



EUSD Superintendent Search:

LEADERSHIP PROFILE REPORT



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Eureka Union School District (EUSD) Superintendent Search Leadership Profile Report

EXECUTIVE SUMMARY

The Eureka Union School District (EUSD) has partnered with the Placer County Office of Education (PCOE) to lead the recruitment and selection process of the next District Superintendent. This collaboration ensures a fair, thorough, and community-centered search that reflects the values and priorities of EUSD.

As part of this comprehensive effort, the Board gathered educational partner input through multiple feedback opportunities, including:

- A districtwide online survey.
- One-on-one listening sessions with key district and site leaders.
- In-person focus groups with teachers, principals, parents/guardians, and community members.

Across these engagement opportunities, a total of 180 participants contributed their perspectives. This included 160 survey respondents across five educational partner groups, as well as 20 participants who took part in individual or group listening sessions. Together, these activities provided both quantitative rankings and in-depth narrative insight into the leadership qualities, priorities, and expectations desired in the next Superintendent.

The following report summarizes the key findings from this extensive community engagement process. The feedback gathered underscores the importance of selecting a Superintendent who reflects EUSD's values, advances district priorities, and strengthens the culture of excellence that defines the district.

General Survey Findings and Key Considerations

The feedback gathered across all engagement opportunities reveals a district that takes great pride in its academic excellence, talented educators, and deeply engaged community. At the same time, educational partners consistently identified significant challenges, particularly in the areas of facilities, staffing, and long-term fiscal stability, which require strategic and forward-focused leadership.

Across groups, participants expressed a clear desire for a Superintendent who can balance visionary direction with strong operational discipline; build trust through transparent, consistent communication; and foster unity within a diverse community.

Top Leadership Skills Identified

Across all groups, several leadership skills emerged as consistently important for the next Superintendent:

1. Effective Communication

Respondents overwhelmingly ranked open, transparent communication as a top priority, emphasizing the need for a leader who listens actively, communicates clearly, and engages all educational partners.

2. Decision-Making & Problem-Solving

Educational partners value a Superintendent who can analyze issues, implement solutions, and make timely, informed decisions that reflect the needs of schools and the community.

3. Visionary and Strategic Leadership

Stakeholders want a leader who can set a clear direction, plan for long-term success, and bring coherence to district priorities —especially in the areas of academic performance, facilities, and resource allocation.

Desired Character and Interpersonal Traits

Respondents consistently highlighted the following traits as essential for strengthening trust and partnership across the district:

- Integrity and honesty.
- Empathy and approachability.
- Resilience and adaptability.
- Collaboration and relationship-building.

Management Priorities

Respondents identified several operational and organizational competencies as essential:

- Strategic planning aligned with district goals.
- Budget and financial management to ensure sustainability.
- Human resources and talent development, especially recruiting and retaining high-quality educators.
- Organizational efficiency to streamline systems and improve service to school sites.

Perceived Strengths of the District

Educational partners strongly recognize EUSD's long-standing commitment to excellence. The most frequently identified strengths include:

1. High academic performance and rigorous standards.
2. Exceptional teachers and staff.
3. Strong community and parent/guardian involvement.
4. Small, connected school community with a "family feel."
5. Supportive culture and positive school environments.

Most Pressing Challenges

Respondents identified several challenges needing immediate and long-term attention:

- Aging and deteriorating facilities requiring major upgrades.
- Budget constraints, fiscal instability, and staff compensation pressures.
- Class sizes and enrollment concerns, including out-of-district transfers.
- Increasing student needs, including behavior, mental health, and intervention supports.
- Staff retention, burnout, and perceived inconsistencies in district-wide systems.
- Community differences and varying expectations for curriculum and school governance.

Top Priorities for the New Superintendent

When asked what the next Superintendent should focus on immediately, respondents recommended:

1. **Facilities and Safety Improvements**
Address aging infrastructure, upgrade classrooms, and strengthen campus safety.
2. **Fiscal Transparency and Stability**
Review budget structures, seek sustainable funding, and improve communications regarding district finances.
3. **Support for Teachers and Staff**
Improve morale, ensure competitive compensation, streamline systems, and strengthen collaborative decision-making.

4. Academic Excellence and Instructional Quality

Prioritize literacy, math, and core academics while supporting diverse learners, including English Learners, high achievers, and students with disabilities.

5. Community Engagement and Trust-Building

Establish relationships with families, staff, and community partners through accessible, consistent communication.

Experience and Leadership Qualities Sought

Educational partners are looking for a Superintendent who:

- Brings strong educational experience, including instructional and site/district leadership.
- Demonstrates effective fiscal and operational management.
- Has a track record of improving student outcomes.
- Leads with integrity, empathy, professionalism, and clear communication.
- Navigates diverse perspectives and makes student-centered decisions.
- Understands and values EUSD's small, high-performing, community-driven culture.

DEMOGRAPHICS & OUTREACH STRATEGIES

The EUSD Superintendent Search gathered valuable input from a broad and diverse group of educational partners, including families, staff, district leadership, and community members. Feedback was collected through multiple engagement opportunities to ensure wide representation and meaningful insight into the qualities, experience, and priorities desired in the next Superintendent.

To encourage districtwide participation, the online survey was open from November 12 through November 20 at midnight and shared through multiple communication channels, including direct email to families and staff, the EUSD website, and the district's official social media platforms.

In addition to the survey, PCOE conducted seven one-on-one listening sessions with key district leaders and bargaining units, along with three in-person focus group sessions for administrators, staff, parents/guardians, and community members.

In total, 180 participants contributed feedback across all engagement opportunities, with 168 survey participants.

Survey Participant Breakdown

- Parent/Guardian – 56.97%
- Community Member – 0.61%
- Staff – 41.21%
 - Classified Staff – 10.91%
 - Certificated Staff – 24.24%
 - Management/Unrepresented Staff – 6.06%
- Other – 1.21%
 - Respondents who selected “other” indicated that they represented more than one group, such as being both a parent and a staff member, rather than selecting a single category.

SUMMARY OF DATA

One-on-One Session Results

To maintain confidentiality, this feedback is not presented by group or in detailed categories. Because the one-on-one meetings involved smaller numbers of participants, further disaggregation could risk identifying individual contributors.

In general, the one-on-one listening sessions closely echoed the themes identified through the in-person focus groups and the district-wide survey, as highlighted below.

In-Person Focus Group Results

Focus groups with administrators, staff, and community members highlighted both strong assets within EUSD and urgent challenges that the next superintendent must address. Participants consistently described EUSD as a close-knit, family-oriented district with long-serving staff, strong academic performance, and educators who genuinely care for students. The district's small size and community feel were celebrated as key strengths that support collaboration and connection across schools.

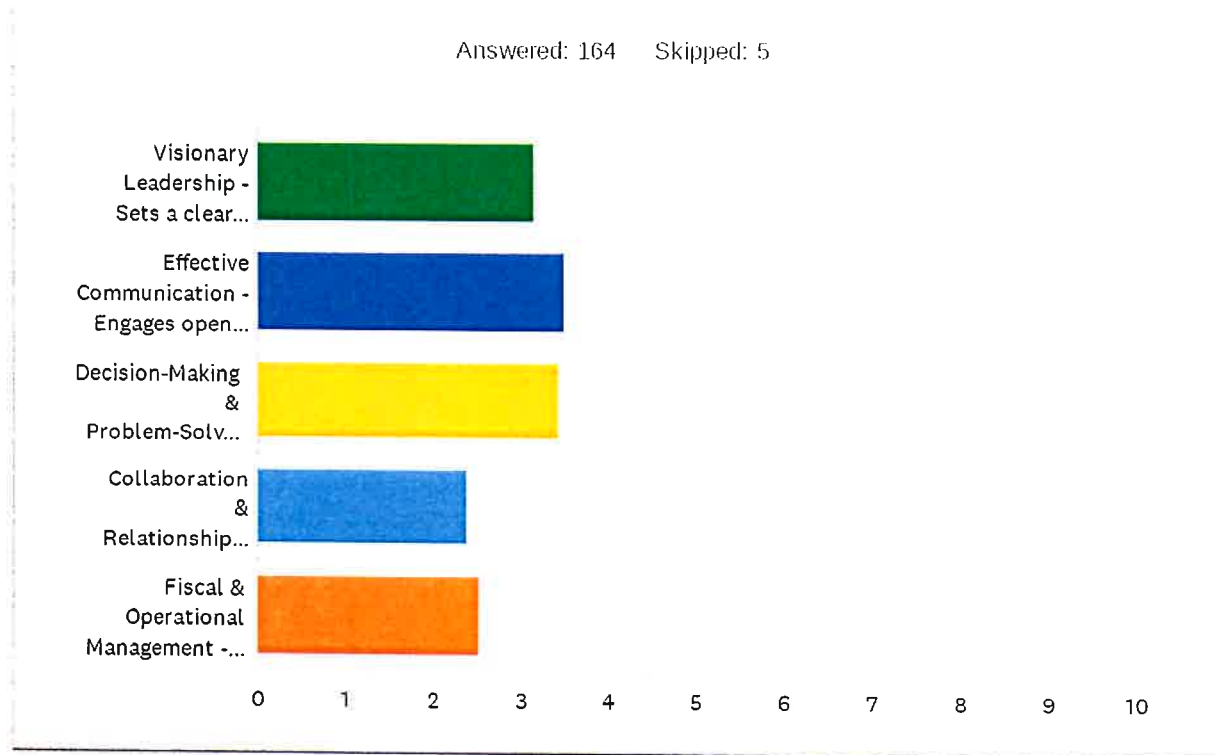
Across all sessions, however, participants identified significant concerns about aging facilities and campus safety. Issues such as mold, asbestos, drainage failures, unenclosed campuses, and outdated infrastructure were frequently raised.

Staffing pressures were another major theme. Enrollment growth and increased diversity have outpaced staffing levels, stretching intervention, mental health, and support services. Administrators and staff described growing student behavioral and social-emotional needs without adequate mental health personnel or resources, which disrupts instruction and burdens school sites.

Overall, the feedback reflects a district that values its people and academic reputation but desires cohesive leadership, improved facilities, stronger mental health support, and clearer operational systems.

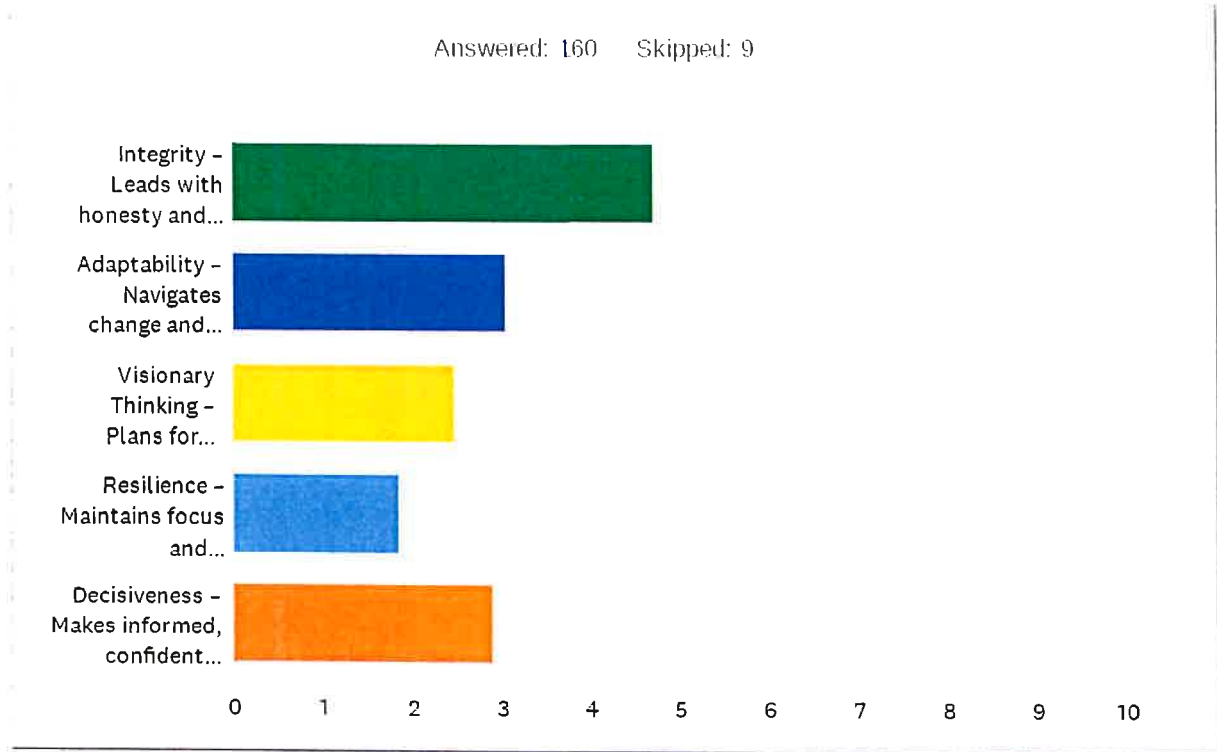
Survey Results

Q1: EDUCATIONAL LEADERSHIP SKILLS: Please rank the desired educational leadership skills for the Superintendent of the Eureka Union School District. (Place your most desired leadership skill at the top.)



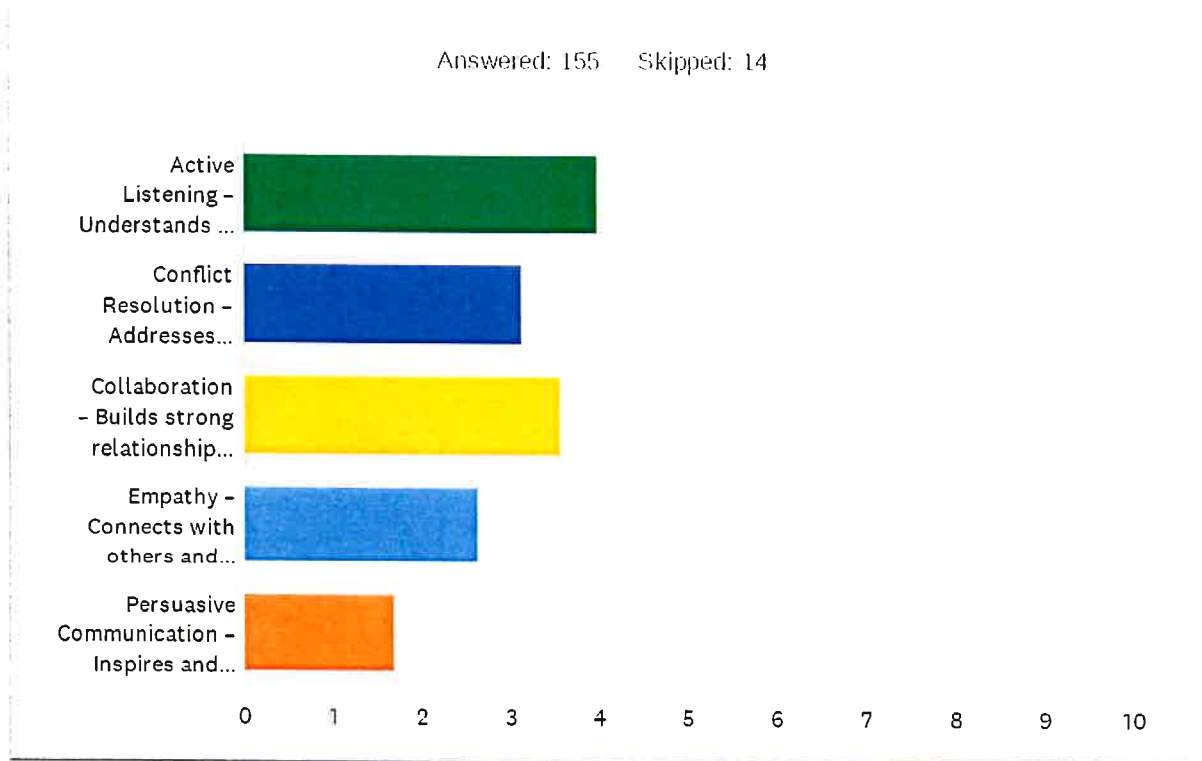
Survey results show clear priorities among respondents regarding the leadership skills most desired in the next EUSD Superintendent. **Effective Communication (29.27%)** and **Visionary Leadership (27.44%)** received the highest proportion of first-place rankings, indicating strong community interest in a leader who can set a clear direction for the district and communicate openly with all educational partners. **Decision-Making** and **Problem-Solving (19.51%)** were also highly valued, reflecting the community's desire for a superintendent who can analyze issues and implement effective solutions. Other skills, including **Collaboration and Relationship-Building (10.98%)** and **Fiscal and Operational Management (12.80%)**, were ranked lower overall but still recognized as important components of effective leadership.

Q2: CHARACTER TRAITS: Please rank the desired characteristics for the Superintendent of the Eureka Union School District. (Place your most desired character trait at the top.)



Responses show exceptionally strong agreement on the most important character traits for the next EUSD Superintendent. **Integrity (81.88%)** is overwhelmingly ranked as the top trait, far surpassing all others and reflecting the community's clear expectation for a leader who demonstrates honesty and transparency in every decision. **Adaptability (7.50%)** and **Decisiveness (5.00%)** followed at much lower levels, with respondents still recognizing the importance of navigating change and planning for long-term success. Traits such as **Visionary Thinking (4.38%)** and **Resilience (1.25%)** received fewer first-place rankings.

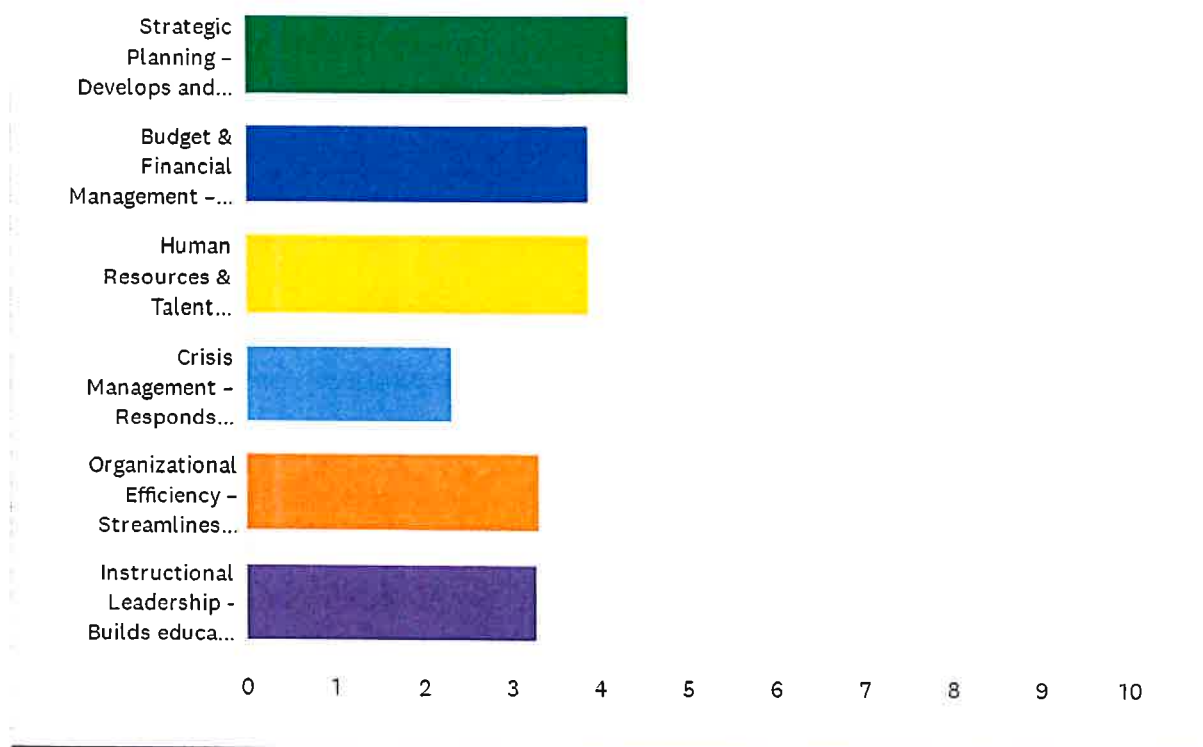
Q3: INTERPERSONAL SKILLS: Please rank the desired interpersonal skills for the Superintendent of the Eureka Union School District. (Place your most desired interpersonal skill at the top.)



Results highlight the interpersonal skills respondents believe are most essential for the next EUSD Superintendent. **Active Listening (40.65%)** received the highest number of first-place rankings, indicating the strong value the community places on a leader who genuinely understands and considers input from families, staff, and community members. **Collaboration (25.81%)** and **Conflict Resolution (18.06%)** followed, showing a desire for a superintendent who can navigate disagreements effectively and build strong working relationships across the district. **Empathy (9.03%)** was also recognized as important, though to a lesser degree, while **Persuasive Communication (6.45%)** received the fewest first-place rankings.

Q4: MANGEMENT: Please rank the desired management skills for the Superintendent of the Eureka Union School District. (Place your most desired management skill at the top.)

Answered: 166 Skipped: 3



Responses indicate that educational partners place the greatest emphasis on strong organizational leadership. **Strategic Planning (34.34%)** stood out as the most important management skill, showing a clear expectation for a Superintendent who can chart a long-term course for the district and guide sustained improvement. **Budget and Financial Management (18.07%)** and **Human Resources and Talent Development (18.07%)** were also high priorities, reflecting the community's focus on fiscal stability and the need to attract and retain exceptional staff. Other areas, such as **Instructional Leadership (15.06%)** and **Organizational Efficiency (13.25%)** received steady support, while **Crisis Management (1.20%)** was selected less often as a top priority. Taken together, the results suggest that stakeholders want a Superintendent who can thoughtfully steer district operations, manage resources wisely, and strengthen the systems that support student and staff success.

Q5: What do you see as the top three strengths of the Eureka Union School District?

Open-ended responses consistently highlight three major strengths that define the Eureka Union School District.

- 1. Exceptional Teachers and Staff**

Respondents repeatedly praised the dedication and skill of EUSD's educators and support teams. Many noted that staff members care deeply about students, work hard to meet individual needs, and contribute to a positive and supportive school culture.

- 2. Strong Academic Performance and Learning Opportunities**

Families and staff identified high academic achievement as a defining strength. Comments referenced rigorous instruction, strong test scores, quality curriculum, and programs that help students grow and succeed.

- 3. High Levels of Community and Parent/Guardian Involvement**

A significant number of responses emphasized the value of EUSD's engaged families and active community partners. Parent/guardian groups, volunteers, and local supporters were described as essential contributors to student enrichment and the welcoming, close-knit environment of the district.

Together, these themes reflect a district known for its people, its academic quality, and its strong sense of community.

Q6: What do you see as the top three most pressing challenges facing the Eureka Union School District?

Open-ended responses reveal three major challenges that respondents most frequently identify across the district.

1. Aging Facilities and Infrastructure Needs

The most common concern was the condition of school buildings. Respondents noted outdated classrooms, safety and maintenance issues, aging campuses, and the need for significant modernization. Many emphasized that facilities do not match the expectations of the community or the needs of current instructional practices.

2. Staffing Pressures and Support for Educators

A large number of comments centered on staffing challenges. These included teacher and support staff retention, competitive pay, staff shortages in key areas, and concerns about burnout. Respondents highlighted the need for stronger systems, consistent practices, and improved support for both certificated and classified staff.

3. Budget Limitations and Long-Term Fiscal Stability

Fiscal concerns appeared repeatedly. Respondents pointed to limited funding, enrollment, and transfer patterns that affect revenue, the need for sustainable financial planning, and pressures on programs and staffing. Many have referenced the difficulty of addressing facility upgrades and student needs within existing budget constraints.

Q7: What are the top three priorities you believe the new Superintendent should focus on immediately?

Open-ended feedback points to three priority areas that respondents believe require the new Superintendent's immediate attention.

1. Improving Facilities and Creating Safe, Well-Maintained Learning Spaces

Many respondents stressed that school buildings need prompt attention. Comments frequently referenced outdated classrooms, safety concerns, and the need for modernized spaces that better support instruction. Participants emphasized that upgrading facilities should be one of the Superintendent's first actions.

2. Building Strong Communication and Reconnecting with the Community

A significant portion of responses highlighted the need for clearer communication and stronger relationships. Respondents want a leader who is visible at school sites, listens to stakeholders, and brings people together around a shared direction for the district. Restoring trust and reinforcing collaboration surfaced as essential early steps.

3. Strengthening Fiscal Health and Supporting Staff

Participants also identified the importance of stabilizing the district's budget and providing greater support for educators and staff. This included fair compensation, predictable staffing, consistent practices across sites, and responsible allocation of resources. Many noted that thoughtful financial planning and investment in employees are key to long-term success.

Q8: What experience and leadership qualities do you believe are most important for the next Superintendent of the Eureka Union School District to have in order to be successful and to best serve the district?

Open-ended responses show strong alignment around the experience and leadership qualities stakeholders believe are essential for the next EUSD Superintendent. The most common expectations fall into the following categories:

Experience

- Background in education with classroom teaching experience.
- Prior site-level leadership, such as principal or assistant principal.
- District-level leadership experience, ideally in a TK–8 system.
- Familiarity with small high-performing districts and engaged parent/guardian communities.
- Strong understanding of budgeting, fiscal management, and long-term planning.

Leadership Qualities

- Communicates clearly, listens actively, and responds with transparency.
- Demonstrates integrity, empathy, professionalism, and fairness.
- Makes thoughtful, fact-based decisions that prioritize students.
- Build relationships and trust across staff, families, and the community.
- Understands the strengths, challenges, and culture of EUSD.
- Collaborate effectively with bargaining units, district leadership, and site teams.
- Is visible, approachable, and engaged in school communities.

Overall, respondents want a Superintendent who is experienced, credible, student-centered, and able to guide EUSD with clear communication, strong leadership, and a deep commitment to the district's values.

Variance by Respondent Groups

The respondent comparison data reveal several clear patterns in how different educational partner groups view the leadership needs of EUSD. While many priorities are shared across groups, each brings its own perspective shaped by its unique roles and daily experiences within the district.

Areas of Agreement:

1. Communication as a Core Leadership Skill

All groups consistently prioritized effective communication, reflected in strong ratings and repeated comments emphasizing transparency, openness, and clear messaging. Classified staff described the importance of “open communication, honesty, and transparency,” while certificated staff highlighted the need for a leader who listens and is accessible to school sites. Parents/guardians also ranked communication among their top leadership expectations.

2. Integrity as the Most Critical Character Trait

Across every respondent category, integrity was the highest-rated character trait. The comparison data show Integrity receiving the strongest first-place rankings districtwide, signaling a universal expectation for honesty, fairness, and ethical decision-making.

3. Universal Respect for Teachers and Staff

Regardless of role, respondents expressed deep appreciation for EUSD’s educators and support staff. This alignment appears repeatedly in open-ended comments, with teachers, classified staff, parents/guardians, and community members all citing staff quality as a defining district strength.

Areas of Divergence:

1. Varied Perspectives on District Challenges

Parents/guardians and community members expressed more concern about cultural climate and political influences, citing issues related to community differences or ideological conflict. Certificated and classified staff focused more heavily on staffing pressures, morale, operational inconsistencies, and leadership support, frequently referencing burnout, unequal workloads, and the need for stronger district systems. Management/unrepresented respondents placed greater emphasis on strategic planning, fiscal sustainability, and operational alignment.

2. Differences in Desired Professional Background

Certificated staff strongly preferred leaders with TK–8 classroom and small-district experience, emphasizing knowledge of EUSD’s size and context. Classified staff prioritized candidates with experience improving morale and working collaboratively with all levels of staff. Parents/guardians and community members were more open to candidates from outside the district or region, including executive leaders with broader backgrounds, if they possessed strong communication and common-sense judgment.

3. Distinct Views on Immediate Priorities

Teachers and staff consistently highlighted immediate needs such as clear systems, consistent decision-making support for site teams, and attention to staff retention. Parents/guardians emphasized facility improvements, academic rigor, safety, traffic flow, and extracurricular opportunities, as reflected in many comments. Community members showed more variance, with some expressing concern about political climate while others focused on general district performance or long-term growth.

4. Emphasis on Relationship-Building Varies by Role

All groups value relationships, but staff expressed a stronger need for a Superintendent who is visible at school sites, engaged in day-to-day understanding, and supportive of site needs. Parents/guardians and community members more often emphasized relationship-building in terms of community trust, visibility at events, and responsiveness to families.

Overall, respondents agree on the foundational qualities needed in the next Superintendent: a leader with integrity, strong communication skills, and the ability to support and elevate EUSD’s strong academic culture. However, their differing perspectives reflect the unique experiences of each group:

- Parents/guardians and the community emphasized school climate, safety, facilities, and transparency.
- Teachers/classified staff focused on support systems, morale, consistent leadership, and instructional needs.
- Management prioritized long-term planning, fiscal responsibility, and organizational coherence.

IDEAL SUPERINTENDENT PROFILE

Respondents across all engagement strategies expressed a consistent vision for the type of leader who will be most successful EUSD.

Educational partners are looking for a Superintendent who leads with integrity, communicates clearly, and builds trust through visibility, transparency, and meaningful engagement. They emphasized the importance of the Superintendent to have deep educational experience, particularly in TK–8 settings and in districts similar in size and culture to EUSD. They want a leader who understands how to support high-quality teaching, strengthen academic programs, and maintain the district’s tradition of excellence, while addressing pressing challenges such as facilities needs, staffing pressures, and long-term fiscal stability.

Educational partners also made it clear that the next Superintendent must be both visionary and practical. This leader should bring strong strategic planning skills, sound fiscal judgment, and the ability to implement consistent systems across school sites. At the same time, they must value relationships and demonstrate empathy and approachability with students, staff, and families. The ideal EUSD Superintendent is someone who can unify the community, support educators, elevate student outcomes, and steward the district thoughtfully into the future.

Ideal Superintendent Profile

1. Personal Integrity and Relational Leadership

- Leads with honesty, transparency, and consistency.
- Builds trust with staff, families, and the community.
- Navigates differing perspectives with professionalism.
- Listens actively and fosters a positive, supportive culture.

2. Instructional Expertise and Academic Focus

- Experienced educator with a background in teaching and site/district leadership.
- Strong understanding of TK–8 programs and the needs of small high-performing districts.
- Champions academic excellence and instructional quality.
- Supports teachers and strengthens interventions, enrichment, and student services.

3. Strategic Systems and Operational Leadership

- Strategic planner who sets direction and aligns resources to priorities.
- Skilled in fiscal and operational management.
- Capable of guiding long-term facilities planning and modernization.
- Ensures stable, consistent systems across departments and school sites.

4. Communication and Community Engagement

- Communicates clearly, openly, and consistently.
- Provides clarity around district priorities and decisions.
- Engages families and community partners in meaningful ways.
- Maintains visible presence at schools and community events.

The EUSD Board of Education is encouraged to prioritize candidates who exemplify these qualities and who can foster a culture of collaboration, transparency, and high expectations while positioning the district for continued success in a dynamic educational landscape.