



*Premier District of Choice Where Opportunity Meets Excellence*

## LEADERSHIP PROFILE REPORT



Prepared by HYA Associates

November 21, 2025

## Introduction

Hazard, Young, Attea & Associates (HYA) partnered with the Chandler Unified School District (CUSD) to gather broad stakeholder input to inform the search for the next superintendent. Data for this Leadership Profile Report comes from multiple sources: online surveys (Parent/Staff survey and Community Input survey) and a series of focus groups, forums, and interviews with stakeholder groups (students, parents/guardians, staff, administrators, community partners & leaders, and Governing Board members).

The findings below are presented in two sections. The first section synthesizes input themes in response to three guiding questions:

1. What are the greatest strengths of the Chandler Unified School District?
2. What are the greatest challenges and opportunities facing the district?
3. What qualities, characteristics, and attributes are most important in the next superintendent?

The second section summarizes responses to survey prompts inviting participants to rank **leadership priorities** for the next superintendent, as well as **key leadership qualities** participants prioritized.

Both sections include results for all participants combined followed by results for participant groups.

*Note: For survey participants who identify with multiple groups, their input is included in the first group selected on the survey. For participants who identified themselves as “Teachers,” their input was combined with “Certified Staff”.*

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## Participation Data

Stakeholder Group	Parent Square Survey	Community Survey	In-Person Meetings/Focus Groups/Forums
Parents/Guardians	2993	76	Surveys/Forums
Students	280	3	34
Teachers/Certified Staff	498	39	13

Classified Staff	162	25	40
Site Administrators	30		38
District Administrators	16	1	18
Local Resident	9	117	Surveys/Forums
Business/Community Partners		42	20
Other	16	6	26
Community Forums			80
<b>Totals</b>	<b>4004</b>	<b>309</b>	<b>269</b>

## Total Participants - 4,582

### Longevity in Chandler

Survey participants were asked how long they have been part of the community. The following summary supports information also shared by participants during focus group meetings.

**Key Takeaways:**

**Long-Term Community Members:** Across most respondent groups, a significant portion of individuals have been part of the CUSD community for more than 10 years. This suggests a stable and experienced community base.

For “CUSD Certified Staff”, “More than 10 years” accounts for 55.67% of the group.

“CUSD Classified/Support Staff” also shows a high percentage: 47.53% have been in the community for “More than 10 years”.

“CUSD District Administrator” has 50.00% in the “More than 10 years” category.

“CUSD Site Administrator” shows the highest proportion, with 73.33% in the “More than 10 years” category.

“CUSD Teacher” also has a substantial 63.59% in the “More than 10 years” category.

Significant Mid-Term Engagement: The “4-10 years” category also represents a substantial portion of the community in several respondent groups, indicating a healthy level of mid-term engagement.

“CUSD Parent/Guardian” has the highest percentage in this category, with 39.88% reporting “4-10 years” in the community.

“CUSD Certified Staff” shows 29.21% in the “4-10 years” category.

“CUSD Student” has 53.43% in the “4-10 years” category.

“CUSD District Administrator” has 43.75% in the “4-10 years” category.

Lower Proportions of New and Short-Term Members: Generally, the “Less than one year” and “1-3 years” categories have smaller percentages across most respondent groups, suggesting a lower influx of new members or a quicker progression to longer tenure.

“CUSD Parent/Guardian” has 9.12% in “Less than one year” and 18.80% in “1-3 years”.

“CUSD Student” has 8.30% in “Less than one year” and 19.49% in “1-3 years”.

“CUSD Certified Staff” has 3.78% in “Less than one year” and 11.34% in “1-3 years”.

“CUSD Teacher” has 3.40% in “Less than one year” and 9.22% in “1-3 years”.

Detailed Breakdown by Respondent Group:

CUSD Certified Staff: The majority (55.67%) have been in the community for “More than 10 years”, followed by “4-10 years” (29.21%) and “1-3 years” (11.34%).

CUSD Classified/Support Staff: Similar to certified staff, “More than 10 years” (47.53%) is the largest group, with “4-10 years” (24.07%) and “1-3 years” (23.46%) also being significant.

CUSD District Administrator: This group is evenly split between “More than 10 years” (50.00%) and “4-10 years” (43.75%), with a smaller portion in “1-3 years” (6.25%).

CUSD Parent/Guardian: This group shows a more even distribution, with “4-10 years” (39.88%) being the largest, followed by “More than 10 years” (32.21%) and “1-3 years” (18.80%).

CUSD Site Administrator: This group has the highest concentration of long-term members, with 73.33% in the “More than 10 years” category and 26.67% in “4-10 years”.

CUSD Student: The largest proportion of students have been in the community for 4-10 years (53.43%), followed by 1-3 years (19.49%) and “More than 10 years” (18.77%).

CUSD Teacher: The majority of teachers (63.59%) have been in the community for more than 10 years, followed by 4-10 years (23.79%) and 1-3 years (9.22%).

Local CUSD Resident: This group is split between 4-10 years (37.50%) and “More than 10 years” (37.50%), with “Less than one year” making up 25.00%.

Other: The “Other” category shows a significant portion in “More than 10 years” (46.67%), followed by 4-10 years (26.67%), and then 1-3 years (13.33%) and “Less than one year” (13.33%).

## **Section I**

### **Greatest Strengths of the Chandler Unified School District**

Across surveys, focus groups, and interviews, stakeholders described CUSD as a district with many existing strengths on which a new superintendent can build. People are proud of the district’s **academic reputation, range of programs, and quality of staff**, and they value the sense of **community and support** that families and students experience in Chandler schools.

#### **Districtwide Strengths (Overall Themes)**

From the combined data, the following strengths surfaced most frequently:

##### **1. High-quality, dedicated staff**

- Strong teaching staff and support staff are frequently cited as the district’s greatest asset.
- Stakeholders note that staff “go above and beyond” and are committed to student success.
- Loyalty to the district and pride in CUSD are recurring themes.

##### **2. Strong academic programs and student opportunities**

- Robust **AP, IB, honors, and dual-credit** opportunities.
- Well-regarded **CTE and specialty programs** at the secondary level.
- A perception that CUSD prepares students well for **college, career, and life**, with a wide range of courses and co-curricular options.

##### **3. Comprehensive offerings and “big-district” opportunities**

- Access to arts, athletics, clubs, advanced coursework, and specialized programs.
- Families appreciate that students can pursue varied interests without leaving the district.

#### 4. **Supportive, caring school communities**

- Many comments describe schools as **welcoming and inclusive**; with families feeling known and supported.
- Positive relationships between staff and students; many respondents cite a “community feel” and “family atmosphere.”

#### 5. **Diversity and richness of the community**

- Stakeholders value the district’s **cultural and linguistic diversity** and see it as a significant strength.
- There is pride in serving a diverse student population with different needs and backgrounds.

#### 6. **Relative fiscal stability and organizational capacity**

- Several groups note CUSD’s history of generally **sound fiscal management** and ability to run an extensive, complex system.
- Stakeholders recognize the district’s capacity to implement programs effectively.

## **Greatest Challenges and Opportunities**

While stakeholders are proud of CUSD’s strengths, they also expressed concerns about current and emerging challenges. These challenges are also viewed as opportunities for strategic leadership and renewed focus by the next superintendent and Governing Board.

### **Districtwide Challenges (Overall Themes)**

#### 1. **Declining enrollment and increased competition**

- **Declining enrollment** is one of the most frequently cited challenges.
- Stakeholders cite **competition from charter and neighboring districts**, school choice, and demographic shifts.

- Concerns about the impact of enrollment loss on **staffing, program offerings, and finances** are common.

## 2. **Funding, bonds, and aging facilities**

- Many comments reference **funding constraints** and the need to **pass bonds and overrides**.
- Stakeholders worry about **aging buildings, maintenance, and modernization** of facilities, as well as classroom resources.
- Some express concern that facility and safety upgrades are not keeping pace with expectations.

## 3. **Teacher and staff recruitment, retention, and morale**

- Retaining high-quality teachers and staff is described as both a current challenge and a high-priority need.
- Themes include **workload, compensation, competitive job markets, and morale**, especially given enrollment shifts.
- Support staff capacity and turnover are also concerns.

## 4. **Culture, trust, and communication**

- Several focus groups and survey responses reference issues such as:
  - Desire for **greater clarity and transparency** in communications regarding district decisions.
  - In addition, greater **listening, collaboration, and follow-through** from district leaders is also desired.
- Stakeholders want a stronger climate of **trust, inclusion, and shared purpose**.

## 5. **Academic gaps and post-pandemic recovery**

- Stakeholders are concerned about **learning loss and persistent achievement gaps**, especially for certain student groups.
- There is a desire for a more explicit focus on **equity, interventions, and supporting struggling learners** while still challenging advanced students.

## 6. **Student behavior, mental health, and safety**

- While many see schools as safe, stakeholders also mention:
  - **Student behavior and discipline consistency** as emerging issues.
  - Growing needs related to **student and staff well-being and mental health**.
  - Ongoing concerns about **school safety and security** in a complex national context.

## 7. Governance and strategic alignment

- Some respondents highlight the need for clearer **districtwide vision, priorities, and metrics** for success.
- There is interest in aligning governance more tightly with **student outcomes**, using data to drive decisions, and **clarifying roles and responsibilities among the Board, superintendent, and staff**.

## Qualities, Characteristics, and Attributes Most Important in the Next Superintendent

Stakeholders across Chandler Unified School District expressed strong alignment regarding the type of leader they hope to see as the next superintendent. Their input reflects a desire for a leader who is **student-focused, ethically grounded, and capable of strengthening relationships, systems, and outcomes across the district**. The following summary highlights the qualities, characteristics, and attributes most frequently identified as essential to successfully guiding CUSD into its next chapter.

### Overall Summary of Desired Qualities, Characteristics & Attributes

- **Integrity, honesty, and ethical leadership**
  - A leader who models transparency, fairness, ethical decision-making, and earns trust throughout the community.
- **Student-centered focus**
  - Prioritizes student learning, safety, well-being, and equitable access to meaningful opportunities.
- **Strong communicator and skilled listener**

- Communicates clearly and consistently while fostering two-way dialogue with families, staff, students, and the community.
- **Visible, accessible, and present in schools and the community**
  - Builds authentic relationships through regular engagement in classrooms, campuses, and community settings.
- **Ability to recruit, support, and retain exceptional staff**
  - Values and supports educators and staff, invests in professional growth, and strengthens morale and retention.
- **Strong instructional leadership**
  - Understands curriculum, instruction, and assessment, and uses data to drive continuous improvement and student success.
- **Commitment to safe, supportive, and inclusive environments**
  - Ensures that all schools have consistent expectations for safety, behavior, and student support, including mental health services.
- **Collaborative, relationship-oriented leadership style**
  - Works effectively with the Governing Board and fosters teamwork, trust, and shared leadership across the system.
- **Strategic thinker with a clear and compelling vision**
  - Provides direction, aligns resources to goals, anticipates challenges, and plans proactively for the district's future.
- **Fiscal stewardship and operational competence**
  - Manages budgets, bonds, staffing, and facilities with transparency, accountability, and long-term sustainability.
- **Equity-minded and committed to serving a diverse community**
  - Recognizes and values the district's diversity and ensures equitable access to programs, opportunities, and supports.
- **Innovative and forward-thinking**

- Encourages new ideas, leads change thoughtfully, and adapts to evolving educational needs and competitive pressures.

## **Summary by Stakeholder Group**

### **PARENTS**

#### **Strengths**

- Teachers who care deeply about students
- Strong academic programs and pathways
- Safe schools and welcoming environments
- Variety of programs (sports, arts, electives)

#### **Challenges**

- Teacher retention
- Mental health support
- Overcrowding and enrollment imbalance
- Communication concerns from district level

#### **Desired Superintendent Qualities**

- Transparent and honest
- Communicates clearly and often
- Visible, approachable, listens to parents
- Prioritizes student safety and mental health
- Supports teachers and ensures retention

### **STUDENTS**

#### **Strengths**

- Teachers who build relationships
- Inclusive, supportive campuses

- Wide range of extracurriculars

### **Challenges**

- Mental health concerns and stress
- Overcrowded classes
- Need for more elective opportunities

### **Desired Superintendent Qualities**

- Present on campuses
- Understands student experiences
- Invests in mental health support
- Focus on safety and fairness

## **TEACHERS / CERTIFIED STAFF**

### **Strengths**

- Collaborative culture
- Supportive colleagues
- Strong academic reputation and systems

### **Challenges**

- Compensation and workload
- Retention and staffing shortages
- Student behavior and mental health
- Need for consistent district direction

### **Desired Qualities**

- Understands classroom realities
- Advocates for competitive pay
- Prioritizes student behavior systems

- Values teacher input
- Transparent decision-maker

## **CLASSIFIED STAFF**

### **Strengths**

- Positive school culture
- Staff collaboration
- Supportive families

### **Challenges**

- Staffing shortages
- Compensation concerns
- Inconsistent expectations across campuses

### **Desired Qualities**

- Strong operational leader
- Values classified staff contributions
- Fair, consistent, organized

## **CAMPUS / SITE ADMINISTRATORS**

### **Strengths**

- Strong teaching staff
- Engaged families
- Positive campus cultures

### **Challenges**

- Balancing initiatives and compliance demands
- Managing enrollment changes

- Retaining strong staff

### **Desired Qualities**

- Strategic thinker
- Supports site autonomy
- Communicates expectations clearly
- Values principal voice in decision-making

## **DISTRICT ADMINISTRATORS**

### **Strengths**

- Robust academic infrastructure
- Strong community support
- High-performing system

### **Challenges**

- Funding and resource allocation
- Succession planning and leadership pipeline
- Enrollment pressures

### **Desired Qualities**

- Data-driven instructional leader
- Skilled financial and operational manager
- Aligns systems and initiatives

## **BUSINESS / COMMUNITY PARTNERS**

### **Strengths**

- Strong workforce pipeline
- Good reputation in the community

- Effective partnerships

### **Challenges**

- Need more CTE and industry-aligned programs
- Improve communication of district vision
- Address workforce readiness gaps

### **Desired Qualities**

- Visionary leader
- Strong communicator
- Builds partnerships and economic alignment

## **OTHER**

### **Strengths**

- Strong community identity
- Good teachers and school culture

### **Challenges**

- Communication
- Student behavior
- Retention

### **Desired Qualities**

- Ethical
- Student-centered
- Transparent

## **Local CUSD Residents**

### **Strengths**

1. Strong Community Identity & Engagement
2. High Quality of Education
3. Strong District Reputation & Student Opportunities

### **Challenges & Opportunities**

1. Resource Allocation & Fairness Across Schools
2. Teacher Retention & Staffing Shortages
3. Enrollment Shifts & Managing Growth
4. Mental Health & Student Support Needs
5. Desire for Better Communication & Transparency

### **C. Desired Qualities**

1. Transparent, Honest, and Trust-Building Communicator:
2. Strong Community Connector
3. Experienced, Student-Focused, Values-Driven Leader
4. Able to Address Growth, Needs, and Resource Allocation
5. Ability to Understand and Respond to District Needs

## **Section II**



## **Priority Areas for the Next Superintendent**

To deepen the understanding of community expectations for the next Superintendent, respondents were asked to identify up to **three priorities** the next superintendent should focus on most. While respondents sometimes chose more than three, the overall patterns are strong and consistent.

## A. Top Three Overall Priorities (All Respondents)

Across all stakeholder groups, the **top three priorities** were:

Rank	Priority	% of Respondents Selecting*
1	<b>Recruiting and retaining high-quality staff</b>	<b>56.8%</b>
2	<b>Academic achievement / closing learning gaps (student-outcome governance)</b>	<b>55.4%</b>
3	<b>School safety and facilities</b>	<b>37.6%</b>

\*Percentages are based on the proportion of respondents who selected each priority at least once.

Close behind were:

- **Student and staff well-being / mental health** – 36.7%
- **Innovation in teaching and learning** – 31.8%
- **Communication and transparency** – 22.4%

## B. Top Three Priorities by Stakeholder Group

Below are the **top three priorities** for each major group (rounded percentages):

### 1. Parents/Guardians (≈ 3,076 respondents with at least one priority)

Rank	Priority	% Selecting
1	Academic achievement / closing learning gaps (student-outcome governance)	58.7%

1	Recruiting and retaining high-quality staff	58.7%
2	School safety and facilities	41.0%

Parents strongly emphasize **academics, high-quality staff, and safety.**

**2. Students (≈ 300 respondents)**

Rank	Priority	% Selecting
1	Academic achievement / closing learning gaps (student-outcome governance)	50.3%
2	Recruiting and retaining high-quality staff	42.0%
3	Student and staff well-being / mental health	38.3%

Students prioritize **strong teaching and learning**, supported by **staff quality** and **mental health/well-being.**

**3. Teachers/Certified Staff**

Rank	Priority	% Selecting
1	Recruiting and retaining high-quality staff	59–60% (approx.)
2	Academic achievement / closing learning gaps (student-outcome governance)	mid-50% range
3	Student and staff well-being / mental health	low- to mid-40% range

Teachers/certified staff highlight **staffing, academic focus, and well-being** as their leading priorities.

**4. Classified Staff**

Rank	Priority	% Selecting
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1	Recruiting and retaining high-quality staff	≈61%
2	Academic achievement / closing learning gaps (student-outcome governance)	high-50% range
3	Student and staff well-being / mental health	high-30% range

Classified staff again focus on **people, academics, and well-being**.

### 5. Campus/Site Administrators

Rank	Priority	% Selecting
1	Recruiting and retaining high-quality staff	≈65%
2	Academic achievement / closing learning gaps (student-outcome governance)	low-60% range
3	Innovation in teaching and learning	mid-30% range

Site leaders see **staffing** and **student outcomes** as critical, and have a strong interest in **innovative teaching and learning**.

### 6. District Administrators

Rank	Priority	% Selecting
1	Academic achievement / closing learning gaps (student-outcome governance)	≈61%
2	Recruiting and retaining high-quality staff	≈57%
3	Fiscal management and budgeting	~36%

District leaders highlight a balance of **student outcomes, staffing, and financial stewardship**.

### 7. Business/Community Partners

Rank	Priority	% Selecting
1	Recruiting and retaining high-quality staff	66.0%
2	Academic achievement / closing learning gaps (student-outcome governance)	61.7%
3	Student and staff well-being / mental health	31.9%

Business/community partners focus on **staff quality, academic success, and well-being.**

### 8. Local CUSD Residents

Rank	Priority	% Selecting
1	Recruiting and retaining high-quality staff	59.8%
2	Academic achievement / closing learning gaps (student-outcome governance)	48.4%
3	Innovation in teaching and learning	29.5%

Local residents focus on **staff quality, academic success, and innovation.**

### 9. “Other” Respondents

Rank	Priority	% Selecting
1	Recruiting and retaining high-quality staff	57.1%
1	School safety and facilities	57.1%
2	Innovation in teaching and learning	50.0%

Even among “Other” respondents, **staffing, safety, and innovation** emerge as central.

## Key Leadership Qualities of the Next Superintendent

In addition to identifying priority focus areas for the next Superintendent, survey participants were asked to rate the importance of several key leadership qualities using a five-point scale, with 1 indicating “Not Important” and 5 indicating “Extremely Important.” These ratings provide deeper insight into the expectations stakeholders hold regarding the character, skills, and leadership approach the next Superintendent should embody. The following section presents the overall average ratings for each leadership quality, followed by a comparison across stakeholder groups to highlight where perspectives align and where differences emerge.

Stakeholders provided both **open-ended feedback** (what they most want in the next superintendent) and **structured ratings** of key leadership qualities. The data show strong consensus: the community wants a **student-centered, ethical, visible, and communicative leader** who can **recruit and retain exceptional staff, manage resources wisely, and focus relentlessly on student outcomes and well-being**.

### A. Overall Leadership Qualities – Rating Results (All Respondents)

Using data from both the Parent/Staff (PS) survey and the Community Input Survey (CIS), respondents rated eight leadership qualities on a 1–5 scale (1 = Not important, 5 = Extremely important). Across more than 4,000 ratings for each item:

- **Every leadership quality was rated “Important” or “Extremely important” by more than 83% of respondents.**
- The **highest-rated** qualities, based on the percentage rating them **Important or Extremely important (4–5)**, were:

Leadership Quality	% Important or Extremely (4–5)	% “Extremely Important” (5)
Integrity, honesty, and ethical leadership	97.8%	80.3%
Ability to recruit and retain strong staff	96.2%	73.0%
Focus on safe, supportive school environments	94.8%	70.5%
Sound financial and operational management	91.1%	50.5%
Strong, transparent communication and community engagement	88.4%	46.6%

Commitment to timely communication and empowering site-level leadership	86.9%	42.2%
Track record of improving student outcomes	86.4%	44.3%
Ability to improve outcomes for all students through innovative, equitable practices	83.6%	50.5%

**Key takeaway:** Stakeholders want a superintendent who is **ethical and trustworthy, strong on people and staff, focused on safety and well-being, and skilled in both communication and financial stewardship**, while also driving **equitable student outcomes**.

## B. Top Leadership Qualities by Stakeholder Group

Below are the **top three leadership qualities** for each group, based on the percentage selecting “Important” or “Extremely important” (4–5). All percentages are rounded.

### 1. Parents/Guardians

(Approx. N ≈ 3,050 ratings per quality)

1. Integrity, honesty, and ethical leadership – 98% (80% “Extremely important”)
2. Ability to recruit and retain strong staff – 97% (75% “Extremely important”)
3. Focus on safe, supportive school environments – 96% (73% “Extremely important”)

Parents emphasize **character, people, and safety** first.

### 2. Students

(Approx. N ≈ 300 ratings per quality)

1. Focus on safe, supportive school environments – 96%
2. Integrity, honesty, and ethical leadership – 93%
3. Strong, transparent communication and community engagement – about 91%

Students place **safety, trust, and being heard** at the center of what they want.

### 3. Teachers/Certified Staff

1. Integrity, honesty, and ethical leadership – ~98%

2. Ability to recruit and retain strong staff – ~96%
3. Focus on safe, supportive school environments – ~95%

Educators seek an ethical leader **committed to supporting staff, and focused on safe, supportive schools.**

#### **4. Classified Staff**

1. Integrity, honesty, and ethical leadership – ~98%
2. Ability to recruit and retain strong staff – ~96%
3. Sound financial and operational management – ~93%

Support staff emphasize **trustworthiness, staff support, and effective operations.**

#### **5. Campus/Site Administrators**

1. Integrity, honesty, and ethical leadership – ~99%
2. Ability to recruit and retain strong staff – ~97%
3. Sound financial and operational management – ~96%

Site leaders look for a superintendent who **leads with integrity, backs principals with strong staffing, and manages resources well.**

#### **6. District Administrators**

1. Integrity, honesty, and ethical leadership – ~99%
2. Sound financial and operational management – ~98%
3. Ability to recruit and retain strong staff – ~96%

Central office leaders emphasize **ethical leadership and fiscal stewardship** alongside staff capacity.

#### **7. Business/Community Partners**

1. Integrity, honesty, and ethical leadership – ~96%
2. Sound financial and operational management – ~98%
3. Strong, transparent communication and community engagement – ~96%

Business and community partners want a **credible** superintendent who is **financially responsible and deeply engaged with the community**.

### 8. Local CUSD Residents

1. Integrity, honesty, and ethical leadership ~98%
2. Sound financial and operational management ~96%
3. Ability to recruit and retain strong staff ~94%

Local CUSD Residents want a superintendent who is **credible, financially responsible, and supports strong staffing**.

### 9. “Other” Respondents

1. Integrity, honesty, and ethical leadership
2. Ability to recruit and retain strong staff
3. Sound financial and operational management

Even among “Other” respondents, the pattern is consistent: **ethics, people, and prudent management**.

## Common Themes from Open-Ended Survey Responses

Open-ended survey responses about desired superintendent qualities reinforce the quantitative data and the focus-group summaries:

- **Student-centered and child-focused** – “Puts children first,” “genuine dedication to students,” and “keeps the focus on student outcomes and experiences.”
- **Visible, accessible, and present in schools** – Wants a leader who is **seen at campuses** and events, not just in central office or board meetings.
- **Transparent communicator and skilled listener** – A superintendent who **communicates openly**, shares rationale for decisions, **listens to diverse perspectives**, and “tells the truth, even when it’s hard.”
- **Instructional and systems leadership** – Strong understanding of **teaching and learning**, data-driven decision making, and the ability to **support principals** and teachers in improving instruction.
- **Collaborative and relationship-oriented** – Builds relationships with staff, students, families, Board members, and community partners; values **collaboration over top-**

down directives.

- **Visionary, strategic, and innovative** – Able to **articulate a clear direction**, respond creatively to challenges (enrollment, competition, funding), and align the system around a shared vision.
- **Fiscal and operational competence** – Can manage budgets, bonds, and complex operations while protecting classrooms and maintaining public trust.
- **Committed to equity and inclusion** – Ensures that **all student groups** are supported and that the district’s diversity is recognized and celebrated.

## Acknowledgements

HYA and the Chandler Unified School District extend sincere appreciation to the **students, parents/guardians, staff, administrators, community partners, and residents** who contributed their time and honest perspectives through surveys, focus groups, forums, and interviews. Your thoughtful feedback has directly shaped this Leadership Profile Report. It will guide the Governing Board as it selects a superintendent who reflects the priorities, values, and aspirations of the entire CUSD community.

HYA extends special thanks to **Stephanie Ingersoll**, Executive Director of Communications & Marketing, and **Veronica King**, Executive Assistant to the Superintendent & Governing Board, who both provided significant assistance with planning, communications, and logistics during this vital phase of the search.

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