

# Riverside Unified School District Leadership Profile Report

*July 28 and 29, 2008*

## **Introduction**

This report presents the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea and Associates, Ltd. (HYA) for the Board of Education of the Riverside Unified School District. After the Board selected HYA to assist in its search for a new superintendent of schools, an assessment instrument was prepared to solicit responses which would be used to help the Board clarify the characteristics it should seek in the new superintendent. The Board distributed the questionnaire to a variety of stakeholders including administrators, faculty, support staff, parents, students, elected officials, the State Department of Education and community groups. The Board also invited a number of individuals and groups to meet with the consultants on July 25, 28, and 29, 2008 to discuss these characteristics in greater depth. In response, the consultants received and reviewed more than 248 completed forms and met with approximately 76 individuals during their visits in the District.

In developing this *Leadership Profile Report*, the consultants sought opinions, recommendations and general comments with respect to preferred candidate traits and qualifications as well as District strengths, issues and concerns which could bear upon future leadership requirements and influence the selection criteria for the next director of schools. In an effort to ensure that the process was inclusive, the consultants noted that the Board was seeking the views of a broad range of individuals to assist in the search process. It was agreed that the consultants would report the findings to the Board without revealing the identity of any individual contributor, enabling the Board to use the data as it proceeds to define the leadership characteristics and selection criteria to be used in identifying the next director. It also was understood that the Board had the responsibility to define these characteristics and would use its prerogative to do so.

The responses provided with some consistency by the individuals, focus groups and those who completed questionnaires are presented in this report. Groups represented included Board members, administrators, faculty, students, support staff, parents, elected officials and community leaders. **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 District's stakeholders or the respective groups to which they are attributed. Items are included if the consultants believe they warrant the Board's attention.**

The consultants wish to thank Glenn King and Verina McLurkin for their able assistance in arranging the interviews and keeping us on schedule. We also thank those with whom we met for their cordiality and responsiveness, in addition to all who took the time to respond by written form.

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## Executive Summary

This report summarizes the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates, Ltd. (HYA) for the Board of Education of Riverside Unified School District. The data contained herein were obtained from input received from approximately 248 individuals through completion of *Leadership Profile Assessment* forms, individual interviews, focus groups and/or participation at an open public forum setting on July 25, 28, and 29, 2008. The questionnaire, interviews, forums and focus groups were structured by the Board of Education and consultants to gather data to assist the Board in determining the primary characteristics it might seek in its next superintendent of schools. Through this process, the consultants attempted to identify the personal attributes and professional experiences desired in the superintendent, as well as the skill-sets necessary to maintain and deliver what stakeholders value. The process also enabled the consultants and Board to garner input regarding existing and emerging challenges or issues that the District and the new superintendent may be facing.

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 returned completed *Leadership Profile Assessment* forms. Stakeholders demonstrated an inimitable 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.

Information obtained through interviews and the completed *Leadership Profile Assessment* forms reflected similar views from all groups with respect to strengths of the District. Chief among them is the dedicated teaching staff and other employees who are committed to the District and supportive of the community. The Board is strong and well informed and parents are involved. There is a focus on curriculum and instruction with an appreciation of the arts which is reflected in the high quality academic program offered by the District. The staff development program for new teachers is seen as effective. The stability of the District is enhanced by an experienced cabinet and administrators who are visible in their school sites and in the community. Fiscal management of the District was seen as strength.

As with any district, there are a number of challenges to be addressed. One of the most often cited has to do with addressing the changing needs of a diverse student body. Encompassed in this challenge is exiting Program Improvement, closing the achievement gap and improving academic achievement among all students, reducing the drop out rate, class size in secondary schools, addressing the needs of immigrant students and service to special needs students. Boundary issues and location of schools are also a concern of the District. Responding to these challenges in the face of competing interests and uncertain revenues from the State make the task even more difficult.

Communication and positive working relationships are seen as a concern. Within the district there is the perception that some system of communication is needed to coordinate services. The decision making process is unclear and the roles and responsibilities of individuals and groups further weaken communication. This fragmentation causes friction and lack of trust in the departments and impacts services to students. Outside the district, partnerships with city government, businesses and institutions of higher education need a collaborative and positive working relationship in order to best serve the interests of the students. The Board's leadership in fostering respectful and inclusive conversations is perceived as an issue which impacts the trust and good will of the community.

Other consistently reported challenges noted are: holding staff accountable, maintaining and supporting good teachers and administrators and changing the status quo.

The consultants caution the Board and others not to look upon the delineation of these challenges/issues as criticism of Riverside Unified School District or any component of it. Instead, it is an attempt to catalogue the challenges/issues that appear to exist, and to provide the Board an opportunity to identify those that are of greatest and imminent significance to the District. Once the most pressing issues are identified, the Board then needs to identify an individual who has the skill-sets and experiential base to respond to them over a period of time.

The Riverside Unified School District is looking for an experienced educational leader who is able to address these challenges in a competent, caring manner. The new superintendent must have the ability to articulate a clear vision and a track record of improving student achievement with a diverse student population. He/she must be a collaborator who communicates well with all stakeholders and have demonstrated the ability to work positively with a board of education. This individual should be able to foster a team concept in the district treating people with respect and professionalism. It is important to be intelligent, honest, approachable, accessible, inspirational, humble, and visible, have a sense of humor and demonstrates integrity in all his/her actions. There is a strong desire to have this person make transparency a part of the decision making process, be able to think out of the box and be politically savvy regarding local, state, and federal government. He/she must have high standards for himself/herself and others and hold people accountable.

Constituents seek an experienced superintendent who has worked in an urban district, has financial understanding and has the ability to run a large organization.

The consultants wish to express their appreciation to the Board of Education of the Riverside Unified School District for selecting HYA to partner with them in this important process, and for casting an inclusive net that enabled them to hear from a broad base of the constituency. We are exceedingly grateful to the many individuals who rendered time from their schedules to meet with us.

# Consistent Responses from All Groups

## STRENGTHS

Academic programs  
Accountability  
Board is strong and well informed  
Diversity of the district  
Experienced cabinet  
Good teachers  
Fiscal management of the district  
Focus on curriculum and instruction involvement of parents  
Stability of the district  
Staff development programs for new teachers  
Staff is committed to community and children  
Supportive community  
Teaching is a strength  
The commitment to Riverside  
The district is accountable  
Visibility of administrators

## CHALLENGES, ISSUES AND CONCERNS

Achievement gap of ELL students  
Addressing the board of education to insure that their role is setting policy, not micro managing  
Addressing the communication problem between the 1st floor and the 3rd floor of the district office  
Addressing the immigrant population  
Addressing the needed partnerships with business and city government  
Addressing the needs of a diverse student body Board and leadership need to be seen as respectful of each other  
Addressing the program improvement status of the district  
Addressing the special needs population  
An increasing low socio-economic population  
Changing the status quo  
Class size in grades secondary schools  
Creating a transparent administration  
Drop out rate  
Eastside issues must be addressed  
Equitable treatment of all students, no favoritism in decision-making  
Facilities issues...need upgrading of athletic fields  
Gaining the trust of employees and community  
Keeping the district financially solvent  
Lack of collaboration and communication between higher education, administration and faculty  
Maintaining improving academic achievement in the face of changing demographics  
Reverse and mitigate top-down leadership to create an inclusive and productive organization

Rid itself of the “we’ve always done it this way attitude”  
The busing Hispanic students far distances to attend school  
The diversity (non) of the administrative staff  
The lack of continued funding from the state  
To maintain increasing parent involvement and community participation

## **CHARACTERISTICS DESIRED IN THE NEW SUPERINTENDENT**

A collaborator  
A commitment to diversity  
A good sense of humor  
A superintendent that will question past practices of the district  
A visionary  
Accessible, approachable and open to input  
An appreciation for fine arts  
Can think out of the box  
Clear record of improving student achievement, especially with minority students  
Ethical behavior  
Experience as a superintendent in a large district  
Good judgment  
Have a fiscal background  
Have experience working with ELL students in his/her previous district  
Have high standards  
High energy, passionate about the work and is here for the long haul...not just someone who is looking to build his/her resume  
Holding people accountable  
Honest  
Humble  
Inspirational, charismatic  
Must be visible in the community  
Must have a presence  
One who can build a team concept within the district  
One who would work to bring a collaborative relationship with the city  
Political savvy with local, state, federal governments  
Proven leadership skills and knows how to motivate staff  
Should have experience in a like district  
Should have a track record of good working relationship with the board of education  
Supportive of all employees Transparent, honest with integrity  
Treats people with respect and professionalism  
Understanding of all student needs, not just high achievers

## **Strengths**

### **Strengths from Board Members**

A strong administrative and teaching staff  
A strong board of education  
A strong facilities department  
Caring Staff  
Classified staff is strong  
Collaborator who sees district as inter-connected to city and university  
Commitment to Riverside  
Does not blame people for mistakes  
Experienced cabinet  
Extra-curricular- bands, choirs, drama, Mock Trial and sports  
Forward looking  
Finances are strong  
Focus on achievement and expectation levels have risen  
Involved PTA at most sites  
Leader who thrives on discussion of differing ideas openly and honestly  
Likeable, can address community groups and convey district goals/needs securing cooperation  
Location of the district is an asset  
Long term teaching staff  
Not micro-manager, big person to guide Board and District with lofty goals  
Not a typical California city, people are connected here  
175 million bonds that was passed 7 years ago  
Stability  
Stable district, financially and leadership  
Strength with existing personnel  
Strong leadership program  
Teaching is a strength  
The district is very accountable  
Very open with communication  
We have a sense of community  
Willingness of RUSD to invest in programs, AVID, Tech Dept  
Seeks out diverse ideas  
Tackles problems openly and head-on

### **Strengths from Administrators**

Accountability to standards and achievement  
Articulated curriculum  
Board is strong, informed and knowledgeable  
Commitment beginning with those at the top  
Community connection  
Data based decision-making  
Decisions based on what is best for students  
Diverse student body  
District on cutting edge of instruction and learning

Drive to increase level of instructional technology  
 Ethic of teamwork with PLC model  
 Fiscal management/security, impact on services  
 Flow of work from one department/system to the net  
 Focus on developing teachers' capacity to grow  
 Focus on curriculum and instruction  
 Good facilities, safe, clean up to date  
 History of strong, cohesive board having good relations with superintendent  
 Interaction between people respectful and personal  
 Instructional Leadership from Deputy, Assistant Superintendent of Instruction, Principals,  
     Instructional Staff, teachers and support staff  
 Instructional Services resources for all schools/curriculum areas  
 Instructional technology use in supporting instruction  
 Involved parents and all members of the community  
 Leadership current with developments in curriculum and instruction  
 Leadership strength is strong and promoted from within  
 MTO at school sites  
 Ongoing monitoring or instructional program  
 Overall good academic achievement given demographics  
 People who work here (many long term employees)  
 Personnel support  
 Potential and dedication of administration, teaching and classified ranks.  
 Principals expected and equipped to be instructional leaders  
 Principals highly visible and intelligent  
 Priorities are student safety, student learning and staff development for teachers  
 Professional Learning Communities (PLC) emphasis/paradigm  
 Quality of staff, strong administrative leadership  
 Reform efforts  
 Staff committed to community and children  
 Standards based instruction focus  
 Staff development  
 Supportive community  
 Support for student achievement  
 Support services responsive to needs of sites  
 Teamwork commitment  
 Tradition of integrity to mission and purpose of organization  
 Trust and good will of community  
 Team oriented approach to planning in schools  
 Visual and performing arts plan supporting standards-based arts curriculum

### **Strengths from Community Members**

Accessible and communicates  
 API Scores high  
 Athletic programs/scholarships  
 Board members are accessible  
 AVID  
 Band/music programs strong  
 Budget  
 Commitment to educate all students

Commitment to excellence in spite of unrealistic standards  
 Community of learners taken to heart  
 Community support  
 Competent administrative, teaching and support staff  
 Concern for child's wellbeing  
 Diversity  
 Diversity of administrative staff  
 Diversity of student population  
 Educational resources of UC Riverside and RCC  
 Facilities look good  
 Faculty is strong  
 Focus on students  
 Good identify  
 Good teachers  
 High expectations for students  
 High quality public education (particularly K-6)  
 High schools are the signature of a community  
 Improved progress on State and Federal exams  
 Latest technology equipped schools  
 Leadership at North HS  
 Leadership is consistent and quality  
 Mock Trial Program  
 NCLB  
 North HS Multi-Cultural Youth Council  
 Note worthy programs, i.e. IB, mock trial, athletics, band  
 Principal rapport with teachers good  
 Proximity to city, county, state and federal  
 Qualified teachers and classified staff are best resource  
 Relationships with higher education institutions  
 Reputation for improving student achievement  
 Resources focused on student achievement and welfare and superior learning environment  
 School district focus on needs of students  
 School district and city need each other to fuel economic growth  
 Schools receive funds based on need  
 Size  
 Social capital of City of Riverside  
 Strives for excellence  
 Strong budget  
 Strong parent, business and educational community support  
 Superintendent accessible and listened to community  
 Superintendent's involvement with The Group  
 Teacher relationships with each other  
 Testing and other onerous mandates  
 The commitment the community has for the district  
 The district appears to be financially stable  
 The foundation  
 The management of the district  
 The principal leadership at the high schools  
 The students Academic programs



Tradition of education and preparing for college, future careers  
Well-managed district  
Willingness to partner with UCCR  
Work relationship with parents outstanding

### **Strengths from Faculty Members**

A curriculum aligned to state standards  
All employees student centered, care about success of all students  
Beginning teacher support  
BTSA  
Collaboration limited among department  
Community that is supportive of their schools  
Curriculum aligned to state standards  
Dedicated teachers, supportive parents  
Diversity  
Educated and dedicated staff  
Established schools  
Faithful implementation of HM Language Arts and using direct instruction  
Financial stability  
Knowledgeable staff  
Implemented Susan Dutro's Systematic ELD strategies  
Incorporation of technology into the classroom  
Professional development for teachers  
Quality programs in place to meet needs of diverse student population  
Staff development for beginning teachers  
Supportive parents  
Supporting student learning  
Teachers that go beyond their job description to serve the needs of students  
Technology

### **Strengths from Parents**

Academics  
College prep courses at high school level  
District includes parents – have formed a bond- meeting monthly with PTA, on hiring committees, budget meetings, responsive to calls  
Diversity  
Facilities, size of classrooms, safety on campus  
Financial management  
Innovative techniques of teaching  
K-2 class size reduction  
Making school challenging for students  
Music and art programs  
No favorites in the “hearts” of district – proud of all schools – know them well  
Programs for top students: GATE, AP classes, etc.  
School environment  
Sports  
Striving for excellence  
Strong leadership

Teachers greatest strength  
Training/teacher guidance  
Variety of courses and programs (music, art, advanced courses)

### **Strengths from Students**

Diversity  
Students are great

### **Support Staff**

Academics  
Acceptance of diversity  
Educational development of all students  
Employees are really involved as volunteers in the community for fund raising purposes  
Excellent beginning teacher programs  
Mike Fine-excellent job in fiscal area in light of current budget crisis  
Multicultural base is strong in Riverside  
Quality PTS support  
Safe campuses  
Strong IT department  
Students and teachers have a bond...classified staff also have that bond  
Support staff  
Teachers and staff committed to students of RUSD  
Teacher trainings  
Updated technology  
Willing to explore ideas  
Years of service

## **Challenges, Issues Concerns**

### **Challenges From Board Members**

Addressing the district office building, it is too small for the district needs  
Addressing the growing ELL population  
Addressing the immigrant population that is growing  
Address the issue of busing Hispanic students far distances to attend school...this is a problem  
Addressing the lack of funding from the state  
Addressing the program improvement status of the district and how to out of the status  
Be responsive to board members  
Better communication to all  
Declining enrollment  
Department cohesion issues, human resources, etc  
Develop a better relationship with the newspaper  
Drop out rate  
Finding a superstar in the area of instruction  
Fostering opportunities for all students outside of norm, academic & non-academic  
Getting all board members on the same page  
Getting the teaching staff to understand that the district is here to help  
Lack of vocational options, fewer resources for these programs  
Large school size, elementary/secondary  
Maintaining the momentum that has be established with instruction  
Must provide the opportunity for ALL students to achieve  
Personnel and staff  
Teachers (RCTA) feel unappreciated  
The board of education  
The computer system for the district needs to be housed in the district office  
Transparent administration; teachers, parents, students informed to be involved  
Working with a board that tends to lean toward the old way of doing things

### **Challenges From Administrators**

Accountability - site administrators to evaluate staff  
Achievement gap ELL and other significant subgroups  
Addressing the fragmentation and in-fighting between departments  
Alignment between board goals and department needs  
Balance between centralization and decentralization of services and leadership; heavy on district management  
Balancing instructional/learning needs with need to have balanced budget  
Board and leadership need to be seen as respectful of the role of each  
Board needs leadership to focus on decisions  
Budget, protocols & procedures, acceptable practices with training of all stakeholders  
Challenge/change status quo  
College bound preparation of students  
Communicating/implementing focus on instruction ensuring goals and objectives carried out by all; impact of decisions on instruction  
Communication  
Creativity – new solutions to old problems

Cross training of support staff,  
Decision-making  
Differences between elementary & secondary i.e., standards based assessment, monitoring, student achievement  
Direction of district needs to be analyzed  
Dissension and lack of trust between departments  
Diverse student body, economically disadvantaged  
DO and all departments need system of communication to coordinate services  
Economy of state effecting district fiscal health and support for quality educational programs  
Equity among divisions  
Equitable treatment of all students, no special interests or favoritism in decision-making  
Facilities with baseline staff, resources with differentiation for increased student needs  
Finances  
Finding a superintendent who can move district forward by drawing on own experiences and philosophy without dismissing successful programs already in place  
Focus on student achievement diluted  
Increasing parent and community participation and support  
Kind compassionate person focused on success for all students  
Lack of consistent direction toward a few key goals  
Lack of ownership of challenges we face as community  
Leadership position turnover in key areas  
Maintaining/improving academic achievement in the face of changing demographics  
Morale needs to be higher  
Need better accountability practices  
Need common vision  
Overlooking contributions of pre-K programs to close achievement gap  
People not minding own area  
PI Status (impact on labor relations)  
Pockets of excellence but fragmented  
Process and talk taking place of well-designed systems, compromise and inclusion  
Professional Learning Community needed with assistant superintendents  
Recognize importance of Instructional Services Division  
Reverse and mitigate top-down leadership to create inclusive and productive organization  
Special needs population EL & Special Education and impact  
State and federal fiscal constraints, No Child Left Behind's inherent flaws  
Staff training  
Student learning focus from all levels, top to bottom  
Superintendent needs to develop professional relationship with Board  
Support for alignment of district actions to commitment  
Sustaining certificated/classified support for use of technology in curriculum and student learning  
Tendency to run from initiative to initiative to solve problems  
Transient student population  
Vision not common among stakeholders  
Web needs updating

## **Challenges From Community Members**

Accessibility of counselors to middle school students  
Achievement net steps with limited financial and personnel resources  
Address the divide between cabinet and others at the district office  
Addressing potential boundary changes  
Addressing the growing ELL population  
Adhering to state/federal mandates/challenges while serving best interests of students  
Alternative educational programs for at risk students  
Athletic/band program support/scholarships  
Be partner with business/government  
Being more visible in the community  
Board of Education functioning in their role as policy makers – not micro managers  
Board that cares about all students  
Boundary concerns, Casa Blanca area, Arlington/King  
Break out of insular model  
Bring communication between the first floor and the third floor  
Budget/funding  
Bureaucracy of school district hard to deal with  
Class size particularly (8-12)  
Clean house –need positive attitudes of teacher  
Communication between administration and faculty  
Competition of cities for student  
Conflict on campuses between Blacks and Latinos – involving community in solution  
Continue to get a strong positive reputation  
Defeatist attitude  
Demanding a better education for our children  
Do away with the favoritism in personnel selection  
DO making a concerted effort to follow up reasons why teachers leave  
Donations to specific programs  
Drop out rate  
Eastside issues must be addressed  
ELL, special education GATE students need a less rigid approach and more variety of programs  
Equal access to the curriculum/equitable distribution of student with varying ability levels  
Expectations that school can insure student's success  
Financial crisis  
Gain respect for teachers from African American students  
Gaining the trust of the community and the employees  
Greater socio-economic integration  
Growing school district with shift/change of demographics  
High drop out rate at high schools  
Honest leadership at the top  
Homelessness, poverty, cultural diversity  
Keeping morale high with financial limitations and loss of fine, well-liked superintendent  
Lack of community involvement and non-existence relationships with municipalities, community based organizations and businesses  
Lack of discipline/accountability  
Lack of diversity in upper structure of RUSD, including Board  
Learn/play with others

Legislative oversight – mandates interfere with public involvement  
 Level playing field – all kids in reading, math, etc.  
 Maintaining & supporting good teachers, especially those of color  
 Maintenance of fields – King, North (home field concept)  
 Making RUSD more attractive place to work  
 Must be able to look beyond test scores  
 Must not be so rigid with decisions that impact the community  
 NCLB – district trying to get away from it but intent of law is good-teachers don't want the challenge – blaming others for not meeting regulations  
 New administration of City Hall – Riverside Renaissance-does education count  
 Not allowing students to choose not to pass classes because they refuse to do their homework – need consequences for this  
 Overcrowding  
 Parity between schools in terms of resources  
 Perception that City wants to take over school district  
 Popular culture – under-educated sports heroes/entertainment figures devalue long-term benefits of education  
 Program Improvement Status – test scores  
 Public apathy  
 Raise rate of students going to college  
 Recognize kinesthetic skills of child and multiple intelligences  
 Recruit African American staff  
 Retaining staff in this restrictive atmosphere (testing, accountability)  
 School scores on California/Federal spring tests; standardize testing achievement  
 Site for urban school on eastside of Riverside  
 Someone who can be the voice of all segments of the community  
 State monitoring issues  
 Superintendent to continue providing leadership Riverside noted for/ knows trends of the future  
 Support for Administration regarding students  
 The high demand for sports fields that are over used and deteriorating  
 The reputation for poor pay scales resulting in high teacher and administrator defection to other better paying districts  
 Time for new faces  
 To establish a bottom up philosophy  
 To keep the district financially solvent  
 To promote high expectations for all  
 Transition process of middle school to high school  
 Undocumented students  
 Visibility/partnership with Riverside municipalities  
 Vocational/career tech/ROP needed  
 Wasting water  
 Will retain well-qualified staff  
 Willingness to look frankly at rate of students going to college

## **Challenges From Faculty Members**

Able to connect with higher education and city government  
Achievement of English learners  
Addressing need to implement information literacy program  
Addressing the lack of communication that exists at the district office  
Addressing the top down philosophy that is currently in place at the district office  
Administrative position not cost effective  
Administrators stop micromanaging teachers – trust their expertise and experience  
An increasing low socio economic population  
Boundaries within district need to be redrawn to fill up schools, ease over crowding/diversity  
Building new district office priority after students  
California budget impacts programs and staffing in years to come  
Commitment by teachers and support staff  
Commitment to excellence  
Communication: between departments regarding teacher expectations and workload; without top down approach  
Community support  
Curriculum and instruction rigor and consistency  
Curriculum and practices taking creativity out of teaching  
Disconnect between staff and school board – communication lacking; opinion unwanted  
Facilities need upgrading  
Funding maintained for class-size reduction for K-2 and music programs  
Getting staff and student to buy into student improvement  
Growing population of student in poverty and ELL students  
Growth in enrollment  
Hiring and retaining quality teachers  
Improve adversarial relationship with teachers and their representatives  
Incorporate a trust factor with faculty that they know what they are doing  
Incorporating the parents into the educational process  
Keeping good people...we are losing them to other districts  
Label of “underachieving district”  
Lack of appropriate intervention for struggling students  
Losing good teacher and administrators  
Middle schools – raise expectations  
Money for education of students  
NCLB issues  
NCLB standards continue as priority; test scores of ELL population  
Overcrowding at the high schools  
Parent-child involvement  
Professional development to address needs of students in poverty and ELL  
Program improvement district  
Raising test scores by encouraging depth not breadth in curriculum  
Rid itself of the “we’ve always done it this way” attitude  
Salaries, benefits for teachers  
Shredding the label of “underachieving district” when is really is not  
Staff development opportunities  
Stop the adversarial relationship with teachers Student focused  
Sustaining adequate budgetary funding for instruction

Teacher burn out due to added demands placed on them  
Teacher morale  
Teacher working conditions/retention  
The upcoming retirement of aging faculty  
We've always done it this way attitude  
Willing to embrace innovative ideas – new technologies  
Working relationships between management at top level and employees when making-decision  
Working with the ELL population - must be out in all segments of the community and be a good listener  
Special education

### **Challenges From Parents**

Budget issues (i.e. money to purchase technology, arts program in elementary, vocational training , program assistance) equal funding  
Communication and collaboration between higher education, administration and faculty  
Cultural barriers – educate families to love education, parent support/involvement in certain parts of district, parent language barriers  
Equity – all teachers trained math adoption using technology – many schools not equipped  
Facilities upgrade, modernizing academic and athletic facilities  
Increase individualized education (not just special education students)  
Increase number of school counselors to that of other states  
Keeping arts and music in all grades  
Keeping good teachers/administrators  
Loss of electives, music, arts  
Mastery learning, students must understand concept before they move on in a program  
Meaningful way to work with parents  
NCLB compliance  
Overcrowded middle schools and high schools  
Overwhelmed with illegals, bullies, teachers  
Pressure to eliminate extra programs such as music and art  
Re-evaluation of curriculum  
Rid “we've always done it this way” attitude  
Shed label of “underachieving district” – not so  
Talking out of both sides of mouth – tell teachers to innovate and take away incentive to do so  
Teach to test rather than prepare for life  
Teaching staff

### **Challenges From Students**

Budget distribution  
Competent selection and implementation of new and improved teaching methods, techniques and programs  
Cooperation with teacher's union and individual schools/classrooms  
Credentialed teachers  
Discrimination based on race and poverty  
Prompt, effective methods for finding and dismissing incompetent teachers



## **Challenges From Support Staff**

Being able to recognize the importance of the classified employees  
Better communication and relationships the classified staff...morale is at an all time low  
Budget issues  
Communication poor between union and district  
Elementary school for Eastside  
Employee morale  
Equity for all schools  
Fining committed and understanding superintendent  
Growth...the shift of students because of housing  
Multiple staff changes and loss of two superintendents  
Need to increase number of assistant superintendents  
Overcrowding of schools  
Pay structure for classified employee not designed to attract/keep highly qualified employees  
Recruitment and hiring process  
Student attendance and achievement  
Working to make our children better citizens

## Characteristics Desired in the New Superintendent

### Characteristics Desired From Board Members

A good listener to all groups of the community  
A good sense of humor  
A risk taker who would involve the Eastside community  
A superintendent who can control micromanagement of the board  
Dignity  
Do not take them too seriously  
Doctorate is not mandatory  
Does not see this position as a stepping stone  
Excellent verbal ability and command of the English language  
Experience is helpful but not necessary  
Good energy level  
Good judgment in reading situations  
Honest  
Honest in her/his dealings with the board  
Intelligent and quick on their feet  
Must be a good instructional leader  
Must be able to acknowledge the board  
Must be able to have the board's confidence  
Must be able to present themselves positively to the entire community  
Must be able to raise the expectation levels of the families  
Must be able to relate to the Riverside community  
Must be articulate  
Must be committed to students and their achievement  
Must be the best candidate in the field of education  
Must be visible in the community  
Must have had experience with working boards of education  
Must have street smarts  
Must have high standards  
Must not have a big ego  
Must relate to people in a straightforward fashion  
One who would work to bring a collaborative relationship with the city  
Person of integrity  
Responsive  
Should have a doctorate  
Should have superintendent experience in a like district  
Should not be a control freak  
Solid character  
Someone who will want to stay a long period of time  
Transparent  
Utilize the surrounding universities as resources  
Wish to be able to handle complex problems and address them with a sense of past history  
Well educated  
Would be nice to have a sitting superintendent but not a priority

### **Characteristics Desired From Administrators**

Able to speak to the challenges and direct actions to meet them  
Ability to induct/support new teacher  
Accessible, approachable and open to input  
Accountability by example of own work ethic  
Actions match their vision  
Balance “selling” district to community with helping meet district goals  
Balance strong academics with extracurricular activities that encourage community participation and support  
Be accountable with executive team  
Board is somewhat hands on  
Can build strong executive team  
Change agent, willing and able to lead change where needed  
Collaborator  
Communicates well with all stakeholders  
Compassionate, patient and sense of humor  
Confidentiality valued in all matters  
Curriculum knowledge and understanding of standards based assessment  
Create culture and atmosphere  
Driven by mission of organization, not own ego  
Equitable – no favoritism, stand for rights of all students, employees  
Ethical behavior  
Even, positive personality with staff at all times  
Experience as superintendent in large district  
Experience in classroom, and other experiences in education  
Experience with PLC model  
Goal driven  
Hold people accountable  
Honest  
Humility  
Inspires by thought, word or action  
Integrity  
Intelligent  
Interest and ability to sustain community connections and partnerships  
Knowledge of instructional issues  
Life long learner and belief of value for district staff, students  
Make tough decisions, follow up and stand by them when going gets tough  
Moral compass  
Program status edited  
Problem solver  
Recognize strengths within district and build on them  
Relationships with Board – track record of success  
Respects all members of school community and is greatly respected by district employees  
Servant Leader mentality  
Speaks directly without offending  
Strong grounding in fiscal management

Strong leadership skills: emphasis on ability to motivate all  
Student learning focused  
Sustain community connections  
Technology use in use to support instruction and elevate level of engagement  
True leader of district, model professionalism  
Visible at all levels  
Vision and ability to communicate  
Willing to lead

### **Characteristics Desired From Community Members**

A bilingual superintendent that can communicate with all sectors of the community  
A visionary  
Able to communicate/work with all  
Academic leadership skills  
Accountability expected of staff  
Appreciates success of music program  
Approachable  
Articulate  
Awareness that DO personnel support instructional programs in schools without dictating them  
Balance need for fundamentals of ed with need for innovation  
Be inclusive  
Been a superintendent  
Believe in students –set bar high enough so kids can rise to top  
Bilingual English and Spanish  
Charismatic  
Clear record of improving student achievement especially with minorities  
Collaborate on joint efforts such as middle college and early college high schools  
Committed to diversity  
Communicator effective with all stakeholders  
Community involvement  
Compliance with statues that provide funds for targeted children is supported  
Decision-making includes staff at school sites  
Deal fairly with all  
Embrace and have experience with diversity in administration, staff and students  
Empathetic  
Energy, commitment, passion – in for the long haul  
Engage community  
Financial background – transparency in Prop B money  
Good listener and communicator with staff/association and community  
Have a successful track record as a superintendent  
High expectations of staff/faculty, children  
Honesty, fair  
Innovative educator (break up HS into more manageable units)  
Inspirational leader willing to deal with realities and collaboration  
Inspires others to learn and grow in healthy environment - trust and cooperation  
Integrity  
Intellectual competence  
Interest in at risk students and advancing and enriching their programs  
Investment in the larger community

Isolation attitude  
 Know how to fix failing schools – reduce achievement gap  
 Knowledge about tenets of education  
 Leading, managing embracing change  
 Leads on behalf of the Board  
 Listens carefully and sees whole picture before making recommendations  
 Mental health needs of students  
 Moral fiber strong  
 Motivate the staff  
 Multi-cultural  
 Must be able to connect with city government  
 Must be able to hold his/her own with the board  
 Must be able to reach out to higher ed and other superintendents in the county  
 Must be flexible  
 Must have a doctorate  
 Must have a presence  
 Must have concept of community  
 Must have had experience in dealing with ELL students and community  
 Must have heart and the energy to do the job  
 Must understand multiculturalism  
 No Ph.D. or doctorate required  
 Open minded in decision making  
 One who can address the aging structures in the district  
 One who can connect with teachers and students  
 Partnership/alliance building with UCR, UCCR  
 Politically savvy –local, state, federal  
 Puts kids first  
 Recognizes talent and promotes those with potential (ethnic minorities, women)  
 Record of success  
 Recruitment of minority staff  
 Relates well to Board, faculty and community  
 Research based programs designed to improve academic achievement supported  
 Respected and relates well to Board, staff, community and support staff  
 Seeks funds from foundations, joint use projects, with city and universities, colleges  
 Sees all sides of an issue  
 Specific instructional methodology not dictated  
 Should understand technology  
 Stature  
 Strong financial background  
 Strong leadership skills  
 Strong leadership skills being all-inclusive  
 Superintendent experience  
 Student driven  
 Supports school-based decision-making  
 Take pulse of community to set priorities  
 “Teacher,” truly compassionate about all students, not just test scores  
 The superintendent should reflect the diversity of the region  
 Think outside box–join forces with Board, government, school district to solve problems  
 Top-down management discouraged

Use City resources (TV station)  
Use systems approach  
Value driven  
Visible in the community  
Vision  
Voice in Sacramento  
Willingness to implement required student/discipline/accountability to get students to pass all their classes and learn rules of life (right from wrong)  
Willingness to seek out parents to get them involved in child's education  
Work force needs to reflect community/students we serve  
Work with City in major community initiatives

### **Characteristics Desired From Faculty Members**

A belief that all grade levels are equally important- a consensus builder  
A bilingual bicultural background to reflect the changing school population demographics  
A collaborator  
A good listener - a person with vision for the district  
A team builder that makes everyone feel part of that team  
A problem solver and one with strong leadership skills  
A prospective of what works and doesn't work  
A willingness to incorporate all parents, especially the low income parents - a student advocate  
Accessible  
Build team – we are all in this together  
Can maneuver political strongholds of Riverside to achieve important goals  
Collegiality  
Communicator friendly, hands on  
Doesn't have to have a doctorate or sitting superintendent experience  
Experienced  
Expertise in California's education system  
Fair  
Fair and open-minded  
Financially sound decision maker  
Fiscally savvy  
Hands on K-12 teaching experience  
Honesty  
Integrity  
Knows children's needs  
Knows technology, math and science  
Listener  
Must be able to delegate responsibilities and hold people accountable  
Must be able to work with a board that asks a lot of questions  
Must be plugged into the state political process  
Must have a financial background or a good understanding of it  
Must look beyond test scores to improve student achievement  
Not follower of latest fad or push from state, or NCLB  
Open-minded  
Problem solver  
Ready to upset status quo and listen to concerns of teachers  
Reality based

Riverside is a large city with small town attributes  
Should have had classroom experience  
Strong personal and communication skills  
Strong vision for district wide student learning  
Thinks of others before self  
Track record of success that is valid  
Transparent with the parent community  
Value music and arts programs  
Values life skills  
Vision  
Vocational education renewal  
Willing to involve stakeholders in student learning issues

### **Characteristics Desired From Parents**

Ability to put needs of students and teachers ahead of administrators  
Approachable  
Arts and music importance to students and families  
Build a team  
Collaborative skills  
Competence  
Confident  
Creative leader – break barriers  
Effective leader who listens to teachers, parents  
Focus on student achievement in academics, arts and athletics  
Had/have children in district  
Have experience as a superintendent  
Honesty  
If questions arise, will get back to you  
Integrity  
Knowledgeable  
Knows best practices in education  
Live in Riverside  
Motivator  
Open to ideas and conversations  
Passion for the arts  
Professional demeanor  
Recognizes importance of arts and music programs  
Respectful friendly  
Someone who has foresight and determination to make necessary changes  
Strong decision-maker  
Treat people with respect and professionalism  
Understanding all types of kids needs, not just high achievers  
Understanding challenges teachers face in classroom  
Visibility  
Vision

### **Characteristics Desired From Students**

Communicator  
Cultural competency  
Favorable teaching record  
Grasp of what needs to be done to ensure children learn  
Listening and acting on wishes to teachers

### **Characteristics Desired From Support Staff**

A superintendent that will address the status quo of the district  
A superintendent that will not just cater to the wealthy schools  
A superintendent that will question past practices of the district  
A superintendent that will work with a board who is now asking questions at board meeting  
Apply equity in a universally equitable manner  
Approachable  
Believe in and understand needs of support staff  
Bilingual, bicultural  
Can think out of box  
Challenge the district employees to make the education of students better  
Compassion and understanding for administrators and staff that work behind scenes  
Commitment to RUSD  
Communication skills  
Experience as superintendent  
Experience in overseeing school district such as RUSD  
Fair-minded  
Fiscally responsible  
Have experience in restructuring the district office to make it more efficient  
High moral values  
Honest  
Must be able to relate to all segments of the community  
Must be a fundraiser to help with funding issues  
Not afraid to tackle tough issues in the large district  
Open door policy  
Share greatness Riverside has to offer  
Should have a financial background and understands the budget  
Should value the work of the classified staff  
Someone who the community can relate to  
Strong leadership skills  
Supportive of all employees including support staff  
Value early childhood  
Willing to make changes from the top administrative levels to promote success, district-wide  
Willingness to be a risk taker and step outside the box  
Willingness to change from past ideas to the present



**Other comments:**

Awareness of RUSD hiring practices and how/where new hires are placed  
Communication is a must - let public know they are available  
Concerns with drifting away from critical thinking, creativity and arts education  
District should stop saying one thing and then doing another. "Don't teach to test, but scores better go up." Want innovative teacher but don't support to do so. Want championship teams but give 43 coaching slots when other districts get 60.  
Favoritism by superintendent had negative affect  
Focus should be on student learning with safe and orderly environment and adequate staff  
Ground work accomplished with former superintendent – should be continued  
He/she should have positively impacted former district(s)  
Important quality for superintendent is ability to lead effectively  
Know history of Riverside as it relates to school district  
Learn relationships between various ethnic groups; allow community to help in resolving issues  
Look for non-traditional candidate  
Maintaining open honest communication between superintendent, cabinet, educators and their representatives  
Must be well versed in diversities  
Need consequences to force every student to do their class work/attend and pass class  
Need discipline back in our schools  
Need "parent" willing to face issues and demand change from inside out, rather than attempting to just make facade look better  
Need someone who can develop strong community ties and support for our schools  
Need an educator not a politician  
Need someone not afraid to make changes based on what is needed, not latest publications  
Need strong and stellar business background  
Needs to maintain good working relationship with Board  
Needs to comprehend budget areas of current financial departments and ask questions, why or why not  
New superintendent needs to support/understand intent of arts legislation and work to support vision and intent  
No substitute for ability to motivate people  
On outside everything appears normal but on inside constant in-fighting, back-biting and control issues  
Primary focus is creating future by making present better; may need to make tough unpopular decisions  
RCTA board member look forward to establishing working relationship with new superintendent and willing to work beyond status quo for benefit of students, teachers and staff  
RUSD good with dedicated employees  
RUSD has opportunity to be leader in field of arts education  
Sensitive to the arts  
Special thanks to Dr. Rainey – look forward to continued progress with support of our music programs and high achievement in general.  
Students not allowed to flunk classes if they choose not to do the work  
Sue Rainey did a fantastic job in our district; fortunate to find someone who could fill her shoes  
Superintendent should be educator with experiences in both elementary and secondary arenas

Take statistical view of our major issues and address them first collaboratively and move for common meaning

The morale of the administrative staff is very low due to lack of respect shown us

The Professional Relations Committee expects new superintendent value access to and communicate with group that represents all managers; provides opportunity for two-way communication with stakeholders we represent

21<sup>st</sup> Century leader – courage, innovation

Understand how Casa Blanca Community has spent last 40 years with elementary school and importance of the school to the community

We are an orchestra without a score and sorely in need of a conductor who can hear the music!

We are very much like a dysfunctional family

## Ranking Summary

Respondents were asked to rank the following characteristics in order of importance from 1-11 with 1 being most significant.

	<b>Board</b>	<b>Admin.</b>	<b>Comm.</b>	<b>Faculty</b>	<b>Parent</b>	<b>Supp. Staff</b>
Accountable and holds everyone in the organization accountable for his/her respective area of responsibility	1	4/5	2	3	2	3
Ability and willingness to deal directly and fairly with faculty, staff, students and parents	2	1	1	1	1	1/2
Effective communication skills: verbal, written and listening	3	3	4	4	3	1/2
Knowledge of emerging research and best-practice in the area of curriculum/ instructional design and implementation	4	6	11	11	7	8
Belief in data-based decision making that focuses on the individual needs of students	5/6	4/5	9	9	9	11
Collaborative	5/6	2	6	2	6	5/6
Experience in a multi-cultural environment	7	8	8	10	5	10
Experience as a superintendent	8	10	7	6	11	4
Awareness of instructional and administrative applications of technology	9/10/11	11	10	7	8	9
Fiscal management expertise	9/10/11	9	3	5	4	5/6
Visibility in schools and community activities	9/10/11	7	5	8	10	7

## Ranking of Criteria – Average Ranking

Respondents were asked to rank the following characteristics in order of importance from 1-11 with 1 being most significant. The average rankings given to each item are presented in this chart.

	<b>Board</b>	<b>Admin.</b>	<b>Comm.</b>	<b>Faculty</b>	<b>Parent</b>	<b>Supp. Staff</b>
Accountable and holds everyone in the organization accountable for his/her respective area of responsibility	1.25	5.14	4.13	4.82	3.67	4.80
Ability and willingness to deal directly and fairly with faculty, staff, students and parents	3.50	3.29	2.82	2.49	2.83	2.60
Effective communication skills: verbal, written and listening	4.00	5.05	5.82	5.69	3.92	2.60
Knowledge of emerging research and best-practice in the area of curriculum/ instructional design and implementation	5.75	5.86	8.32	7.95	6.75	6.80
Belief in data-based decision making that focuses on the individual needs of students	6.50	5.14	7.18	6.87	7.42	9.20
Collaborative	6.50	4.43	6.08	4.36	6.50	5.60
Experience in a multi-cultural environment	7.00	6.62	6.82	7.72	6.42	7.80
Experience as a superintendent	7.50	8.10	6.11	6.46	7.75	5.40
Awareness of instructional and administrative applications of technology	8.00	8.86	7.32	6.54	7.33	7.40
Fiscal management expertise	8.00	7.62	5.42	6.28	5.75	5.60
Visibility in schools and community activities	8.00	6.00	5.97	6.77	7.67	6.60

## Ranking of Criteria – Range for Rankings

Respondents were asked to rank the following characteristics in order of importance from 1-11 with 1 being most significant. The range of each respondent groups' responses are presented in this chart.

	<b>Board</b>	<b>Admin.</b>	<b>Comm.</b>	<b>Faculty</b>	<b>Parent</b>	<b>Supp. Staff</b>
Accountable and holds everyone in the organization accountable for his/her respective area of responsibility	1-2	1-9	1-11	1-10	1-8	1-7
Ability and willingness to deal directly and fairly with faculty, staff, students and parents	1-8	1-10	1-9	1-11	1-8	1-8
Effective communication skills: verbal, written and listening	3-5	1-9	2-10	1-9	1-7	1-5
Knowledge of emerging research and best-practice in the area of curriculum/ instructional design and implementation	2-11	1-11	2-11	1-11	3-10	1-11
Belief in data-based decision making that focuses on the individual needs of students	4-9	2-9	1-11	1-11	3-11	6-11
Collaborative	3-10	1-9	1-11	1-10	2-10	2-9
Experience in a multi-cultural environment	2-11	1-11	1-11	1-11	1-11	2-11
Experience as a superintendent	6-11	1-11	1-11	1-11	1-11	3-10
Awareness of instructional and administrative applications of technology	6-9	2-11	1-11	1-11	3-11	4-9
Fiscal management expertise	5-10	1-11	1-11	1-11	1-11	2-9
Visibility in schools and community activities	5-11	1-11	1-10	2-11	2-11	3-11