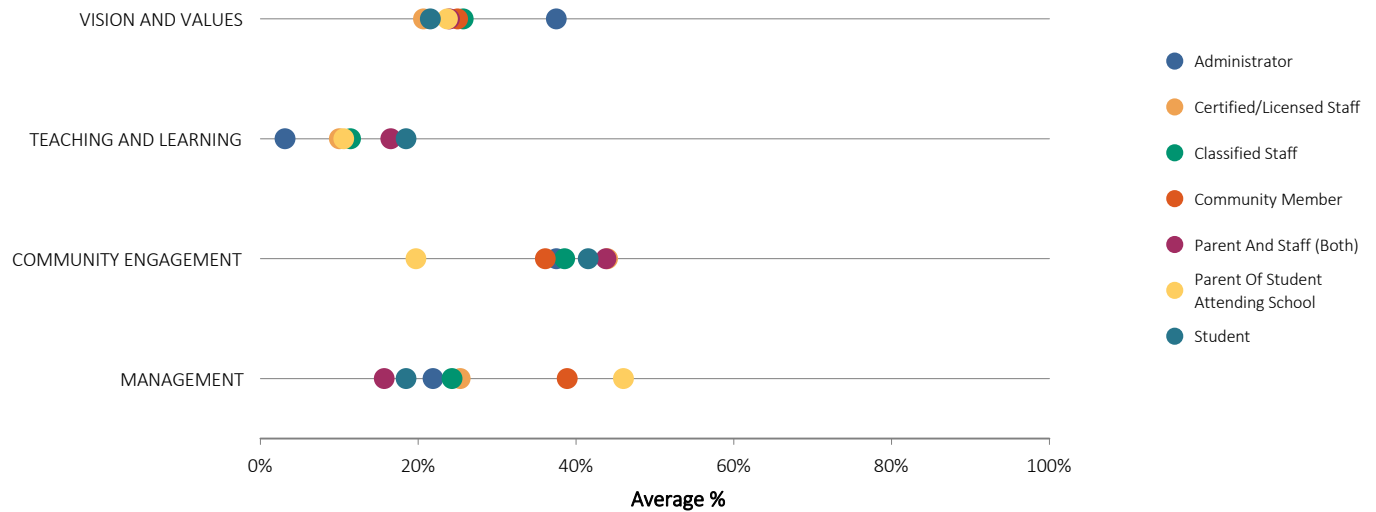
State of the District Results by Constituent Group



Leadership Profile Summary

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

Leadership Profile Results by Constituent Group



LEADERSHIP PROFILE DETAILS

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

 Top 4

| | All (364) | Administrator (8) | Certified/Licens ed Staff (39) | Classified Staff (20) | Community Member (9) | Parent And Staff (Both) (34) | Parent Of Student Attending School (236) | Student (18) |
|---|--------------|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|
| Effectively plan and manage the long-term financial health of the District | 54% | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Recruit, employ, and retain effective personnel throughout the District and its schools | 47% | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Demonstrate a deep understanding of educational research and emerging best practices and implement strategies | 46% | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Be an effective manager of the District's day-to-day operations | 45% | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Provide transparent communication | 41% | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators | 39% | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provide a clear, compelling vision for the future | 27% | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Be visible throughout the District and actively engaged in community life | 24% | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Establish a culture of high expectations for all students and personnel | 18% | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provide guidance for district-wide curriculum and instruction | 17% | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understand and be sensitive to the needs of a diverse student population | 15% | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Integrate personalized educational opportunities into the instructional program | 10% | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS

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

| | All (364) | Administrator (8) | Certified/Licens ed Staff (39) | Classified Staff (20) | Community Member (9) | Parent And Staff (Both) (34) | Parent Of Student Attending School (236) | Student (18) |
|---|--------------|----------------------|--------------------------------------|--------------------------|----------------------------|------------------------------------|--|-----------------|
| OVERALL | | | | | | | | |
| Please rate the overall quality of education in the District. | 45% | 25% | 82% | 65% | 11% | 79% | 33% | 61% |
| VISION AND VALUES | | | | | | | | |
| The District provides a clear, compelling shared vision for the future. | 10% | 0% | 15% | 15% | 0% | 12% | 11% | 0% |
| The District is heading in the right direction. | 7% | 13% | 10% | 5% | 0% | 6% | 7% | 11% |
| The District has high performance standards for all students. | 36% | 50% | 69% | 65% | 11% | 59% | 23% | 61% |
| The District makes decisions based on information from data and research. | 10% | 13% | 26% | 15% | 0% | 15% | 8% | 6% |
| The District is working to close achievement and opportunity gaps. | 22% | 25% | 46% | 40% | 0% | 38% | 13% | 39% |
| TEACHING AND LEARNING | | | | | | | | |
| The District provides a well-rounded educational experience for all students. | 36% | 50% | 72% | 60% | 11% | 68% | 22% | 61% |
| Teachers personalize instructional strategies to address individual learning needs. | 38% | 50% | 90% | 60% | 11% | 71% | 22% | 44% |
| District schools are safe. | 43% | 13% | 85% | 60% | 22% | 53% | 33% | 67% |
| The social and emotional needs of students are being addressed. | 36% | 63% | 79% | 60% | 0% | 65% | 23% | 28% |
| Students are on track to be ready for the next grade and ultimately college and career ready. | 38% | 50% | 72% | 50% | 22% | 68% | 28% | 44% |
| Technology is integrated into the classroom. | 50% | 38% | 77% | 80% | 11% | 68% | 39% | 83% |
| COMMUNITY ENGAGEMENT | | | | | | | | |
| The District engages the community as a partner to improve the school system. | 14% | 13% | 31% | 20% | 0% | 18% | 10% | 17% |
| There is transparent communication from the District. | 6% | 13% | 3% | 15% | 0% | 9% | 6% | 11% |
| The District engages with diverse racial, cultural and socio-economic groups. | 14% | 25% | 18% | 20% | 0% | 21% | 11% | 28% |
| MANAGEMENT | | | | | | | | |
| Facilities are well maintained. | 41% | 50% | 54% | 45% | 22% | 62% | 34% | 56% |
| The District is fiscally responsible. | 15% | 25% | 38% | 30% | 11% | 18% | 10% | 17% |
| The District employs effective teachers, administrators and support staff in its schools. | 44% | 50% | 74% | 65% | 22% | 65% | 32% | 72% |
| Employees are held accountable to high standards. | 30% | 38% | 67% | 30% | 11% | 56% | 19% | 56% |
| District technology infrastructure is sufficient to support use of technology in the classroom. | 36% | 25% | 41% | 55% | 0% | 56% | 31% | 61% |

APPENDIX II: LEADERSHIP PROFILE ITEM ANALYSIS

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

| | All (364) | Administrator (8) | Certified/Licensed Staff (39) | Classified Staff (20) | Community Member (9) | Parent And Staff (Both) (34) | Parent Of Student Attending School (236) | Student (18) |
|---|--------------|----------------------|----------------------------------|--------------------------|-------------------------|------------------------------------|---|-----------------|
| Effectively plan and manage the long-term financial health of the District | 54% | 50% | 41% | 40% | 67% | 24% | 65% | 17% |
| Recruit, employ, and retain effective personnel throughout the District and its schools | 47% | 13% | 23% | 35% | 44% | 12% | 58% | 44% |
| Demonstrate a deep understanding of educational research and emerging best practices and implement strategies | 46% | 50% | 13% | 35% | 22% | 21% | 58% | 28% |
| Be an effective manager of the District's day-to-day operations | 45% | 25% | 33% | 10% | 44% | 21% | 58% | 6% |
| Provide transparent communication | 41% | 50% | 54% | 50% | 78% | 47% | 33% | 78% |
| Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators | 39% | 50% | 74% | 55% | 11% | 65% | 30% | 22% |
| Provide a clear, compelling vision for the future | 27% | 88% | 49% | 40% | 56% | 35% | 17% | 39% |
| Be visible throughout the District and actively engaged in community life | 24% | 50% | 41% | 30% | 56% | 44% | 14% | 50% |
| Establish a culture of high expectations for all students and personnel | 18% | 13% | 18% | 15% | 22% | 29% | 18% | 11% |
| Provide guidance for district-wide curriculum and instruction | 17% | 13% | 15% | 5% | 0% | 21% | 19% | 6% |
| Understand and be sensitive to the needs of a diverse student population | 15% | 0% | 18% | 20% | 0% | 24% | 13% | 39% |
| Integrate personalized educational opportunities into the instructional program | 10% | 0% | 5% | 15% | 0% | 15% | 9% | 22% |