

An invitation to apply for the position of
Superintendent

Albany Unified School District



Albany, California

The Position

The Board of Trustees for the Albany Unified School District, Albany, California, is seeking a highly qualified and fully certified Superintendent. The Board wishes to have the successful candidate assume the responsibilities of the position July 1, 2019.

McPherson & Jacobson, L.L.C., Executive Recruitment and Development has been engaged as the consultant in a search for outstanding candidates. They will assist the Board of Trustees in identifying and screening the candidates.

The Qualifications

The candidate must have the background, skills, and abilities essential for excellence in educational leadership. The board recognizes that selecting a superintendent is one of the most important decisions it will make. The board desires candidates that have a proven ability and demonstrated accomplishment for the following position criteria:

- An experienced educator who is committed to student achievement as integral to the culture of the district and each school. The next superintendent must know the best practices in teaching and learning, be able to implement effective curriculum, assist in the selection of purposeful professional development, and employ systems of assessment that all result in increased achievement for all students. This instructional leader should have demonstrated how she/he has implemented strategies to close achievement gaps between groups of students, including differentiated instruction as well as socio-emotional learning. Albany Unified School District is looking for a leader with a current knowledge and application to instruction of the Local Control Accountability Plan, Common Core State Standards, and the CAASPP assessment system.
- An effective collaborator and communicator who listens to and thinks about others first before stating their own opinions, has strong verbal, written, and digital communication skills, and is accessible to all including those with differing opinions. The superintendent must have a proven ability to bring people together to build trusting, transparent, inclusive, and respectful relationships with the Board, administration, staff, students, and community. A person who can effectively relate to diverse cultures, listen to their needs, expectations, and opinions, and is skilled in resolving their issues with the schools. A superintendent that has demonstrated a willingness, understanding, and ability to engage others in difficult conversations about educational equity and what is necessary for all students to feel safe, supported, and welcomed.
- An operational manager who understands how to define problems, seek input, develop plans, and implement solutions. This leader must be skilled in receiving recommendations from the staff and community and acting upon them. The superintendent must have knowledge and skills in budget development and the ability to direct resources utilizing the Local Control Accountability Planning (LCAP) process. Knowledge of how to manage facilities projects and the effects on students is an essential skill for the next superintendent. Being able to implement and monitor personnel practices of evaluation, hiring, and discipline are skills needed in the next superintendent.
- An ethical leader with a strong work ethic who leads by example and holds high standards for self, staff, and students. A role model who possesses the characteristics of honesty, courage, accountability, humor, and empathy. This leader must make decisions, model, and behave in ways that demonstrate a commitment to diversity, equity, justice, and inclusion, and hold staff to the same standard.
- A decision-maker who demonstrates the ability to implement long-range educational and fiscal plans that benefit students. A strong team builder who empowers other leaders by developing their knowledge and skills, providing guidance and support, and monitoring staff decisions to assure consistency with the district's vision and policies. This position requires a person who listens to and takes into consideration opinion from diverse stakeholders, understands district policy and history, and who is not afraid to be decisive when needed.

Requirements:

Successful teaching and administrative experience are preferred.

It is required that candidates have a Master's Degree. A Doctorate in education is preferred.

California administrative credential is preferred.

The District

Albany Unified School District—In the words of our retiring Superintendent, Valerie Williams, Albany Unified School District (AUSD) is small, but mighty. AUSD serves approximately 3700 students in Transitional Kindergarten (TK) through 12th grades. Within AUSD there are three elementary schools, one early childhood development center, one middle school, one comprehensive high school and one continuation high school. Albany High School (AHS) serves approximately 1200 students in grades 9 to 12. MacGregor High School is the District's continuation high school and serves about 30 students. The concept of AHS as a comprehensive high school is demonstrated by the inclusion of MacGregor's programs and services within the Albany High School building. Albany Middle School serves approximately 900 students in grades 6 through 8. Cornell Elementary, Marin Elementary, and Ocean View Elementary schools each serve about 500 students in grades Kindergarten (K) through 5. The Albany Children's Center serves approximately 80 preschool students between the ages of 3 and 5 and provides Transitional Kindergarten for 50 young learners. The District spends an average of \$12,252 annually on each student.

We Focus On Our Students—Albany students are diverse. In the 2017-18 school year, 33% of students identified as White (non-Hispanic), 25% as Asian, 18% as two or more races, 17% as Hispanic or Latino. Our Black/African-American population comprises 3% of students, and all other measured subgroups are each less than 1% of our student population.

Districtwide, about 19% of the students qualify for free or reduced lunch, about 16% are English learners, and less than 1% are foster youth. In total, approximately 29% of the students enrolled in TK-12th grade qualify for free or reduced lunch, are English learners, and/or are foster youth.

Albany aligns services and expenditures to three overarching strategic District goals: 1) Assess & Increase Academic Success; 2) Support the Whole Child; 3) Communicate and Lead Together. As part of our emphasis on the whole child, AUSD supports a huge variety of performing and visual arts, sports teams, and clubs for a district our size. Around half of secondary students participate on a sports team. Maintaining these programs during these financially tough times has been a challenge.

We Are High Achievers—Students are bright, opinionated, and many are involved in school and community projects. The California Dashboard displays our students' achievement. Albany stands 58 points above standard in English Language Arts and 41 points above standard in Math. Albany High graduates 93% of its students, and more than two-thirds of them are College and Career Ready. At a time when, statewide, more than half of California's students are not performing at grade level, we are very proud of our students, and all of our teachers, administrators, and staff who make their achievement possible. But we are not satisfied with these results--there are subgroups with significantly lower performance. With the tremendous attention being paid to this issue from many different stakeholder groups at all levels in our town, Albany has a chance to be the district that closes the gap.

We Are Building—In 2016, Albany voters passed school bond Measures B & E to fund rebuilding/renovating, and for adding much-needed classrooms to our district. Two of our three elementary schools, Ocean View and Marin, are being rebuilt/renovated to bring them up to current seismic standards and to improve the educational quality of learning spaces (Ocean View Elementary School was built as a middle school and Marin Elementary was built as a series of learning pods). The 12-classroom Albany Middle School Annex is the first of these projects to finish, with the ribbon-cutting scheduled for May 2019. The Albany High School Addition containing 8 classrooms and a fabrication lab is in progress. These new facilities are being used in part for temporary housing of elementary students as construction begins on Ocean View Elementary School in the 2019-20 school year. The simultaneous needs for new classrooms to address overcrowding and housing students temporarily at multiple campuses for the next several years will be a challenge to our community.

The Community

San Francisco Magazine recently voted Albany the #1 city in the Bay Area based on our quality of education, vibrant culture, and diversity. Albany is a small town of 1.8 square miles, (population 20,000) but full-service city. Our motto, "Urban Village by the Bay", says a lot in a little space, which in itself is representative of our community. Albany's western border is San Francisco Bay, directly across from the Golden Gate Bridge. We are urban in our proximity to world-class culture (San Francisco is 11 miles away) and education (UC's flagship campus in Berkeley is less than 3 miles away, many Albany residents are connected to the University), yet it is impossible to walk down Solano Avenue, our main street, without seeing friends and neighbors. Albany has both an upscale and a down-home feel. The sidewalks and bike paths are busy every school day morning with our children walking and biking to school. For years, Albany has valued its reputation among young families seeking a safe city with excellent public schools that is not suburban.

Albany has quite a diverse population. This is due in part to its proximity to UC Berkeley and the fact that University Village, the family housing complex of nearly 1,000 apartments, is located within the Albany city limits. AUSD values the opportunity to serve these children as their parents pursue advanced degrees. According to the 2010 census, Albany's ethnic composition is 55% Caucasian, 31% Asian, 10% Hispanic, and 4% African American. We are a unique type of immigrant community--32% of Albany residents are foreign born.

Albany is a highly educated, predominantly professional community, with 68% of residents holding managerial or professional employment. Over two-thirds of our adult residents have completed a bachelor's or graduate degree. The median household income is approximately \$72,000, and in 2018, the median price for a single family home was \$1,025,000, and \$588,000 for a condo. Real estate values in Albany are higher than in some surrounding areas due in large part to the school district's reputation.

Many families are attracted to Albany because of its strong community support for education, as evidenced by the generous contributions made from non-profit fundraising groups: SchoolCARE, Albany Athletics Boosters, Albany Education Foundation, Albany Music Fund, Performing and Fine Arts Boosters, and five Parent Teacher Associations. Our community has not only passed bonds for school construction, but parcel taxes to support the schools. A campaign for a new parcel tax to replace an expiring one is expected in 2020. Parent engagement with the schools is exceptionally high, although as housing costs escalate, more parents are working full time, and are less available to volunteer. There is a need for longer-day programs now that are especially challenging during the squeeze caused by temporary housing during construction.

Mission Statement

The mission of Albany Unified School District is to provide excellent public education that empowers all to achieve their fullest potential as productive citizens.

AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.

Board of Trustees

The Board of Trustees consists of five members who are elected to serve four-year terms. The incumbency of the Board members range from newly elected to two years.

Name	Years Served
Kim Trutane, President	2 years
Brian Doss, Vice-President	Newly elected
Jacob Clark	2 years
Clementina Duron	Newly elected
Sara Hinkley	Newly elected

Find out more about Albany Unified School District:

www.ausdk12.org

APPLICATION & SELECTION PROCEDURE

Available at www.macnjake.com



MCPHERSON & JACOBSON, L.L.C.
11725 Arbor St., Suite 220
Omaha, Nebraska 68144
Phone (402) 991-7031
Fax (402) 991-7168
Email: mail@macnjake.com

An application for superintendent should include:

- A letter setting forth personal qualifications, experiences and reasons for interest in the position
- A current resume
- A completed application form
- Reference letters, certificates and licenses, and academic transcripts from colleges/universities indicating degree(s)

Selection Timeline

1. Application deadline:
April 15, 2019
2. Finalists selected by
Board of Education:
April 29, 2019
3. Interviews with
Board of Education:
May 5 and 6, 2019
4. Selection of new
superintendent:
May 14, 2019
5. Starting date:
July 1, 2019

Candidates are asked to not contact board members directly. Any effort to do so may eliminate them from consideration. Names of applicants will be held in strict confidence whenever possible; however, McPherson & Jacobson complies with individual states' Freedom of Information laws.

Albany Unified School District is an Equal Opportunity Employer. The district does not discriminate on the basis of race, religion, color, sex, age, national origin or disability and, when needed, will provide reasonable accommodations to applicants and employees. Anyone requesting a reasonable accommodation in the application or recruitment process please contact McPherson & Jacobson at the address/phone/email above.