



Coronado Unified School District LEADERSHIP PROFILE REPORT FOR DISTRICT SUPERINTENDENT

March 10, 2016

Introduction

The Board of Education of the Coronado Unified School District is in the process of selecting a new superintendent. Hazard, Young, Attea, and Associates, a national educational leadership search firm, is assisting the Board with its selection process. To identify primary characteristics for the superintendent position, HYA associates administered a formal survey, conducted interviews, and held focus groups throughout the District. This report summarizes those findings and the desired characteristics that Coronado Unified School District (CUSD) stakeholders are seeking in the next superintendent.

The information in this report summarizes the consistent themes that the associates heard from stakeholders. The themes emerged when multiple stakeholders, from multiple discussion groups, shared a similar idea or concept. A comprehensive list of all stakeholder comments, thoughts, and desired characteristics in a new superintendent, are presented at the end of this document.

Participation

The following table summarizes the groups that participated in interviews, focus groups, or completed the online survey concerning the superintendent position.

Group	Interview or Focus Group Participants	Online Survey Respondents
Administrators	12	1
Board of Education	5	1
Certificated Staff, Including Association Leaders	105	6
Classified Staff, Including Association Leaders	20	2
Community Members and Leaders	13	12
Parents, Including PTO/PTA Leaders	44	25
Students	65	0
Totals	264	47

Strengths of the Coronado Unified School District

Participants expressed significant support and pride for the District and its students. They also identified many exemplary practices and programs. The general themes that emerged regarding District strengths include:

Students, Parents, Community Support, and Involvement

Many students, parents, and community members said they value living in a small community and having a small school district. Stakeholders said “there’s no place like Coronado,” and; as one parent shared, “It’s half military base, and half resort.” The interview and focus group participants were knowledgeable about many aspects of the District, its programs, and administration because they care deeply about the quality of services that are provided to students. The stakeholders believe the entire community embraces it students, schools, and the opportunities that are created for them in the city.

Many interview and focus group participants described the District, and the community of Coronado, as a wonderful place to be a student, parent, or resident. There is significant pride in the sense of community that exists, and in the cooperative relationships between Coronado schools, the city of Coronado, local agencies, and local service clubs. Participants are also proud of the amount of volunteer work by parents and community members.

Interview and focus group participants said the District’s students are its most significant asset. Students were consistently described as engaged, prepared, and highly supported by their parents, and the community itself. This contributes to students’ preparation for school, general achievement, and high attendance rates. Many participants indicated that they moved to Coronado because of the schools.

Participants are also proud of the cooperative work between the District, the Coronado Police Department, and the City of Coronado; particularly in the areas of safety, technology, and joint-use facility agreements.

Instructional Program and Options

Stakeholders believe high expectations for student success in the District contribute to academic excellence for most students. Several participants indicated that struggling students receive needed assistance and support, although some parents of special education students believe there is a need for major improvement in special education services. (Special education issues emerged in all of the community focus groups and are referenced in the section on issues, concerns, and challenges.)

Stakeholders also cited alternative learning options as a factor in the success of most students. They expressed pride in the wide range of instructional and extracurricular programs that are available for students.

Student Safety, Options, Special Programs

Students and parents indicated that they feel safe in the schools, and that students feel cared for in the District. Many stakeholders indicated that there are many instructional options for students in the schools and that they receive personalized attention. Participants are also pleased with the variety of before- and after-school sports, arts, enrichment, and other programs and activities that are available for students.

Community and Parent Support for the Schools of the District

Participants described Coronado as a strong and involved community that is extremely interested in its schools. Stakeholders are proud of long-held connections between the District and the City of Coronado, local service groups, the business community, and with the military. Many mentioned that second and third generations of students and staff members are enrolled, or work in the District. All of these constituencies contribute time, and funding, to the District and its schools and said they are proud to do so because the funds go directly to students.

Also reflective of the overall community, many stakeholders acknowledged the work of the Coronado Schools Foundation, and its support for all of the schools in the District.

Recent Technological Advancements and Improvements

Participants are proud of the recent advancements and improvements in instructional technology, and applaud the work of the current superintendent on these initiatives. Many indicated that the District was significantly behind other districts in this regard, and that while advancements have been made, additional work is needed as instructional and personal technologies continue to develop and change. It was suggested that a new superintendent be a leader who will encourage even greater use of instructional technology and online learning. Stakeholders also asked that appropriate student use of technology be emphasized.

Challenges, Issues, and Concerns in the Coronado Unified School District

Focus group and interview participants were eager to discuss challenges, issues, and concerns in the District and were pleased to have the opportunity to share their perspectives with the associates. The general themes that emerged regarding District challenges, issues, and concerns include:

Professional Relationships between Employee Groups in the District

Numerous participants referenced needs for improvement in the professional relationships between employees in the District, particularly between teachers and the District administration. They believe there is a need to enhance trust, open and honest communication, and dialogue.

Special Education Services

While recent staff changes in the administration of special education were cited as improvements, parent and staff participants in some of the larger forums shared that chronic problems in special education services are not being addressed. They expressed concern about the following matters:

- Implementation of an inclusion special education model integrating regular and special education students into single classes. The forum participants indicated that they support appropriate mainstreaming of special education students, but indicated there is at least one classroom in the District where such inclusion is not appropriate because of the number of special education students enrolled, including five who are assigned adult aides.
- Insufficient communication between the District, and parents of special education students, concerning the efforts the District is taking to improve special education services.
- A reluctance on the part of the District to have any late diagnosis for special education services for older students, or students beyond sixth grade.
- A lack of meaningful inclusion services for special education students beginning in early childhood, and continuing through adult transition services.
- A lack of high quality mental health services in the District for some students.
- Perceived insensitivity to the connection between special education students' misconduct and the underlying causes of the conduct.
- English learners being inappropriately labeled as special education participants

Professional Development and Training

Administrators, certificated, and classified staff members expressed frustration concerning a lack of professional development and training, particularly in light of the changing technological and instructional expectations that they are confronting. They suggested that additional days of professional development be incorporated into the District calendar to address a variety of needs.

Desired Characteristics in Next Superintendent

Focus group and interview participants believe this superintendency provides an extraordinary opportunity for leadership because of the general quality of the District's instructional program, the dedication of its staff, and the support the District receives from its parents and community. There is strong interest in a superintendent who will stay in the position for an extended period of time.

Many associated with the District want the next superintendent to unite all of the positive aspects of the school system and community behind his or her leadership in order to maximize the potential of the District. They also seek a superintendent who will address the challenges, issues, and concerns that they were eager to share during their discussions with the associates. In addition, they seek a decisive and participative superintendent who will be highly visible in the community and in the schools.

While a candidate may not have each and every characteristic desired by respondents, the Board intends to meet the challenge of finding an individual who has most of the skills and character traits required to address the concerns expressed by the constituent groups.

There was consensus among focus group participants and interviewees that the ideal superintendent would also have the following characteristics:

- Classroom experience in a variety of settings and levels
- Develops strong, trusting, and supportive relationships with the Board of Education and employees
- Experience as a California educator and with the California Education Code preferred
- Experience in developing special education programs
- Familiar with and empathetic to the needs of the military community
- Financial expertise, and the ability to educate the community concerning the financial challenges of the school system
- Fosters a positive and professional climate of mutual trust among faculty, staff, administration, and community members
- Highly visible and accessible to community and staff
- Makes difficult or unpopular decisions when necessary, but also knows how to communicate the reasons for such decisions
- Skill in really listening to stakeholders to identify opportunities for improvement in the schools
- Skilled in the management and implementation of the District's existing programs
- Strong, knowledgeable, and experienced with clearly defined beliefs
- Student-focused and continually engaged with students
- Superintendent or assistant superintendent experience, and success, in a district similar to CUSD
- Supportive of arts and music programs at all levels
- Teaching and/or administrative experience at the elementary, middle school, and high school levels

Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 47 stakeholders. Over half of respondents were parents (53 percent). Twenty-six percent were community members, and another 13 percent were teachers. The rest were support staff, a Board member, and an administrator.

The top-rated characteristics respondents selected for a superintendent were:

- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.
- Lead in an encouraging, participatory, and team-focused manner.
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.

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

and twenty comparable districts, incorporating the ranking of over sixty thousand stakeholders, are also provided in the table to allow for a comparison of results to national norms. In addition, differences were examined for statistical and practical significance to determine whether the mean scores by stakeholder group differed. Results indicate that, for many items, the various stakeholders were in agreement. On the other hand, there was one item that certain stakeholders valued more than others.

- Parents are significantly more likely than community members to choose the Community Engagement item “Identify, confront, and resolve issues and concerns in a timely manner.”

The information described below will guide the superintendent screening and selection process. Most importantly, all participants in the development of this leadership profile described the need for a superintendent who will continue the Coronado Unified School District’s excellent educational programs and experiences for students.

The consultants would like to thank all of the interviewees, participants in the focus groups meetings, and respondents to the online survey. We have enjoyed learning about the Coronado Unified School District community, and its hopes for its new superintendent.

Dr. Joseph M. Farley
Mr. Larry Perondi

Percentage of Respondents Who Selected Each Item (By Subgroups)									
Number indicates rank order by overall results		National HYA Benchmark	ALL (47)	Admin. (1)	Board Member (1)	Comm. Member (12)	Parent (25)	S.S. (2)	Teacher (6)
1	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	45%	55%	0%	0%	33%	68%	50%	67%
2	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	40%	51%	100%	100%	50%	44%	50%	67%
3	Lead in an encouraging, participatory, and team-focused manner.	31%	51%	100%	100%	33%	52%	50%	67%
4	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	33%	51%	100%	0%	25%	60%	100%	50%
5	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	39%	40%	100%	0%	42%	48%	50%	0%
6	Identify, confront, and resolve issues and concerns in a timely manner.	31%	38%	0%	0%	8%	56%	0%	50%
7	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	30%	38%	0%	100%	17%	52%	50%	17%
8	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	35%	36%	100%	0%	33%	24%	100%	67%
9	Strive for continuous improvement in all areas of the District.	31%	34%	0%	0%	42%	40%	50%	0%
10	Effectively plan and manage the long-term financial health of the District.	30%	32%	0%	0%	25%	32%	100%	33%
11	Be visible throughout the District and actively engaged in community life.	33%	30%	0%	0%	33%	24%	50%	50%
12	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	24%	30%	0%	100%	42%	24%	50%	17%
13	Involve appropriate stakeholders in the decision-making process.	23%	26%	0%	0%	42%	16%	0%	50%

Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		National HYA Benchmark	ALL (47)	Admin. (1)	Board Member (1)	Comm. Member (12)	Parent (25)	S.S. (2)	Teacher (6)
14	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	22%	23%	0%	0%	17%	24%	0%	50%
15	Promote high expectations for all students and personnel.	34%	23%	0%	0%	33%	28%	0%	0%
16	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	33%	23%	0%	0%	33%	28%	0%	0%
17	Seek a high level of engagement with principals and other school-site leaders.	21%	21%	0%	0%	42%	12%	0%	33%
18	Communicate effectively with a variety of audiences and in a variety of ways.	27%	21%	0%	0%	25%	20%	0%	33%
19	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	27%	19%	100%	0%	8%	20%	0%	33%
20	Maintain positive and collaborative working relationships with the school board and its members.	25%	19%	0%	100%	33%	8%	50%	17%
21	Be an effective manager of the District's day-to-day operations.	21%	17%	0%	0%	17%	20%	0%	17%
22	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	33%	17%	0%	0%	17%	12%	50%	33%
23	Act in accordance with the District's mission, vision, and core beliefs.	27%	13%	100%	0%	8%	12%	0%	17%
24	Utilize student achievement data to drive the District's instructional decision-making.	17%	13%	0%	0%	33%	8%	0%	0%
25	Develop strong relationships with constituents, local government, area businesses, media, and community partners.	22%	13%	0%	0%	33%	4%	0%	17%

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

March 11, 2016

TRUSTEES

Strengths

- Ability to ask questions from staff
- Advances into 21st century goals
- Alternatives for students
- Amazing parents
- Amazing student achievement, programs, goals, and expectations
- Board will engage in discussion
- Board will make a tough call
- Budget goals and planning (recently developed)
- Career-technical education, real-world view, and pathways
- Character Counts Program
- Collaborative approach to budgeting
- Community constantly gives back to the District
- Compassion and dedication to the District
- Competitive and disciplined sports teams and athletes
- Connections with city, service groups, military, and business community
- Coronado Schools Foundation
- Current superintendent has brought major technological accomplishments
- CUSD is a fair workplace
- Employees serve valiantly and put in extended hours
- Engaged students
- Enrollment is consistent and stable
- High School Solo Program
- Highly intelligent community
- Infrastructure for technology
- Junior ROTC Program at Coronado High School
- Lots of community connections
- Loyalty of teachers
- Palm Academy
- Parent involvement and engagement in the schools
- Parents are included in many things in the district
- Parents ask tough questions
- Parents will embrace the right superintendent
- Pathways Charter School
- Personalized Education Program
- Policies updated and developed

- Principals and other administrators
- Range of programs and offerings, in spite of the size of the District
- Schools are a strength
- Site administrators are strong
- Small district
- Strong sense of community
- Student achievement
- Students like their schools
- Success with instructional standards
- Superintendent's cabinet
- Teachers love working in the District
- Technological improvements and support
- Waiting list to enter the District

Challenges, Issues, Concerns

- Activist parents and staff are informed, others are not
- Air conditioning
- Board development
- Clarity of the finances
- Feeling of conflict between superintendent and some board members
- High school staff feels no one knows about high schools at the District level
- Proposition E failure left bad feelings
- Three new board members working towards being a board
- Beautiful schools
- Board is intelligent and will work on how to collaborate
- Challenges in entry-level programs
- Communication
- Conservative town
- Coronado parents are an asset, and at times, a challenge
- Distrust in the general community
- Economic down cycle was painful for the community
- Engaged and involved parents
- Food service programs lose money annually
- Funding limitations due to state cuts, LCFF
- Interaction between all schools in the District
- Mayberry image is tainted
- Military presence
- Modernization of schools
- Need to continue what has been started and to make things work
- Need to show progress to the community
- Network of moms is challenging
- Older residents in the community are not aware of the strength of the District

- Online learning options
- People believe decisions are made behind closed doors
- People in this District want to be heard
- People with institutional knowledge of Coronado don't like change
- Perception of a leadership shortfall
- Pride of country exists here
- Reaching Basic Aid status as quickly as possible
- Relationship between District administration and school staff members
- Relationships need to be reestablished with teachers, particularly at the high school
- Resolving increased numbers of heat days
- Significant need to develop relationships
- Special education issues
- Stability needed after a period of much change
- System needs stability
- Teachers have a lot of say in everything
- Teachers stay in spite of salary
- Tension between Board and administration
- Tension between classroom staff and administration at District
- The smallness of the town
- Turnover rate of students whose parents are in the military
- Winning the respect and confidence of the sites

Desired Characteristics

- A healer with staff
- Ability to ask probing question
- Ability to make a team out of the current administrators
- Accepts all programs
- Accessible and approachable
- Actual and perceived leadership
- Addresses discontent with a positive attitude
- Backbone
- Can hold "their own" in a discussion
- Cares deeply about staff
- Collaborates with the Board and the community
- Comfortable with major donors and business owners
- Commitment to education of the "whole child"
- Commits to a lengthy term of service, not using position as a stepping stone to another
- Committed to collaboration vs. compromise
- Communicates the background on things
- Communicator
- Compassionate, empathetic, and accepting
- Confident and unpretentious

- Connect to the community
- Creative
- Develop the board – superintendent relationship
- Develops support by gaining buy-in on thoughts, ideas, and plans
- Does not get feeling hurt easily
- Earns the trust and respect of all employees
- Experience at all levels of leadership
- Experience working with school boards and staff
- Extraordinary interpersonal skills
- Face-to-face communicator
- Financial background
- Flexible, business-minded budgeteer
- Focused on continuous improvement
- Genuine
- Gives subtle advice
- Happy to have staff identify needs, priorities, and recommendations for change
- Has experience in finance and can lead discussion on budgeting
- Has knowledge of special education
- Has worked with community groups
- High school experience
- Holds doctorate degree
- Humble
- Incredibly genuine
- Integrity
- Knowledgeable about the Education Code
- Leads the board but does not tell them what to do
- Listener
- Makes tough decisions, but not closed door decisions
- Manager
- Mentors others
- Needs to be “thick skinned”
- New superintendent needs to determine if the cuts during the recession were appropriate
- Not micro-manager
- Not top-down leader or a bull in the china shop
- Not a pontificator
- Not a reformer
- Not afraid to admit shortcomings
- Opportunities for online courses
- Parent Involvement
- Pedigree and presence
- Positive energy
- Professional
- Projects authority

- Regular person, attends concerts, and events
- Self-confident without arrogance
- Sense of humor
- Serves teachers
- Skilled manager of public relations
- Solicits and encourages others to contribute ideas, thoughts, and reflections

PARENTS AND PTO/PTA LEADERS

Strengths

- Arts exposure at all grade levels
- Community involvement
- Community support for sports
- Community values education
- Coronado Foundation
- COSA
- Current superintendent is approachable
- Educated community
- Excellent facilities
- High percentage of students enter college
- High-ranking district
- High school theater program
- High school instrumental music program
- Islander Sport Foundation
- Kids are happy
- Military
- Military families
- Parent involvement
- Parents have opportunity for input
- Physical activity education
- Promoting students to excel without embarrassment
- Realtors understand the connection between property values and school quality
- Rotary supportive of schools
- Sense of community
- Sports and arts programs
- Students ride bikes to school
- Teachers get back to parents and listen to parents
- Teachers are amazing for the most part
- Teaching the whole child
- Very motivated students

Challenges, Issues, Concerns

- A few deplorable teachers at the high school
- Active senior population brings another perspective
- Administration is too defensive
- Affordability of sixth grade camp
- Air conditioning – classes unbearable
- Anxiety among some high school students
- Appropriate use of technology and “digital responsibility”
- Below the surfaces there will be a lot of surprises for the next superintendent
- Budget priorities need to be communicated better
- Budgetary constraints
- Can afford to live in Coronado
- Class size too large
- Class sizes
- College entrance data may indicate that graduates don’t compete with college acceptance rates of private schools
- Community engagement only for the sake of engagement
- Community’s wealthy residents are not involved in the District
- Counselors need to be increased
- Distinctions between school quality, depending on the principal
- District needs to improve cash flow
- Dr. Felix has been a forward thinking regarding technology
- Drug and alcohol use among some students
- Educating parents on common core standards
- Elimination of art and music teachers and related programs
- Evaluation of instruction is not guaranteed
- Facility maintenance issues
- Food service for students needs to be improved
- Forecasting budget needs
- Growing special education population, partly due to military stationing requirements
- Having the “money” conversation annually
- Inconsistency in the teachers’ use of Haiku
- Increased accessibility of program brought to the site
- Instructional inconsistency across the grade levels
- Internal and external communication
- Lack of heating and cooling
- Launching new programs while programs are being cut or eliminated
- Less focus on the “awesome” and more on the significant needs
- Long-term substitutes
- Losing teachers to other districts
- Loss of high school IB program

- Managing amount of technology and student time in front of a computer at home

- More support is needed for core programs
 - Need a renewed focus on the basics
 - Need to educate parents about the strengths of the District
 - Need to pursue alternative energy
 - Need to return to the basics
 - No emphasis on writing in the elementary schools
 - Not enough funding
 - Not true openness to parent involvement
 - Options for students who do not want to go to college
 - Overcrowded math classes at the high school
 - Parents give, and give, and give
 - Parents of Special education students have to fight for what their children need
 - People are over-taxed and stretched thin
 - Pressure to donate funds to the District
 - Proposition E hurt our entire community and it's not the superintendent's fault
 - Purposeless calling and tracking regarding absences
 - Revisit short-term independent study for military children
 - Retention of teachers and loss of teachers to other districts
 - Schools can't keep up with the ever-changing technology
 - Shortage of field trips
 - Site based leadership contributes to District inconsistency
 - Special education had a recent controversy
 - Special education program
 - State has put the District in a difficult financial situation
 - Strategic planning meetings should be worthwhile
 - Study skills, organizational skills should be taught earlier than currently are
 - Substandard special education programs
 - Suggested and required assignments for elementary students should be done in school
 - Superintendent will need to know there are issues in special education
 - Swimming pool costs
 - Talk of individualized learning within large class sizes
 - Teacher retention and turnover
 - Teacher salaries are not competitive
 - Teachers are frequently out of synch with the community's interests
 - Teachers do not seem particularly united in the elementary schools
 - Teachers feel shut down
 - Technology needs to be fully integrated into all courses
 - Technology replacement
 - Technology should prepare students to compete in future careers
 - Threats that a program will be dropped without parent donations
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- Too much emphasis on testing in math

- Top heavy at the District office
- Transparency of the budget
- Transportation to high school
- Unhappy parents with children in special education programs
- Uninformed parents believe they know best
- Very high expectations
- Very tight community
- Wait time for getting an IEP
- WASC report found poor communication between the District and high school teachers
- Website has outdated information because of staff shortages
- Weaknesses perceived by an entrenched town of older citizens who are less receptive to the financial challenges of the District
- Will improve responsible use of technology
- Will focus on digital citizenship
- Will teach students to be respectful of technology and to use it responsibly
- Year-round school option

Desired Characteristics

- Ability to create meaningful relationships with families
 - Ability to see the big picture
 - Ability to work with a board
 - Approachable
 - A superintendent the students actually know
 - Background in alternatives to zero
 - Can make the schools more consistent
 - Cares about children
 - Classroom experience
 - Communicate across levels of the community effectively
 - Communicator who will not be afraid of dealing with the issues
 - Current superintendent typifies many of the desired characteristics
 - Develops a sincere and real partnership with the community
 - Diplomatic
 - Elementary experience
 - Energy to deal with problems that have lingered
 - Engaging, friendly, personable
 - Executive experience
 - Experience as a teacher
 - Experience with integrating music and the arts at the elementary level
 - Gentle but firm
 - Gets out of his office and into the schools
 - Good communicator
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- Humility

- Interacts regularly with students
- Interacts regularly with city manager and city council members
- Keep supporting the good things happening in the district
- Knows and respects the community
- Leadership to take District to next level
- Manages staff as who we are, not compared to another district
- Models transparency
- Not a figurehead
- Not a top-down leader
- Open-minded
- Personable and business savvy
- Proactive
- Respects the military community and military rewards for seniors
- Shows up and is friendly all the time
- Shows “up on deck” every once in awhile
- Sincere interest in people
- Special Education knowledge
- Supports teachers: “taking care of teachers is taking care of kids”
- Understands real strategic planning
- Understands the activism of the community
- Understands the community, not just PTO and staff
- Understands the digital age
- Understands the importance of attending school functions
- Understands the military and military families
- Variety of experiences
- Very patient
- Very strong with open mindedness
- Vigor to engage
- Visibility
- Visible at the sites
- Visible with and in-touch with parents
- Visionary
- Visits school sites regularly
- Will make some changes
- Willing to stand on one’s own ideas and morals
- Willing to work with teachers
- Willingness to look at data and feedback as a form of evaluation
- Wins hearts and minds
- Works well with parent groups

CERTIFICATED STAFF MEMBERS AND CERTIFICATED ASSOCIATION LEADERS

Strengths

- Alumni return to contribute
- Collaboration and support for teachers
- Common Core
- Community Involvement
- Competent staff
- Coronado School Foundation is a real contributor and strong presence
- Coronado Schools' Foundation
- Dedicated teachers and staff
- Despite affluence of community, students receive additional support
- Different programs: not one size fits all
- Facilities
- Families know each other
- Great parents
- Great site level collaboration
- High test scores
- Inclusive support for the military and military-connected students
- Lots of alumni teach in the district
- Many of staff's children have gone through the system
- Military families add value
- Military families and kids add to the district
- Military Involvement
- More diverse student community than an outsider may see
- Outside funding and donations
- Site administrative teams respects the teacher's expertise and their time
- Site based budgeting
- Small District
- Solid commitment to technology
- Stellar art program
- Strong academic programs
- Strong places for students to fit in and be successful
- Strong PLC's
- Student population is very special
- Students highly motivated
- Students leave prepared for college
- Technology
- The parents know us
- The reading program
- Uniqueness of the schools themselves
- We have a voice
- Well-educated community
- When needs are there, we get it, especially supplies that run our classroom

Issues, Concerns, and Challenges

- Administrations asks for input, but doesn't follow through
- Air conditioning and heat
- Always screaming that we don't have the money
- Board members are told how to vote by administration
- Budget not wisely used or properly developed
- Changing dynamics with board
- Class size
- Communication from offices, departments is nonexistent
- Concerned small community
- Consistency with policy, especially attendance
- Coronado is a great place to teach, but has become a horrible place to work
- Dealing with lack of support as noted in WASC report
- Demanding and litigious parents
- Deterioration of relationship between site staff and the District office
- Difficult to add class sections
- Difficult to get administration at District level to respond to the needs of the site promptly
- District vs. school sites
- District office classified act like they are better than staff at the sites
- District office is overstaffed
- District office is bureaucratic and inefficient
- Excessive 504 plans requested by parents
- Facing goal of board to become basic aid district
- Funding for professional development
- Hiring at the District office after budget cuts
- How we have allowed polarizations between teachers and management
- Improve public relations with local papers, etc.
- Installation of security cameras during a period of cutbacks
- Inter-district parents not involved
- Lack of input into technology purchases
- Lack of service to the sites
- Lack of timely replacement of equipment
- LCFF
- Leadership has no clue where community stands and how much the community distrusts the District office
- Librarian budgeting, growth of program
- Little respect for teachers
- Lost trust in the District office
- Low morale
- Maintenance and Operations is in need of improvement
- Method of administrative selection
- Mistrust among rank and file employees
- Morale is bad despite a really strong teaching staff with great test scores

- Teachers feel stressed out, underappreciated

- Need help with the accounting system
- Need meaningful staff development
- Need to work with what we have and not transform unless we have buy in
- No emphasis on curriculum
- No follow through
- No help for additional personnel costs at the sites
- No more “reinvent yourself”
- No textbooks for common core
- No top-down leadership
- Not calling heat days when it was boiling in classrooms
- Not replacing people or positions
- Overall lack of organization
- People Soft is a mess
- Personalized education plan clarity of purpose and feasibility
- Policies explained re: changing job titles, salary schedules at management level
- Professional Development is lacking on technology
- Regular education parents do not like special education inclusion model
- Site based budget includes all personnel costs, contributing to inequities between schools
- Staff anxiety
- Superintendent cares about image and not issues
- Superintendent does not have curricular knowledge
- Superintendent isn’t getting authentic input
- Superintendent received too large a raise
- Support staff is beat down
- Teacher retention related to a lack of a competitive salary
- Teachers vilified during negotiations
- Technology without appropriate resources and support
- The organization of small districts is not efficient
- Too many consultants
- Transient student population
- Transparency with explanation on finances
- Trust in administration by teachers
- Visibility
- Vocal special education parents

Characteristics

- A good listener
 - A leader who can get the people to carry out the vision
 - A turn-around expert
 - Approachable
 - Can see the whole picture
 - Classroom experience in a variety of setting
-
- Collaborate and trustworthy

- Collaborative
- Committed to gender equality, respect
- Communicates sincerity
- Connects with the community
- Does focus groups with teachers
- Doesn't argue over money
- Elementary experience and secondary experience
- Experience as a superintendent
- Experience with military families
- Experience with technology and integrating new programs
- Fair
- Flexible
- Fosters team building activities
- Goes to bat for teachers
- Good communicator
- Honorable leader
- Integrity
- Involved at state level to advocate
- Knowledge of curriculum
- Knowledge of special education
- Leads by example
- Likes to engage in social events with staff
- Make tough decisions instead of passing them
- Makes decisions in the best interest of children
- Many years of teaching experience
- No drastic changes, what we do if it isn't broken
- No micromanaging
- Not afraid of high school students
- Not top down
- Open, less defensive
- Openness
- Patience
- Previous superintendent experience
- Prioritizes the leaders
- Raises will rebuild trust
- Secondary experience
- Seeks our buy in first
- Sense of humor
- Should feel like one of us
- Someone who doesn't send out emails like the all mighty
- Someone who has turned around a District

- Teacher focused

- Team Player
- Tech savvy
- Transparency
- Treats teachers and staff as professional
- Trusts teachers
- Understands funding streams outside traditional methods (grants, etc.)
- Understands legislative changes from the state in special education
- Understands teaching and the mission of teaching
- Understands the balance between curriculum and technology
- Understands the makeup of this community and its high expectations
- Understands the unique needs of elementary vs. secondary
- Variety of experiences
- Views professional development as an opportunity to enrich and inspire
- Visibility and presence in the classroom
- Visits classrooms on a regular basis
- Will step in in spite of knowledge of these problems
- Young, spry, and off the island

MANAGEMENT STAFF, INCLUDING CENTRAL OFFICE, AND SCHOOL PRINCIPALS

Strengths

- A-get-things-done board
 - Bright strong employees
 - Changes have been positive
 - Clear vision and focus
 - Collaboration with teachers at school sites
 - Community connections, all agencies are involved in schools
 - Created a structure that keeps staff focused
 - Current superintendent's community involvement
 - Dedicated administration
 - Funding alignment
 - Informality of the District
 - Kids are amazing and positive
 - Kids are comfortable with adults in the District
 - LCAP is aligned
 - Leadership towards District vision
 - Military connections very strong
 - Not many spoiled employees
 - Parent community is supportive with their time and money
 - Parents are less high maintenance
 - Parents can call Board members directly
-
- School sites are very busy all week long

- Site administrators are solid
- Site based budgeting
- Small size of the District
- Students come first
- Students come to high school prepared for school
- Students score very well given District demographics
- Traditions and history
- Unique community
- Very rigorous curriculum
- Very strong principals

Issues, Concerns, and Challenges

- A silent majority among teachers and a loud minority of bullies
- Building trust among stakeholders and staff
- CUSD mindset and perception of the District office
- Key players at the sites can stir up some of the anger that exists
- Management staff wants to be challenged to grow as professionals
- Need to build sincere trust
- Need to retrain teachers
- People can go directly to the superintendent when they have a complaint
- Pressure on teachers is enormous
- Relationships have broken down
- Scrutiny of the District office
- Takes a long time to build trust here
- Very little professional development is built into our calendar
- Whenever we add support at the District office the teachers perceive it is in lieu of improving salaries

Characteristics

- Ability to present to public clearly
- Builds relationships
- Charisma is a huge need
- Collaborative and visionary
- Comfortable in all audiences
- Deals with things calmly
- Experienced in districts like ours
- Feels comfortable working on campuses and having real conversations with teachers
- Good listener
- Great communicator
- Have tough skin
- High School experience
- Highly visible at sites

- Human resources experience
- Instructional knowledge and the ability to have real conversations about the classroom
- Kind and firm
- Looking to raise up our most needy and struggling students
- Makes a personal connection with everyone
- Meets with principals for coffee
- Needs strong curriculum background
- Recognizes we are human
- Relationship builder
- Skills in the alignment of resources
- Stops by schools unannounced
- Straight forward
- Strength based leadership
- Trusting
- Understands we are not broken
- Visits and feels comfortable in classrooms
- Will challenge us
- Will help us meet the need of English learners
- Will not be afraid of our current culture

CLASSIFIED STAFF MEMBERS, AND CLASSIFIED ASSOCIATION LEADERS

Strengths

- A lot of people want to enroll here
- Added flexibility in class selection for students
- Communication with the community
- Elementary school inclusion program for special education students.
- High test scores when tests were administered
- Kids don't get lost in the shuffle
- Military influence is a strength
- Personalized education
- Resources
- Tech driven and data driven
- Technology
- Work very well with the military families

Issues, Concerns, and Challenges

- Alternative education is stilling working out the bugs in traditional schools
- Balance between transparency and giving too much information
- Community is very vocal and they want the superintendent's ear
- Demanding community

- Demanding staff

- Inequities between management and non-management as to when salaries are improved
- Over burden of work at the District office

Characteristics

- Cares about all staff, ACT, and CSEA
- Doesn't want to reinvent the wheel
- Gets along with people but can stand his or her ground
- Good personality
- Has open door policy
- Legal foundation in special education
- Open door, can go into his/her office and have a conversation
- Secondary experience
- Sense of humor
- Strong enough to say no to the Board
- Supportive of staff members
- Understands the big picture
- Up and running and ready to lead
- Works with Maintenance and Operations

CORONADO HIGH SCHOOL STUDENTS

Strengths

- Community knows what is going on in our school
- Coronado High School is the center of the community
- Easy to get community support in terms of fundraising
- Highly engaged, strong teachers
- Highly involved student body
- Kids feel safe about where they go to school
- Small and very involved in the school
- Students are involved
- Students can find a group to fit into
- The community trusts us
- There's a place for everyone to feel like they belong

Challenges Issues Concerns

- Air conditioning and effects on student ability to learn (heat days)
- Communication about rules and rush to decisions
- Community is so small that everyone has an opinion and wants to feel informed and involved
- Expectation differences between AP classes and regular classes
- Inter-district transfers
- Large class sizes

- Military town and attrition rate
- Need more support for the average student

- People care more about grades than actual learning, need a culture shift
- Special education department issues (parent concerns)
- Superintendent/board relations
- Teacher retention due to strained relationships and pay
- Trend in administration towards overregulation which diminishes school spirit and morale

Desired Characteristics

- Collaboration and compromise
- Communicate about problems and decision the WHY
- Friendly and personable
- Getting to know our community and individuals within in; engage the parent community and the community as a whole
- High visibility address the student body each year (State of the Union)
- Instruction and curriculum knowledge (issue of differences between AP and regular classes)
- Strong communication skills; ability to communicate with multiple audiences
- Support collaboration and communication with students
- Support teachers to stay here
- Transparency in decision making
- Values student voice
- Well versed in special education regulations and parent/student concerns
- Works well with the board
- Clear communication of expectations, rules, etc.
- Know the high school scheduling process and what that means to kids
- Support of school spirit
- Understanding the complete picture (e.g. intent of students); recognize and make students feel that their opinion matters

COMMUNITY MEMBERS, INCLUDING FOUNDATION AND CITY LEADERS

Strengths

- Array of services for kids
- Character Counts Program
- Community is interested in excellent schools
- Coronado Schools Foundation
- District respects the work of the foundation
- Diversity of the military community
- Excellent teachers
- Great city-district relationship
- High achieving students
- Highly educated community
- Homogenous
- Kids are great

- Military Families
- One island - one district

- Safe community
- Sense of community
- Strong facilities
- Super engaged parents
- Teachers' care about the kids
- Well-educated community

Challenges Issues Concerns

- Affluent community
 - Arts Strategic Plan – addressed in the high school and not the elementary
 - Board meetings are too long
 - Bond not passing – hard feelings
 - Bullying at the high school
 - Class sizes
 - Communication with voters
 - Community support the schools
 - Community wants excellence, but does not want to pay
 - Complaining at the kindergarten level
 - Coronado School of the Arts (COSA)
 - Culture of perpetuating the closeness
 - Disconnect between District office and the sites
 - Drug problem
 - Embrace collaborative learning
 - Failure to pass parcel tax
 - High school is segregated into different groups (nerds, jocks, smart kids, big boys)
 - Lack of diversity
 - Lack of on-site visibility by the superintendent and district staff
 - Lack of trust with the district
 - Lay off of teachers and no one at the District office
 - Less collaboration in classes after kindergarten
 - Loss of staff due to low salary schedule
 - Morale is low
 - Multiple communication tools are confusing
 - Need for checks and balances with board and between board members
 - Need to engage the community more often
 - Need to promote the many students who are attending a wide variety of colleges
 - Need to recognize the whole child – celebrate differences
 - Not receptive to Inclusion model at grades 3,4,5
 - Parents feel disconnected with the district
 - Parents need to feel more like partners with the staff
 - Real application learning
-
- Reinstatement of the music program
 - Salary of administration vs. teacher

- Seek inside expertise before a consultant
- Set limits for the parents
- Small community
- Small town feel
- Some want it to stay the same as it has always been
- Special education parents are not happy
- Special Education Program
- Strand Elementary has an amazing family atmosphere
- Streamline the information process and feedback
- Superintendent can become positional
- Swimming pool costs
- Teacher retention issues – leaving the district for better pay in other districts
- Teachers are “over stretched”
- Teacher unions
- Teachers are appreciated by parents, but not by the district
- The budget
- The Coronado School Foundation
- The district office – the doors are shut
- The high school
- Top-heavy district office
- Trust issues with the community

Desired Characteristics

- Ability to address the “whole child”
 - Ability to communicate the vision of future learners through technology
 - Ability to promote parent involvement
 - Ability to work with a “mono –culture”
 - Can understand and use social media
 - Can work with individual board members and combined board
 - Collaborative leadership
 - Come to parent advisory groups
 - Common sense
 - Community builder
 - Community organizing skills
 - Conducts open-ended forums
 - Dedication to the job
 - Excellent listener
 - Experience in classroom instruction
 - Experience in facility issues
 - Experience with working with an educational foundation
 - Experienced
 - Good communicator
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- Good listener
 - Good negotiator

- Good with community outreach
- How to work with a city council and city manager
- Knowledge of curriculum
- Knowledge of instructional leadership via the use of technology
- Knowledgeable about common core
- Knows blended learning
- Knows how and why we use technology
- Knows how to get the best out of others
- Level headed
- Must wear many hats
- People skills
- Poise
- Previous experiences at different level of district leadership
- Responsive
- Real
- Solution minded
- Strong
- Strong sense of themselves
- Superintendent who has backing of the teachers
- Thick skin
- Trustworthy
- Understand the uniqueness of Coronado
- Understand what it means to work with multigenerational families of the District
- Visible leader
- Worked with military families

Community Forum - Coronado Middle School

Please note that all the parents in attendance have children in the District's Special Education Program. They requested that their responses be presented as a separate group.

Strengths

- All "one school feel " to the District
- Compactness of the District
- Palm Academy
- Parent involvement when asked
- Parents will financially contribute
- Quality of the facilities
- Safe environment
- Students are safe from violent crimes
- The people in the community

Challenges Issues Concerns

- Accountability is lacking
- Certain special education students placed off the island

- Communication to special education parents is non-existent
- District office expenditures are too high and not directed towards students
- It is a special education vs. regular education fight
- Lack of meaningful inclusion
- Lack of taking responsibility
- Large lapses of service in special education
- Legal compliance to IEP's are not happening
- No place in the schools for children with certain disabilities
- Not attracting high quality special education teachers and staff
- Not enough resources to serve moderate/severe students
- Poor climate in special education pushes employees out
- Positions remain unfilled – not getting services
- Principals push the special education issues to the District office
- Special education students are isolated from the regular ed. students
- Special education students are not welcome
- Superintendent needs to put students first
- Superintendent only manages
- Teachers do not come to Coronado
- Teachers do not feel supported

Desired Characteristics

- Ability to analyze instruction
- Ability to connect with special education parents
- Approachable
- Deep knowledge and experience leading special education programs
- Experience with military families
- Hands on approach
- Integrity
- Looks outside the box