

ALBANY UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

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.

REGULAR MEETING

FEBRUARY 12, 2019

Albany City Hall

1000 San Pablo Ave., Albany, CA 94706

Closed Session: 6:00 p.m. - 6:30 p.m.

Open Session: 6:30 p.m. - 10:10 p.m.

The public is encouraged to address the Board on any topic on the agenda. The President will also invite the public to speak during the section titled "Persons to Address the Board on Matters Not on the Agenda". To ensure accurate information is captured in the Board meeting minutes, please complete the "Speaker Slip" provided on the table and hand it to the clerk when speaking.

AGENDA

<p style="text-align: center;">Meeting Norms</p> <ol style="list-style-type: none"> 1. Maintain a focus on what is best for our students. 2. Show respect (never dismiss/devalue others). 3. Be willing to compromise. 4. Disagree (when necessary) agreeably. 5. Make a commitment to effective deliberation, each one listening with an open mind while others are allowed to express their points of view. 6. Participate by building on the thoughts of a fellow Board member. 7. Make a commitment to open communication and honesty; no surprises. 8. Commit the time necessary to govern effectively. 9. Be collaborative. 10. Maintain confidentiality (which leads to the building of trust). 11. Look upon history as lessons learned; focus on the present and the future. <p style="text-align: center;">All Regular Meetings are videotaped. (To view the videos, visit www.ausdk12.org)</p>	<div style="display: flex; justify-content: space-between;"> <div> <p>I. OPENING BUSINESS</p> <p>A) Call to Order</p> <p>B) Roll Call</p> <p>C) Identify Closed Session Pursuant to Agenda Section III Below</p> <p>II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS</p> <p><i>General public comment on any Closed Session item will be heard. The Board may limit comments to no more than three (3) minutes.</i></p> <p>III. CONVENE TO CLOSED SESSION</p> <p>With Respect to Every Item of Business To Be Discussed In Closed Session:</p> <p>A) Pursuant to Government Code Section 54957.6: Conference with Labor Negotiator (Superintendent Valerie Williams, District Representative), Regarding Negotiations as it Pertains to:</p> <ul style="list-style-type: none"> • Albany Teachers Association (ATA) • California School Employees Association (CSEA) • Service Employees International Union (SEIU) </div> <div style="text-align: right;"> <p>6:00 p.m.</p> <p>6:05 p.m.</p> </div> </div>
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IV. OPEN SESSION

6:30 p.m.

(10 mins.)

Depending upon completion of Closed Session items, the Board of Education intends to convene to Open Session at 6:30 p.m. to conduct the remainder of its meeting, reserving the right to return to Closed Session at any time.

A) Call To Order (Reconvene to Open Session)

B) Roll Call

C) Pledge of Allegiance

D) Reading of the AUSD Mission & Vision 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.

E) Report of Action Taken in Closed Session

F) Approval of Agenda

G) Approval of Consent Calendar

The Consent Calendar includes routine items that may be handled with one action. Board Members may request any item be removed from the Consent Calendar without formal action.

1) Human Resources

- a) Certificated Personnel Assignment Order & Classified Personnel Assignment Order------(pg.5)

2) Curriculum, Instruction, and Assessment

- a) Independent Contractor Agreement with Berkeley Chess School for Elementary Enrichment:
Chess at Cornell Elementary School------(pg.7)

3) Student Services

- a) Affiliation Agreement between Albany Unified School District and New York University
Steinhardt School of Culture, Education, and Human Development------(pg.16)

4) Technology

- a) Agreement with Tech Defenders for Sale of Used Albany Unified School District
Chromebooks------(pg.26)

H) Board and Superintendent Reports

6:40 p.m.

(5 mins.)

I) Student Board Members' Report**6:45 p.m.**

(5 mins.)

J) Persons To Address the Board on Matters Not on the Agenda**6:50 p.m.**

(5 mins.)

Board practice limits each speaker to no more than three (3) minutes. The Brown Act limits Board ability to discuss or act on items which are not on the agenda; therefore, such items may be referred to staff for comment or for consideration on a future agenda.

K) Review and Discussion**6:55 p.m.****1) Curriculum, Instruction, and Assessment**

- a) Secondary School Accountability Report Cards------(pg.50)
(15 mins.)
- b) Low Performing Students Block Grant------(pg.92)
(20 mins.)

2) Business Services

- a) 2019-2020 Governor's Budget Proposal------(pg.99)
(30 mins.)

L) REVIEW AND ACTION**8:00 p.m.****1) Business Services**

- a) Appointment of Budget Advisory Committee------(pg.113)
(5 mins.)
- b) Citizens' Bond Oversight Committee Appointment------(pg.116)
(5 mins.)

2) Human Resources**8:10 p.m.**

- a) Revised 2019-2020 School Year Calendar ------(pg.118)
(5 mins.)
- b) Participation in Assembly Bill 1808 Programs:Classified School Employee Professional Development Block Grant and Classified School Employee Summer Assistance Program-----(pg.120)
(5 mins.)
- c) Change of Restriction for Variable Term Waiver------(pg.122)
(5 mins.)
- d) Provisional Internship Permit------(pg.124)
(5 mins.)
- e) Public Hearing to Receive Sunshine from California School Employees Association (CSEA) to the Albany Unified School District (AUSD)------(pg.126)
(5 min)

- f) Consideration and Selection of Superintendent Search Firm------(pg.131)
(90 mins.)

V. AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD
(5 mins.)

10:05 p.m.

VI. ADJOURNMENT

10:10 p.m.

The Board believes that late night meetings deter public participation, can affect the Boards decision-making ability, and can be a burden to staff. Regular Board Meetings shall be adjourned by 9:30 p.m. unless extended to a specific time determined by a majority of the Board.

FUTURE BOARD MEETINGS

Date	Time	Location
February 26, 2019	7:00 - 9:30 p.m.	Albany City Hall
March 12, 2019	7:00 - 9:30 p.m.	Albany City Hall

The Board of Education meeting packet is available for public inspection at: Albany Unified School District, 1200 Solano Avenue, and is available on the Albany Unified School District website: www.ausdk12.org. If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet. In compliance with the Americans with Disabilities Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be given forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).

Personnel Assignment Order: Pending Approval

BOE Meeting: 2/12/2019

Class: Certificated

Category: New Hire

<i>Position</i>	<i>Name</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Teacher	Barker, Loring	AHS	0.80	2/25/2019	6/14/2019	Approve	GF
Teacher	Rayyan, Hasan	AHS	0.20	2/25/2019	6/14/2019	Approve	GF
Yearbook Advisor	Radford, Juliet	AHS	0.069	1/7/2019	6/14/2019	Approve	GF
Substutue Teacher	Speier, Sandra	DO		1/16/2019		Approve	GF

Category: Separation of Service

<i>Position</i>	<i>Name</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Substitute Teacher	Hilgendorf, Elizabeth	DO	\$140.00/day	1/7/2019		Approve	

Class: Classified

Category: New Hire

<i>Position</i>	<i>Name</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Intervention, Math	Toth, Kate	OV	\$22.00/hr	11/10/18		Approve	GF
Yard Aide	Hahn, Susan	OV	\$12.00/hr	12/7/2018		Approve	GF
Yard Aide	Xu, Zhiling	OV	0.25	1/1/2019		Approve	GF
Substitute Campus Supervisor	Harper, Douglas	AHS	\$17.61/hr	1/7/2019		Approve	GF
Substitute Campus Supervisor	Borero, Roberta	AHS	\$17.61/hr	11/1/2019		Approve	GF
Substitute Para-educator, Special Education	Whitaker, Megan	SE	\$13.69/hr	11/1/2019		Approve	GF
Substitute Para-educator, Special Education	Muratas, Miranda	SE	\$13.69/hr	11/1/2019		Approve	GF
Substitute Clerical	Brown, Lashunda	AHS	\$19.90/hr	1/28/2019		Approve	GF
School Secretary III	Hicks, Shannon	OV	1.00	1/24/2019		Approve	GF

Category: Separation of Service

<i>Position</i>	<i>Name</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Coach, 7th Grade Girls Basketball	Kazi, Zain	AMS		11/1/2019		Approve	
School Secretary I	Brown, Lashunda	AHS		1/25/2019		Approve	
Para-educator, Special Education	Campos, Esperanza	SE		1/15/2019		Approve	

Class: Uncompensated Service

Category: Volunteer

Position	Name	Site	FTE/Amt	Effec Date	End Date	Action	Funding
	Ahranjani, Leilah			2/13/2019			
	Barrett, Samuel			2/13/2019			
	Jennings, Megan			2/13/2019			
	Klensch, Sabine			2/13/2019			
	La, Jennifer Sim Xuong			2/13/2019			
	Mitchell, Damion			2/13/2019			
	Scharfstein, Gregory			2/13/2019			
	Seah, Lay Ling Felicia			2/13/2019			
	Srinivasan, Shylaja			2/13/2019			
	Wong, Tyson			2/13/2019			

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Board Meeting of February 12, 2019

ITEM: **INDEPENDENT CONTRACTOR AGREEMENT WITH
THE BERKELEY CHESS SCHOOL FOR ELEMENTARY
ENRICHMENT CLASSES AT CORNELL**

PREPARED BY: **MARIE WILLIAMS,
ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

TYPE OF ITEM: **CONSENT**

PURPOSE:

The purpose of this item is to receive Board approval to provide in-school enrichment programs to elementary students during the regular school day.

BACKGROUND INFORMATION:

The District ensures all students receive an equitable amount of enrichment during the school day. The District receives donations from the in-class enrichment campaign, a fundraising effort sponsored by the three Elementary Parent Teacher Associations. The District distributes the funding between the preschool and three elementary school sites based on the number of students enrolled at each site. The school site leadership teams collaborate with their colleagues to choose enrichment programs that fall within the general categories of visual arts, performing arts, strategy games, and music.

DETAILS: The Berkeley Chess School provides chess classes in AUSD elementary schools as part of the in-school enrichment program. This is a standard contract that provides the following services:

School Site: Cornell Elementary School
Name of Program: Chess Classes
Grade Level(s): 3rd grade
Number of classrooms: 4
Number of Sessions/Classroom: 1 session/week/classroom
Length of Session time: 60 minutes/session
Number of weeks: 10 weeks
Dates: April 15, 2019 - May 24, 2019
Cost: \$ 2,280.00

FINANCIAL INFORMATION: The total cost is \$2,280.00. The funding comes from donations from the in-class enrichment campaign.

STRATEGIC GOALS ADDRESSED:



Objective #1: *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



Objective #2: *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*

RECOMMENDATION: APPROVE THE INDEPENDENT CONTRACTOR AGREEMENT WITH THE BERKELEY CHESS SCHOOL FOR ELEMENTARY ENRICHMENT CLASSES AT CORNELL

ALBANY UNIFIED SCHOOL DISTRICT INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This agreement is hereby entered into this **12th day of February, 2019**, in the County of Alameda, State of California, by and between the Albany Unified School District, hereinafter referred to as "DISTRICT," and **The Berkeley Chess School**

CONTRACTOR

1845 Berkeley Way

MAILING ADDRESS

Berkeley

CA

94703

CITY

STATE

ZIP

hereinafter referred to as "CONTRACTOR." DISTRICT and CONTRACTOR shall be collectively referred to as the Parties.

1. Contractor Services. Contractor agrees to provide the following services to District (collectively, the "Services"):

School Site: Cornell Elementary School

Name of Program: Chess Classes

Grade Level(s): 3rd Grade

Number of classrooms: 4

Number of Sessions/Classroom: 1 session/week/classroom

Length of Session time: 60 minutes/session

Number of weeks: 10

Dates: April 15, 2019-May 24, 2019

Cost: \$ 2,280.00

2. Contractor Qualifications. Contractor represents and warrants to District that Contractor and all of Contractor's employees, agents or volunteers (the "Contracted Parties") have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other legal qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement. If any of the Services are performed by any of Contractor's Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Contractor.

3. Term. CONTRACTOR shall:

☐ Provide services under this AGREEMENT on the following specific dates _____, _____, _____, _____, _____, _____, _____, and complete performance no later than _____;

OR

X Commence providing services under this AGREEMENT on: **to begin November 2018 and end no later than June 2019.**

There shall be no extension of the Term of this Agreement without the express written consent from all parties. Written notice by the District Superintendent or designee shall be sufficient to stop further performance of the Services by Contractor or the Contracted Parties. In the event of early termination, Contractor shall be paid for satisfactory work performed to the date of termination. Upon payment by District, District shall be under no further obligation to Contractor, monetarily or otherwise, and District may proceed with the work in any manner District deems proper.

4. **Termination.** Either party may terminate this Agreement at any time by giving thirty (30) days advance written notice to the other party; however the parties may agree in writing to a shorter time period for the effectiveness of such termination. Notwithstanding the foregoing, District may terminate this Agreement at any time by giving written notice to Contractor if Contractor materially violates any of the terms of this Agreement, any act or omission by Contractor or the Contracted Parties exposes District to potential liability or may cause an increase in District's insurance premiums, Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency. Such termination shall be effective immediately upon Contractor's receipt of said notice.

5. **Compensation.** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **Three thousand eight hundred dollars (\$3,800.00)**. DISTRICT shall pay CONTRACTOR according to the following terms and conditions:

a. Such compensation shall be based on:

- ☐ An hourly rate of \$_____ for a total amount of _____ hours.
☐ A daily rate of \$_____ for a total amount of _____ days.

X **A project completion sum, not to exceed \$2,280.00**

b. Payment method shall be:

X **Upon Completion.**

- ☐ Date of Service.
☐ Other (Specify):

Any work performed by Contractor in excess of said amount shall not be compensated.

Payment shall be made upon approval of DISTRICT and receipt of an invoice from CONTRACTOR one copy clearly marked original. CONTRACTOR's invoice shall be sent to: Albany Unified School District, Attention: Accounts Payable, 1200 Solano Avenue, Albany, CA, 94706.

6. **Equipment and Materials.** Contractor at its sole cost and expense shall provide and

furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor of the Contracted Parties, even if such Equipment is furnished, rented or loaned to Contractor or the Contracted Parties by District. Furthermore, any Equipment or workmanship that does not conform to the regulations of this Agreement may be rejected by District and in such case must be promptly remedied or replaced by Contractor at no additional cost to District and subject to District's reasonable satisfaction.

7. California Residency. Contractor and the Contracted Parties shall be residents of the State of California.
8. Indemnity. Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Education, members of the Board of Education (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including but not limited to Contractor's or the Contracted Parties' use of the site; Contractor's or the Contracted Parties' performance of the Services; Contractor's or the Contracted Parties' breach of any of the representations or warranties contained in this Agreement; injury to or death of persons or damage to property or delay or damage to District or the District Parties; or for any act, error, omission, negligence, or willful misconduct of Contractor, the Contracted Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.
9. Insurance. Without in any way limiting Contractor's liability or indemnification obligations set forth in Paragraph 8 above, District reserves the right to require contractor to procure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits not less than \$1,000,000.00 each occurrence and \$1,000,000.00 in the aggregate; (ii) commercial automobile liability insurance with limits not less than \$100,000.00 each occurrence and \$100,000.00 in the aggregate; if applicable; and neither Contractor nor any of the Contracted Parties shall commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered to and approved by District. All insurance policies shall include an endorsement stating that District and District Parties are named additional insured. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If any of the required insurance is not reinstated, District may, at its sole option, terminate this Agreement. All of the policies shall also include an endorsement stating

that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties.

10. Independent Contractor Status. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that s/he and the Contracted Parties shall not be considered officers, employees, agents, partners, or joint ventures of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.
11. Taxes. All payments made by District to Contractor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from compensation payable to Contractor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income tax or disability insurance. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor and the Contracted Parties and otherwise in connection with this Agreement.
12. Fingerprinting/Criminal Background Investigation Certification. Contractor and the Contracted Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

☐ Contractor and the Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

☒ The following Contracted Parties have **more than limited contact** (as determined by District) with District students during the Term of this Agreement:

Eric Shaughnessy.

[Attach and sign additional pages, as needed.]

☒ All of the Contracted Parties noted above, at no cost to District, have completed background checks and have been fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints reveal that none of these Contracted Parties have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

Contractor further agrees and acknowledges that if at any time during the Term of this Agreement Contractor learns or becomes aware of additional information, including additional personnel, which differs in any way from the representations set forth above, Contractor shall immediately notify District and prohibit any new personnel from having

any contact with District students until the fingerprinting and background check requirements have been satisfied and District determines whether any such contact is permissible.

13. Tuberculosis Certification. Contractor and the Contracted Parties shall at all times comply with the tuberculosis ("TB") certification requirements of Education Code section 49406. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

☐ Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

☒ The following Contracted Parties shall have **more than limited contact** (as determined by District) with District students during the Term of this Agreement and, at no cost to District, have received a TB test in full compliance with the requirements of Education Code section 49406: **Eric Shaughnessy.**

Contractor shall maintain on file the certificates showing that the Contracted Parties were examined and found free from active TB. These forms shall be regularly maintained and updated by Contractor and shall be available to District upon request or audit.

Contractor further agrees and acknowledges that all new personnel hired after the Effective Date of this Agreement are subject to the TB certification requirements and shall be prohibited from having any contact with District students until the TB certification requirements have been satisfied and District determines whether any such contact is permissible.

14. Confidential Information. Contractor shall maintain the confidentiality of and protect from unauthorized disclosure any and all individual student information received from the District, including but not limited to student names and other identifying information. Contractor shall not use such student information for any purpose other than carrying out the obligations under this agreement. Upon termination of this Agreement, Contractor shall turn over to District all educational records related to the services provided to any District student pursuant to this Agreement.
15. Assignment. Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of District.
16. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon Contractor and District and their respective successors and assigns.
17. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

18. Amendments. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
19. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court in Alameda County, California.
20. Non-Discrimination. PROVIDER shall not discriminate on the basis of a person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in employment or operation of its programs.
21. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to Contractor at the address located next to the party signatures below, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
22. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.
23. Attorney Fees. If any legal action is taken to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and other reasonable costs and expenses incurred in connection with that legal action.
24. Liability of District. Notwithstanding anything stated herein to the contrary, District shall not be liable for any special, consequential, indirect or incident damages, including but not limited to lost profits in connection with this Agreement.
25. Entire Agreement. This Agreement is intended by the parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
26. Subject To Approval of Board. This Agreement confers no legal or equitable rights until it is approved by the District Board of Education at a lawfully conducted public meeting.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

DISTRICT:

ALBANY UNIFIED SCHOOL DISTRICT

By: _____

Name: Marie Williams

Title: Director III

Curriculum, Instruction, and Assessment

Address for District Notices:

Albany Unified School District

1200 Solano Avenue

Albany, CA 94706

Date of Board Approval: _____

CONTRACTOR:

The Berkeley Chess School

Tax Identification Number:

(confidential)

By: _____

Name: Elizabeth Shaughnessy

Title: President

Berkeley Chess School

Address for Contractor Notices:

Berkeley Chess School

1845 Berkeley Way

Berkeley, CA 94703

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 12, 2019

ITEM: **AFFILIATION AGREEMENT WITH NEW YORK UNIVERSITY
STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN
DEVELOPMENT**

PREPARED BY: **DR. CARRIE NERHEIM, DIRECTOR - STUDENT SERVICES**

TYPE OF ITEM: **CONSENT**

PURPOSE: For the Board of Education to approve the affiliation agreement between Albany Unified School District and New York University Steinhardt School of Culture, Education, and Human Development.

BACKGROUND INFORMATION: New York University would like to place one of their academic counseling interns at Albany High School. Our lead counselor has agreed to mentor this intern and support them in meeting their college's requirements, much like a master teacher does with a student teacher.

DETAILS: The intern will work under the direction of the lead counselor at Albany High School until the end of the 2018-2019 school year. The agreement has been vetted through Albany Unified School District's legal counsel and will begin pending Board approval.

FINANCIAL INFORMATION: There is no financial component to this affiliation.

STRATEGIC GOALS ADDRESSED:



Objective #1: *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



Objective #2: *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*



Objective #3: *Communicate and Lead Together.* **Goal:** *All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

RECOMMENDATION: The Board to Approve the Affiliation Agreement Between Albany Unified School District and New York University Steinhardt School of Culture, Education, and Human Development.

AFFILIATION AGREEMENT

New York University Steinhardt School of Culture, Education, and Human Development

THIS AGREEMENT is made as of the _____ day of _____, _____ by and between:

New York University, on behalf of its Steinhardt School of Culture, Education, and Human Development, located at 82 Washington Square East, New York, NY 10003 (hereinafter, the “University”), and

_____, located at _____,
(hereinafter, the “Facility” and, together with the University, the “Parties”).

WHEREAS, the University’s Steinhardt School of Culture, Education, and Human Development has various educational programs for students in the fields of health and human development (each, a “Program”); and

WHEREAS, the Facility has the facilities to provide relevant clinical training to students in one or more Programs as set forth on Schedule 1 hereto, which Schedule 1 may be amended from time to time in writing signed by the Parties; and

WHEREAS, the Facility and the University desire to affiliate for the purpose of providing clinical training for students enrolled in a Program of the University.

NOW, THEREFORE, the Parties agree as follows:

A. The University agrees:

1. To assume full responsibility for the planning and implementation of the entirety of each Program, including the portion of such Program that involves clinical training. The Facility has the right to approve the portion of each Program to be conducted on its premises in advance of its implementation.
2. To be responsible for scheduling student placements at the Facility and informing the Facility of the number of students to be assigned placement. The number of students and placement schedule shall be subject to the approval of the Facility.
3. To provide a clinical education coordinator who will act as liaison between the University and the Facility and will correlate the academic and clinical levels of experience of the students.

4. To instruct all students placed at the Facility of their responsibility for complying with all pertinent rules and regulations of the Facility of which they are advised.

5. a. To instruct all students and faculty to maintain the confidential nature of all patient medical records and protected health information ("PHI") to which they are exposed in accordance with the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and any other applicable privacy laws; and

b. to instruct all students to maintain the confidentiality of HIV-related patient information in accordance with Article 27-f of the New York State Public Health Law.

6. To keep all Program-related records and reports pertinent to the student's clinical experience while at the Facility (excluding patient identifiable protected health information).

7. To inform each student assigned to the Facility that such student is required, upon request: (i) to provide the Facility with evidence that he/she is in good general health, as determined by a physical examination, and that he/she is free from a health impairment which is of potential risk to a patient or which might interfere with the performance of his/her duties, including any habituation or addiction to depressants, stimulants, narcotics, alcohol or other drugs or substances which may alter his/her behavior; (ii) to provide the Facility with evidence of the following:

(a) an immunization for rubella, consistent with good medical practice, except that a woman of child-bearing age shall have a screening test to be followed by immunization as appropriate;

(b) a ppd (Mantoux) skin test for tuberculosis prior to participation in the Practicum. Positive findings shall require appropriate clinical follow-up but no repeat skin test;

(c) if born on or after January 1, 1957,

(1) diagnosis by a physician as having had measles disease (rubeola);

(2) demonstration of serologic evidence of measles antibodies; or

(3) two doses of live virus measles vaccine with the first dose administered on or after the age of 12 months and the second dose administered more than thirty (30) days after the first dose but after 15 months of age;

(d) a positive varicella (chicken pox) antibody titer or a history of varicella by parent, guardian, physician or school record;

(e) proof of vaccination against Hepatitis B, proof of immunity to Hepatitis B, or a letter from the student which states that the student has either commenced the Hepatitis B vaccination protocol or has declined to be vaccinated against Hepatitis B.

8. That students placed in the Facility shall be required to maintain health insurance coverage. Prior to placement in the Facility, students may be required to send proof of such coverage to the Facility upon the request of the Facility.

B. The Facility agrees:

1. To provide clinical experience to students meeting the standards agreed with the University in respect of the relevant Program, of recognized accrediting agencies, and of State agencies.

2. To provide supervision of the clinical training of each student by a qualified Facility staff member whose responsibilities will include orientation of the student to the Facility, planning of clinical experiences, and the evaluation of student performance.

3. To make available to the students the space, facilities, equipment, and supplies necessary as pertinent to the students' clinical experience, to the extent that this will not interfere with the care and treatment being rendered to patients.

4. To acknowledge that University students and faculty may have access to the Facility's PHI during clinical experiences.

5. To permit students to use the Facility cafeteria during its normal operating hours, if feasible. Students may be required to pay for their own meals.

6. To provide emergency medical care to students who become ill or injured while on the Facility's premises, if feasible. The students shall arrange for medical care beyond that of an emergency nature. A student shall be responsible for the cost of any emergency care and for the cost of any additional medical care beyond that of an emergency nature.

C. The University and the Facility agree:

1. That the University shall provide each student with general instruction in the infection control procedures used in health care facility settings, including a review of the Occupational Health and Safety Act ("OSHA") Bloodborne Pathogens Regulations. The Facility agrees that, as part of each student's orientation to the rules, regulations, policies and procedures of the Facility, it shall instruct each student on infection control procedures, including the OSHA Bloodborne Pathogens Regulations, as they have been implemented at the Facility. The Facility shall comply fully with the OSHA Bloodborne Pathogens Regulations with respect to any student

who sustains a percutaneous, mucosal, or broken skin exposure to blood or other potentially infectious bodily fluids. If the Facility requires that students undergo a respiratory fit test in advance of placement, the Facility will perform such fit tests with the student's prior consent.

2. In connection with its performance under this Agreement, Facility may create and maintain on behalf of University "educational records" of students, and University may disclose "personally identifiable information" from education records to Facility under the "school official" exception, as such terms are defined in the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99 ("FERPA"). Facility agrees to use, maintain, and make available such education records in accordance with the requirements of FERPA and in accordance with University's FERPA Guidelines, which are available at www.nyu.edu/apr/ferpa.htm. In particular, Facility agrees to (i) not disclose personally identifiable information from education records to any other party without prior written consent of University; (ii) use such information other than for the purpose of performing its obligations under this Agreement; and (iii) fully cooperate with University in connection with any request by a student to review and/or amend his or her education records.

3. That at no time will they discriminate against any employee, applicant, patient, or student because of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, marital or parental status, veteran or disabled veteran status or citizenship status.

4. That no student placed in the Facility under this Agreement shall in any way be considered an employee or agent of the Facility or the University, nor shall any student be entitled to any fringe benefits, worker's compensation, disability benefits, or other rights or benefits normally afforded to employees or agents of the Facility or the University.

5. That the Facility reserves the right to screen students in advance of their placement at the Facility in connection with the Program.

6. That the Facility retains the right to remove any student from the Facility who: (i) endangers patient health, welfare or safety; (ii) disrupts the business or operations of the Facility; (iii) fails to comply with the direction of the Facility staff; (iv) fails to abide by the rules, regulations, policies and procedures of the Facility; or (v) is not suited to the clinical training in the Facility's reasonable opinion. The University retains the right to remove any student from the Facility who: (i) fails to maintain successful student status as outlined in the University's policies; (ii) violates the University's honor code; or (iii) any other reason deemed appropriate by University personnel. Each Party agrees to notify the other Party promptly and in any case within one (1) business day of such removal.

7. That, notwithstanding any other provision of this Agreement, the Facility retains ultimate responsibility for the care of its patients at all times.

8. That each Party shall maintain in respect of its employees, volunteers, and agents and, in the case of the University, its students, (i) professional liability insurance coverage in an amount not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate and (ii) commercial general liability insurance coverage in an amount not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate. Each Party's insurance coverage shall be maintained with a nationally recognized and reputable carrier or self insurance reasonably satisfactory to the other Party. Each Party will provide to the other Party, upon such other Party's request and at least annually, a certificate of insurance evidencing the required insurance coverage. In addition, upon renewal or replacement of any required insurance coverage, each Party will provide replacement certificates to the other Party. The certificate of insurance shall include a statement that the notice of cancellation shall be given pursuant to the terms and conditions of the policy. If the Facility is an institution operated by a municipality or government agency or municipal or government employees, the Facility may fulfill the requirements of this Section 7 through insurance provided by or through such municipality or government agency covering the Facility's activities and personnel and otherwise meeting the requirements of this Section 7.

9. That this Agreement becomes effective as of the date first written above and will continue in full force and effect until termination. This Agreement may be terminated by mutual written agreement at any time or by either Party giving sixty (60) days' prior written notice to the other Party; provided that, any student placed at the Facility for clinical training up to and including the date of termination shall be permitted to complete his/her assignment.

10. That neither this Agreement nor any obligation or right thereunder may be assigned to any third party without the prior written consent of the other Party. Any purported assignment without such consent shall be null and void.

11. That all notices required hereunder shall be in writing and shall be delivered by messenger or by certified first-class mail, or transmitted by facsimile, and in accordance with the return receipt requested:

to the University:

Global Affairs & Experiential Learning
 Steinhardt School of Culture, Education, and Human Development
 New York University
 82 Washington Square East, 5th Floor
 New York, NY 10003
 Attn: Allison Michaud

to the Facility:

12. That this Agreement is not for the benefit of any third party.

13. That each of the parties shall perform its obligations hereunder as an independent contractor. Nothing contained in this Agreement shall create any agency, partnership, association or joint venture between the parties hereto. Neither party shall have the right or authority to create any obligation or responsibility, express or implied, on behalf of or in the name of the other party, or to bind the other party contractually in any manner whatsoever. Under no circumstances, as a result of this Agreement, shall any officer, agent, employee or representative of one party be considered an officer, agent, employee or representative of the other party.

14. That this Agreement may be modified only by mutual written and signed agreement of the authorized representatives of the Parties thereto. This Agreement supersedes all other prior similar agreements between the Parties in respect of the subject matter hereof.

15. That this Agreement shall be interpreted in accordance with the laws of the State of New York without regard to its conflicts of laws principles.

16. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument. A signed copy of the Agreement that has been transmitted via electronic mail, facsimile, or as a hard copy, can operate as the executed original copy

IN WITNESS WHEREOF, authorized representatives of the Parties have signed this Agreement as of the day and year first written above.

FOR AND ON BEHALF OF

Signature: _____
 Printed Name: _____
 Title: _____
 Date: _____

NEW YORK UNIVERSITY

Signature: _____

Printed Name: ZACHARY KLIMTitle: SENIOR DIRECTOR, GLOBAL AFFAIRS & EXPERIENTIAL LEARNING
STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

Date: _____

Schedule 1
to Affiliation Agreement between New York University and

Programs

Master of Art in Counseling and Guidance
Master of Science in Communicative Sciences and Disorders
Master of Art in Counseling for Mental Health & Wellness

FOR AND ON BEHALF OF

Signature: _____
Printed Name: _____
Title: _____
Date: _____

NEW YORK UNIVERSITY

Signature: _____
Printed Name: ZACHARY KLIM
Title: SENIOR DIRECTOR, GLOBAL AFFAIRS & EXPERIENTIAL LEARNING
STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT
Date: _____

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 12, 2019

**ITEM: AGREEMENT WITH TECH DEFENDERS FOR SALE OF USED
ALBANY UNIFIED SCHOOL DISTRICT CHROMEBOOKS**

PREPARED BY: DAX KAJIWARA, TECHNOLOGY DIRECTOR

TYPE OF ITEM: CONSENT

PURPOSE:

The Board of Trustees to approve the sale of obsolete and/or non-functioning Chromebooks to an educational reseller.

BACKGROUND INFORMATION:

Albany Unified School District Technology Services currently provides school sites with Chromebook devices in quantities sufficient for one grade level to complete state testing concurrently. In order to ensure that testing devices are compatible with state testing requirements and to provide students with acceptable computing performance, the Technology Services department refreshes these essential Chromebooks on a three-year cycle. Once the Chromebooks reach three years of age, they are cycled out of the primary pool of essential Chromebooks that are used for state testing. However, if school sites signal that they have other uses for these old Chromebooks in specific classrooms, libraries, etc. Technology Services redeploys the old Chromebooks for these uses.

Technology Services now has an excess inventory of old Chromebooks. No school site has requested more Chromebooks since the beginning of the school year. Technology Services is proposing we sell these excess Chromebooks to recover some of the value of these old devices.

DETAILS:

AUSD Technology Services received price quotations from three resellers. It was determined that the proposal from Tech Defenders provided the best value to the district. Once the agreement is signed, Technology Services will ship our old Chromebooks to Tech Defenders (at no charge to the district), who will evaluate and grade the units. Once that is done, they will pay the district for each device at the rate enumerated in the agreement.

KEY QUESTIONS/ANSWERS:

1. Q: Could these Chromebooks be used by needy students that may not have access to a computer at home?

A: Technology Services already has a program at the school sites where students can borrow an old Chromebook for the duration of the school year. These Chromebooks are in excess of the needs of that program.

FINANCIAL INFORMATION:

Approximately \$5,000.00 paid to the General Fund depending on the grading/evaluation of the equipment.

STRATEGIC GOALS ADDRESSED:



Objective #3: Communicate and Lead Together.

Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.

RECOMMENDATION: Approve the agreement with Tech Defenders for sale of used Albany Unified School District Chromebooks



Buyback Agreement #200030888

Tech Defenders

601 Maryland Ave. NE
Grand Rapids MI 49505
United States

Agreement # 200030888
Date 1/23/2019
Valid Until 2/22/2019
Prepared By James Harnish

Vendor

Dax Kajiware
Albany Unified School District
819 Bancroft Way
Albany CA 94710
United States

Buyer

Tech Defenders
attn: Device Receiving
601 Maryland Ave. NE
Grand Rapids MI 49505
United States

Product	MPN	Qty	A	B	C	D	F
Samsung Chromebook Series 1 11.6" (2GB) Silver	XE303C12-A01US	514	\$20.00	\$15.00	\$10.00	\$5.00	\$5.00
Acer Chromebook CB5-311-T677 (4GB) White	NX.MPRAA.005	56	\$45.00	\$30.00	\$20.00	\$7.00	\$5.00

Offer Summary By Unit						
Product	MPN	Qty	1. High Offer (Cash)	2. Average Offer (Internal Credit)	3. Average Offer (Cash)	
Samsung Chromebook Series 1 11.6" (2GB) Silver	X E 3 0 3 C 1 2 - A01US	514	\$10280	\$6248	\$5680	
Acer Chromebook CB5-311-T677 (4GB) White	NX.MPRAA.005	56	\$2520	\$1327.7	\$1207	

Totals: \$12,800.00 \$7,575.70 \$6,887.00

The high offer is reflective of a buyback that is entirely Grade A units.
The estimated cash offer is reflective of grading we typically observe in an average school district environment.
The estimated credit offer is based on a 10% bonus for taking as internal credit.
The actual offer will vary based upon inspected Grade.

Additional Requirements

Eligible for current buyback promotion. Promotion is for an additional \$3 payout for any device graded in A-D condition from Jan 1, 2019 until March 29, 2019. Devices must be an eligible Chromebook, Macbook, or iPad to receive promotional value (Please contact rep if you are unsure whether your devices qualify or not)
Pricing in the quote does not reflect \$3 promotion. Promotional value will be added after devices are audited by Tech Defenders and will be represented on the final payout report.



Buyback Agreement #200030888

Device Grading Information

A - No noticeable issues and looks like new. No cosmetic blemishes, scratches, or wear on exterior casing / display.

B - Devices are fully working, normal wear and tear (few light cosmetic scratches / "nicks" in plastic casing.)

C - Devices are fully working, noticeable wear and tear. Few/moderate amount of scratches / "nicks" or small cracks in casing. Display may have few scratches or marks that do not restrict visibility.

D - Devices are fully working, with heavy wear and tear. Deep scratches, scuffs/cracks. LCD has scratches that are deep. Display may have scratches that are deep and/or restrict visibility.

F - Devices are non-functional due to damage of any component. Condition may vary.

Deductions

Each Engraving / Etching - \$5.00 (Subject to more based on size and location)

Missing OEM AC or Apple Adapter - \$4.00

Missing OEM Chromebook Adapter - \$5.00

Missing OEM Macbook Adapter - \$15.00

*Note: deductions are not made on F grade units due to value.

Tech Defenders Buyback Terms and Conditions

Audit and Condition of Devices

1. Quotation amount is determined in Tech Defenders' sole discretion by condition of devices (A-F) paired with quantity, and accessories provided.
2. Deductions are made on a per device basis, pending evaluation of engraving, accessories (if applicable) and firmware locks.
3. Tech Defenders **does not** have the ability to unlock devices.
4. All data is removed from equipment by Tech Defenders, however it is recommended devices are wiped prior to shipment.
5. In the case of units with firmware locks, Tech Defenders will provide a serialized list of the unit(s) that are locked. The customer will have fifteen days to provide proof of unlock in order to restore full, quoted value to the device. Any devices still locked after the fifteen day period will receive \$0 value.
6. In the event that units are missing vital components, these units will receive \$0 payout value upon reconciliation unless otherwise stated in the agreement. Vital components may include (but are not limited to): LCD, Digitizer, Motherboard, Battery, Keyboard, and Trackpad
7. Any device that is received that was not originally quoted will receive Tech Defenders' standard market rate pricing. This pricing will be non-negotiable

Transit Options

1. Tech Defenders will take responsibility to provide packaging materials and instructions, as well as coordinate the shipping and/or pickup details.
2. Tech Defenders will also incur all costs associated with the shipping process unless otherwise agreed upon.

Remittance

1. Full payment will be sent via check, and will be made in 45 days or less from the time of pick-up.

Title and Finality

1. Sale is final and title to equipment transfers to Tech Defenders upon pickup.
2. Tech Defenders may immediately resell equipment following pickup.
3. If parties later disagree on equipment-grade pricing adjustments after audit, such disagreements shall be resolved through binding arbitration to be conducted by JAMS. Such arbitration shall be exclusively held in Kent County, Michigan. The prevailing party shall be entitled to all costs and attorney fees. In no event will equipment be returned following pickup.
4. Tech Defenders is not liable for discrepancies in quantity of unit(s) upon pickup.



Buyback Agreement #200030888

Agreement

This written Contract constitutes the complete integration of all statements and agreements relating to the Contract and there are no representations, guaranties or warranties other than those expressly incorporated herein nor is this Contract dependent upon or subject to any conditions or approvals precedent or subsequent not herein stated. No subsequent agreement relating hereto shall be binding upon Customer or Company unless in writing and signed by the party being bound.

By signing this document the buyback offer is approved and both parties agree to the above terms and conditions. After signing, please send back entire document to k12sales@techdefenders.com.

Payment Method (Circle One)	Pickup Date	Pickup Method	Payment To Be Received By
Check Internal Credit			
	<i>Internal Use Only*</i>	<i>Internal Use Only*</i>	<i>Internal Use Only*</i>

Authorized Seller (Vendor)

.....
Signature

.....
Printed Name

.....
Date

Authorized Buyer (Tech Defenders)

Josiah Chappell
.....

Signature

Josiah Chappell, Director of Procurement
.....

Printed Name

1/23/2019
.....

Date

Make	Model	Serial No.	Asset Tag
Samsung	Chromebook	HY3A91KD227180	1666
Samsung	Chromebook	HY3A91AD219345	1668
Samsung	Chromebook	HY3A91KD232696	1672
Samsung	Chromebook	HY3A91JD200383	1674
Samsung	Chromebook	HY3A91JD200355	1675
Samsung	Chromebook	HY3A91JD200314	1676
Samsung	Chromebook	HY3A91JD200286	1705
Samsung	Chromebook	HY3A91JD200226	1707
Samsung	Chromebook	HY3A91JD200368	1708
Samsung	Chromebook	HY3A91JD200409	1709
Samsung	Chromebook	HY3A91JD200331	1710
Samsung	Chromebook	HY3A91JD200320	1711
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Samsung	Chromebook	HY3A91AD225093	1716
Samsung	Chromebook	HY3A91AD225226	1717
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Samsung	Chromebook	HY3A91KD232784	1725
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Samsung	Chromebook	HY3A91KD232836	1734
Samsung	Chromebook	HY3A91AD224952	1736
Samsung	Chromebook	HY3A91KD232652	1737
Samsung	Chromebook	HY3A91KD232644	1739
Samsung	Chromebook	HY3A91KD232579	1740
Samsung	Chromebook	HY3A91KD232465	1746
Samsung	Chromebook	HY3A91KD232444	1750
Samsung	Chromebook	HY3A91JD200209	1753

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Samsung	Chromebook	HY3A91KD232728	1785
Samsung	Chromebook	HY3A91TD817925	1927
Samsung	Chromebook	HY3A91TD531637	2002
Samsung	Chromebook	HY3A91TD531893	2003
Samsung	Chromebook	HY3A91TD531856	2004
Samsung	Chromebook	HY3A91JD522341	2005
Samsung	Chromebook	HY3A91TD531797	2006
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Samsung	Chromebook	HY3A91JD521973	2008
Samsung	Chromebook	HY3A91JD522072	2009
Samsung	Chromebook	HY3A91JD522294	2010
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Samsung	Chromebook	HY3A91JD522041	2017
Samsung	Chromebook	HY3A91JD521988	2018
Samsung	Chromebook	HY3A91JD521593	2019
Samsung	Chromebook	HY3A91JD522018	2020
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Samsung	Chromebook	HY3A91JD525922	2023
Samsung	Chromebook	HY3A91JD525789	2024
Samsung	Chromebook	HY3A91JD526024	2025
Samsung	Chromebook	HY3A91JD521917	2026

Make	Model	Serial No.	Asset Tag
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Samsung	Chromebook	HY3A91JD526255	2041
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Samsung	Chromebook	HY3A91TD528760	2216
Samsung	Chromebook	HY3A91TD528875	2217
Samsung	Chromebook	HY3A91JD522301	2221
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Samsung	Chromebook	HY3A91JD526013	2253
Samsung	Chromebook	HY3A91JD521923	2254
Samsung	Chromebook	HY3A91ND531582	2255
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Samsung	Chromebook	HY3A91JD522181	2273
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Samsung	Chromebook	HY3A91JD525906	2294
Samsung	Chromebook	HY3A91JD528264	2295
Samsung	Chromebook	HY3A91JD525786	2297
Samsung	Chromebook	HY3A91MD755078	2306
Samsung	Chromebook	HY3A91JD704137	2311
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Samsung	Chromebook	HY3A91BF222806	3123
Samsung	Chromebook	HY3A91BF223819	3125
Samsung	Chromebook	HY3A91BF224091	3126
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Samsung	Chromebook	HY3A91JD704343	3505
Samsung	Chromebook	HY3A91ND727295	3506
Samsung	Chromebook	HY3A91ND727322	3507
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Samsung	Chromebook	HY3A91JD704500	3509
Samsung	Chromebook	HY3A91TD748504	3510
Samsung	Chromebook	HY3A91ND727224	3513
Samsung	Chromebook	HY3A91JD704510	3514
Samsung	Chromebook	HY3A91JD704686	3515
Samsung	Chromebook	HY3A91TD747656	3516
Samsung	Chromebook	HY3A91JD704501	3518
Acer	Chromebook 13 (CB5-311)	NXMPRAA004434125C73400	3565
Acer	Chromebook 13 (CB5-311)	NXMPRAA004436271B83400	3566
Acer	Chromebook 13 (CB5-311)	NXMPRAA004436260283400	3570
Acer	Chromebook 13 (CB5-311)	NXMPRAA00443626DAF3400	3572
Acer	Chromebook 13 (CB5-311)	NXMPRAA004436260803400	3574
Acer	Chromebook 13 (CB5-311)	NXMPRAA004437012EE3400	3575

Make	Model	Serial No.	Asset Tag
Acer	Chromebook 13 (CB5-311)	NXMPRAA00443626D213400	3576
Acer	Chromebook 13 (CB5-311)	NXMPRAA004437025193400	3577
Acer	Chromebook 13 (CB5-311)	NXMPRAA00443626D753400	3578
Acer	Chromebook 13 (CB5-311)	NXMPRAA004437003FB3400	3579
Acer	Chromebook 13 (CB5-311)	NXMPRAA0044370011F3400	3581
Acer	Chromebook 13 (CB5-311)	NXMPRAA004437020B43400	3582
Acer	Chromebook 13 (CB5-311)	NXMPRAA00443626C283400	3583
Acer	Chromebook 13 (CB5-311)	NXMPRAA00443625A153400	3585
Acer	Chromebook 13 (CB5-311)	NXMPRAA004436271B73400	3586
Acer	Chromebook 13 (CB5-311)	NXMPRAA00443626A523400	3587
Acer	Chromebook 13 (CB5-311)	NXMPRAA004436273A53400	3588
Acer	Chromebook 13 (CB5-311)	NXMPRAA004437005AD3400	3589
Acer	Chromebook 13 (CB5-311)	NXMPRAA0044370102C3400	3590
Acer	Chromebook 13 (CB5-311)	NXMPRAA00443626D2E3400	3592
Acer	Chromebook 13 (CB5-311)	NXMPRAA004436217D63400	3593
Acer	Chromebook 13 (CB5-311)	NXMPRAA004436260783400	3594
Acer	Chromebook 13 (CB5-311)	NXMPRAA004436269AA3400	3595
Acer	Chromebook 13 (CB5-311)	NXMPRAA00443700F813400	3596
Acer	Chromebook 13 (CB5-311)	NXMPRAA00443626DA23400	3598
Acer	Chromebook 13 (CB5-311)	NXMPRAA004437000AB3400	3599

Make	Model	Serial No.	Asset Tag
Acer	Chromebook 13 (CB5-311)	NXMPRAA004436269B13400	3600
Acer	Chromebook 13 (CB5-311)	NXMPRAA0044362775C3400	3601
Samsung	Chromebook	0UG99FCF336497	3608
Samsung	Chromebook	HY3A91TD735222	3609
Samsung	Chromebook	HY3A91GF314550	4550
Samsung	Chromebook	0UG99FCF335998	5702
Samsung	Chromebook	HY3A91TD755755	none specified
Samsung	Chromebook	HY3A91JD704126	none specified
Samsung	Chromebook	HY3A91MD755282	none specified
Acer	Chromebook 13 (CB5-311)	NXMPRAA004433018143400	none specified

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 12, 2019

ITEM: SECONDARY SCHOOL ACCOUNTABILITY REPORT CARDS

PREPARED BY: MARIE WILLIAMS
ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES

TYPE OF ITEM: REVIEW AND DISCUSSION

PURPOSE:

The purpose of this item is to review and discuss the School Accountability Report Cards for Albany Middle School, Albany High School, and MacGregor High School.

BACKGROUND INFORMATION:

In November 1988, California voters passed Proposition 98, also known as *The Classroom Instructional Improvement and Accountability Act*. This ballot initiative provides California's public schools with a stable source of funding. In return, State and federal laws require School Accountability Report Cards include information regarding the following: demographic information, school safety and climate for learning, academic data, school completion, class size, teacher and staff information, curriculum and instruction, postsecondary preparation, and fiscal and expenditure data.

All public schools in California are required to prepare School Accountability Report Cards (SARCs) and disseminate them to the public on or before February 1 of each year. SARCs provide the public with important information about each public school, communicate the school's progress in achieving its goals, and provide parents with data and information to make meaningful comparisons between schools.

DETAILS:

Approximately 75% of the data required for inclusion in the SARC is provided by California Department of Education. The remaining data is gathered from site principals and District staff. The attached document titled "School Accountability Report Cards Data Element Definitions and Sources" identifies all of the required data sources for each element of the SARC as well the method of calculating each data point for inclusion in the SARC.

STRATEGIC OBJECTIVES ADDRESSED:



Objective #1: *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



Objective #3: *Communicate and Lead Together.* **Goal:** *All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

RECOMMENDATION: REVIEW AND DISCUSS THE SCHOOL ACCOUNTABILITY REPORT CARDS FOR ALBANY MIDDLE SCHOOL, ALBANY HIGH SCHOOL, AND MACGREGOR HIGH SCHOOL.

**School Accountability Report Card
Data Element Definitions and Sources**

Individual/Department Providing Information	Information Required	Raw Data Source/Format	Method of Calculation
Information Provided by AUSD Site Principals	District and School Contact Information	Narrative	Narrative
	School Description and Mission Statement		
	Opportunities for Parental Involvement		
	Types of Services Funded		
	Professional Development		
	School Safety Plan		
Information Provided by AUSD Business Department	Expenditures Per Pupil	Teacher Salary Information	The actual salaries of certificated instructional personnel assigned to the school divided by total school enrollment.
Information Provided by AUSD Human Resources	Teacher Credentials	Teacher Credential Information	The total number of teachers with a full credential, without a full credential, and the number of teachers teaching a course in which they are not fully credentialed.
	Teacher Misassignments and Vacant Teacher Positions	Teacher Credential Information	<p>The total number of teachers assigned to positions for which they do not hold the appropriate credential.</p> <p>Vacant Teacher Positions are those positions for which a single certificated employee has not been assigned at the beginning of the year for an entire year.</p> <p>At the beginning of the year is not later than 20 working days after the first</p>

			day of student attendance for the school year or semester.
	Academic Counselors and Other Support Staff	Site staffing allocations	The total staffing allocated for academic counselors and other support staff
Information Provided by AUSD Curriculum, Instruction and Assessment	Quality, Currency, Availability of Textbooks and Instructional Materials	Instructional Materials Surveys Completed Annually by Principals.	<p>The number of students lacking their own assigned textbooks/instructional materials divided by the total number of students enrolled on Fall Census Day.</p> <p>Subject areas to be included are: reading/language arts, mathematics, science, history/social science, foreign language, health, visual and performing arts and science laboratory equipment for for grades 9-12 as appropriate.</p>
	Federal Intervention Program	Consolidated Application	Schools retain their 2015-2016 status due to the implementation of Every Student Succeeds Act
Information Provided by AUSD Maintenance and Operations	School Facility Conditions and Planned Improvements	Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction.	<p>A description of the safety, cleanliness, and adequacy of the school facility; planned or recently completed facility improvements; and needed maintenance to ensure good repair.</p> <p>Good repair means the facility is maintained in a manner that assures that it is clean, safe, and functional.</p>
	School Facility Good Repair Status		
	Overall Facility Rating		
Information Provided by AUSD Technology Services	Career Technical Education Programs	Aeries, Student Information System	A listing of Career Technical Education programs offered during the reporting year.

	Career Technical Education (CTE) Participation	Aeries, Student Information System	The count of graduates who completed at least one CTE program divided by the total number of pupils who completed a CTE program.
	Courses for University of California/California State University Admission	Aeries, Student Information System	The number of pupils enrolled in courses required for UC/CSU admission on Fall Census Day divided by the number of pupils enrolled in school on Fall Census Day.
	Advanced Placement Courses	California Longitudinal Pupil Achievement Data System (CALPADS)	The number of Advanced Placement courses offered during the reporting year with at least one student enrolled.
	California Physical Fitness Test Results	California Physical Fitness Test Results	The number of pupils meeting the number of fitness standards divided by the total number of students tested.
	Suspensions and Expulsions	California Longitudinal Pupil Achievement Data System (CALPADS)	The count of students involved in one or more incidents for which student was suspended or expelled during the academic year, July 1-June 30, divided by the count of students with a primary , secondary or short term enrollment during the academic year July 1-June 30.
Information Provided by California Department of Education	Student Enrollment by Grade Level and Student Group	California Longitudinal Pupil Achievement Data System (CALPADS)	The number of students enrolled in each student group on Fall Census Day divided by total number of enrolled students on Fall Census Day (First Wednesday in October)
	California Assessment of Student Progress and Performance (CAASPP)	CAASPP and California Alternate Assessment (CAA) Results	The percentage of students who met or exceeded standards on

	Results for English Language Arts/Literacy and Mathematics		Smarter Balanced Assessments and California Alternate Assessments divided by total number of students with valid scores.
	California Assessment of Progress and Performance (CAASPP) Results for Science	CAASPP Science Results	The number of students who scored proficient or advanced on the summative science assessment divided by the total number of students with valid scores.
	University of California (UC)/California State University (CSU) Completion Rates	California Longitudinal Pupil Achievement Data System (CALPADS)	The number of pupils who met UC/CSU requirements with a CALPADS exit record indicating that all required UC/CSU courses were completed divided by the total number of graduates from that year.
	Teacher and Administrative Salaries	Teacher Salaries: 2015-16 Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90)	Teacher salaries: The beginning, mid-range, and highest teacher salaries. Administrator Salaries: The average administrator salaries were calculated using information provided on Form J-90.
	Average Class Size and Distribution	Aeries, Student Information System	<i>Elementary:</i> The number of students in each grade level divided by the total number of classes in each grade level. <i>Secondary:</i> The number of students in each subject divided by the total number of classes in each subject.
	Dropout Rate and Graduation Rate	California Longitudinal Pupil Achievement Data System (CALPADS)	Dropout Rate: The number of pupils who drop out by the end of year 4 in the cohort divided by the the number of first time grade 9 students in year 1 (starting cohort) plus

			students who transfer in, minus students who transfer out, emigrate or die during school years 1, 2, 3 and 4.
	Graduation Rate	California Longitudinal Pupil Achievement Data System (CALPADS)	The number of cohort members who earn a regular high school diploma/adult education high school diploma or pass the California High School Proficiency Examination by the end of year 4 in the cohort divided by number of first time grade 9 students in year 1 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate or die during school years 1, 2, 3 and 4.
	Completion of High School Graduation Requirements (One Year Rate)	California Longitudinal Pupil Achievement Data System (CALPADS)	The total number of students who met all graduation requirements divided by the total number of students enrolled in grade twelve on Fall Census Day.

Albany Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Albany Middle School
Street	1250 Brighton Ave.
City, State, Zip	Albany CA 94706
Phone Number	510.558.3600
Principal	Deborah Brill
E-mail Address	dbrill@ausdk12.org
Web Site	www.ams.ausdk12.org
CDS Code	01-61127-6090161

District Contact Information	
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	http://www.ausdk12.org

School Description and Mission Statement (School Year 2018-19)

Albany Middle School (AMS), a National Blue Ribbon School, is a school community dedicated to learning. The mission of providing a rich and rigorous standardsbased curriculum is guided by our vision statement: In a safe, engaging environment, each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas and responsibility to a larger world. At AMS, everyone teaches, everyone learns.

We are proud of our recent academic achievement as represented by our local assessments as well as the Smarter Balanced Assessment Consortium (SBAC) results. We continue to work on strengthening our use of essential standards and formative assessments toward the purpose of all students achieving at high levels. We are also continuing our work of integrating restorative practices and restorative justice into our behavior matrix and practices in an effort to impact behavior, increase feelings of belonging, and reduce suspensions.

Our school places a strong value on school climate, and we will continue to build on the strong school climate programs we already have, both setting foundational skills and responding to concerns as they arise. We also have been working at improving our school climate from the perspective of equity by adding opportunities for connectivity for populations who are smaller in numbers and/or who we are not serving as successfully. Additionally, we have been focusing on an integration of restorative practices into our practices and responses to behavior.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	260
Grade 7	292
Grade 8	328
Total Enrollment	880

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.0
Asian	25.1
Filipino	0.6
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.3
White	36.0
Socioeconomically Disadvantaged	19.1
English Learners	9.8
Students with Disabilities	9.1
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	44	49	49	217
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	2	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	California Literature (McDougal Litell) Inside Language, Literacy and Content (National Geographic)	No	0.0%
Mathematics	College Prep Math, Courses 1, 2, & 3, 2013 (CPM.org)	No	0.0%
Science	CA Science Explorer, Focus on Earth, Life & Physical Science, 2008 (Pearson Prentice Hall) CA Science: Earth, Life & Physical Science, 2007 (Holt, Rinehart and Winston)	No	0.0%
History-Social Science	History Alive! – CA Middle Schools' Program (Teachers Curriculum Institute)	No	0.0%
Foreign Language	Spanish: Realidades (2004)		0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The current campus for Albany Middle School was completed 17 years ago. It was originally built for approximately 750 students. There are 20 general-education classrooms, five general-education portable classrooms, three science laboratories, one half-size special-day class classroom, one computer laboratory, one art classroom and one music room. There is a library, indoor atrium and outdoor covered lunch patio where we can fit about 300 students. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. An annex across the street is currently under construction and planned for an early 2019 opening. The main campus is in good overall condition. The full-size gym is a wonderful resource to our school and community for athletic events, assemblies, band and choir performances, dances, and other events. The facility was awarded the Leroy F. Green Architectural Design Award.

The safety of students and staff is a high priority at Albany Middle School. The school site safety plan is updated annually. The key elements of the school site safety plan encompass student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis.

To ensure student safety, staff members supervise students at all times before and after school, during recess and lunch. Any visitors to the campus are required to check in at the school's office. Additionally, we have a campus security person who monitors students and visitors during the day.

There are three custodians working at AMS from morning to late night Monday through Friday. One daytime custodian works from morning to late afternoon, and two custodians work from afternoon to late night.

District maintenance staff ensures the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work-order process is used to ensure efficient service and the highest priority to emergency repairs.

The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Boys Locker Room: Girls Locker Room: Gym\:
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Library:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

B. Pupil Outcomes**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	79.0	75.0	79.0	76.0	48.0	50.0
Mathematics (grades 3-8 and 11)	74.0	68.0	73.0	70.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	889	859	96.63	75.26
Male	456	441	96.71	68.79
Female	433	418	96.54	82.06
Black or African American	23	21	91.30	52.38
Asian	237	227	95.78	80.00
Filipino	--	--	--	--
Hispanic or Latino	167	161	96.41	66.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	319	310	97.18	80.00
Two or More Races	119	116	97.48	69.83
Socioeconomically Disadvantaged	182	173	95.05	59.88

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	221	210	95.02	65.24
Students with Disabilities	72	68	94.44	20.59

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	890	859	96.52	67.75
Male	457	445	97.37	64.04
Female	433	414	95.61	71.74
Black or African American	23	21	91.3	33.33
Asian	237	230	97.05	77.83
Filipino	--	--	--	--
Hispanic or Latino	167	161	96.41	50.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	320	309	96.56	74.43
Two or More Races	119	114	95.8	62.28
Socioeconomically Disadvantaged	183	175	95.63	53.71
English Learners	221	213	96.38	58.22
Students with Disabilities	72	64	88.89	25

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.6	24.7	32.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Opportunities for parental involvement include the School Site Council, Parent Teacher Association (PTA), Music Boosters, Albany Education Foundation, English Learner Advisory Committee, SchoolCARE, AMS Athletic boosters, the AMS fundraisers and classroom and field trip volunteers. Communication is accomplished through our daily Cobra Connection, a news feed that is emailed to families daily, a monthly schoolwide newsletter, The Cobra Monthly, Aeries, a web-based communication system, as well as classroom newsletters, phone calls, emails, report cards and conferences.

The PTA supports the school initiatives with parent education and fundraising to support supplemental and enriching programs. The PTA provides funding for clubs; field trips; assemblies; and additional resources, such as technology. The School Site Council monitors our School Plan for Student Achievement. These organizations and other community resources have provided help to our classrooms.

For more information on how to become involved at the school, please contact Dorothe Piluso

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.3	7.1	5.7	1.6	3.1	2.1	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD's safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

Practice drills for emergencies such as fire, earthquakes, lockdowns are held with the staff and students. Emergency kits are in classrooms, and additional emergency supplies are stored on-site.

The key elements of the school's current safety plan are as follows:

Part I: Emergency Organization and Management Responsibilities of Albany Unified School District site personnel, instructional staff, site coordinator and ERT committee. Concept of Emergency Functions, including a summary of planned response, site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis-incident stress debriefing, after-event critique, and after-action report.

Part II: Emergency Procedures

Building evacuation

Fire

Chemical accident

Earthquake

Air pollution

Explosion or aircraft crash

Bomb threat Suspicious individuals

Medical/first aid

Terrorist situation

Part III: Emergency Forms/Checklists

Sample parent letter

Hazard-identification checklist

Recommended emergency supplies

Guidelines for preparing a buddy/teacher list

Sample emergency information sheet

Sample student district notice of first-aid care

Sample site status report

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	7	20		25.0	6	23		23.0	8	22	
Mathematics	24.0	7	16	2	28.0	2	21		27.0	3	18	3
Science	29.0	1	19		27.0	2	21		28.0	1	21	
Social Science	29.0	1	19		28.0	1	21		28.0	1	21	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.1	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.4	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8211	\$3174	\$5037	\$68814
District	N/A	N/A	\$7153	\$72,154
Percent Difference: School Site and District	N/A	N/A	-34.7	-4.7
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-34.3	-3.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

During the 2017-2018 school year, the following support services were provided:

- Title I and Title III dollars were allocated to staff English Language Development teachers.
- SchoolCare, a community fundraising group, allocated staffing for counseling services.
- Common Core Implementation Funds were allocated to staff teachers on special assignment in core content areas.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

There are three districtwide staff development days along with Wednesday afternoon meetings. There has been an ongoing focus on teaching and learning that is standards-based and assessment driven.

We are continuing the work of Professional Learning Communities, refining our essential standards, developing formative assessments, discussing results in departments, and working as a school to coordinate our response when students aren't mastering the essential standards, staying focused on moving this forward. Additionally, we are working on better understanding Trauma-informed classroom practices, which we have focused on on a couple of Wednesdays as well as will focus on on a half day in March. We are also continuing to focus on our equity lens that we must be providing to our work

We had an August staff development where half the day was put on by Teaching Tolerance, focusing on equity in education.

We strive to build and maintain a safe and healthy school climate that teaches students to "Be Safe, Be Responsible, Be Respectful, and Be an Ally." We have implemented a school-climate program that emphasizes student involvement, celebration of diversity, positive recognition and explicit teaching of behavior. We balance that approach with clear parameters for behavior and immediate consequences. We also integrate restorative practices. We focus professional development on ensuring teachers feel equipped and informed in bringing consistent messages to the classrooms on everything from explicitly taught academic behaviors to digital citizenship to what to do if you witness mistreatment.

Teachers continue to value department-specific professional development, so this has been worked into the professional development plans and varies greatly from department to department.

Albany High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Albany High School
Street	603 Key Route Blvd.
City, State, Zip	Albany, CA 94706
Phone Number	510.558.2500
Principal	Alexia Ritchie
E-mail Address	aritchie@ausdk12.org
Web Site	https://ahs.ausdk12.org/
CDS Code	01-61127-0130450

District Contact Information	
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	http://www.ausdk12.org

School Description and Mission Statement (School Year 2018-19)

Albany High School provides an environment challenging to our students and strives to educate them to become happy, productive and responsible citizens of a diverse society. We expect our graduates to be complex thinkers with the skill to analyze and solve problems in a variety of contexts; effective communicators in a variety of formats and cultural contexts; self-directed learners with diverse experiences and perspectives that help guide them to healthy and productive lives; and individuals academically prepared for college and other postsecondary educational opportunities.

The two key factors in our success are the total commitment and dedication by our adults, including parents, teachers and staff, and the desire of our students to participate fully in their high school education experience. Our parents are supportive of this school through their contributions, both monetary and through supporting educational and elective opportunities for all students. They also provide rich experiences for their children outside of school. The teachers work with great intelligence and creativity to find ways for students to grasp the material in their curriculum. Our staff, including administration, counselors, secretaries, custodians, and instructional aides, are relentless in their efforts to provide a coherent instructional program, excellent facilities and extensive supports for student achievement. In addition, the district administration is helpful for finding the resources that enable the school to achieve its goals and by promoting strong initiatives in the areas of mathematics for equity and social-emotional/social justice competencies.

Vision/Mission Statement

Albany High School provides an environment challenging to our students and educates them to become happy, productive, and responsible citizens of a diverse society.

Vision for Equitable Access to Vibrant and Challenging Coursework

All students at Albany High School, including those from underserved populations, deserve vibrant and challenging coursework at all levels and in all disciplines. Such courses encourage students to achieve at their highest potential and maximize their options for post-secondary education and employment. We must act effectively to provide the supports needed to help address some of the challenges and barriers faced by our students and communities.

Student Learning Outcomes (formally ESLR's)

At Albany High School, we expect our graduates to be:

Complex thinkers with the skill to analyze and/or solve problems in a variety of contexts

Effective Communicators in a variety of formats and cultural contexts

Self-Directed Learners with diverse experiences and perspectives that help guide them to healthy and productive lives

Individuals academically prepared for college and other post-secondary educational opportunities

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	298
Grade 10	269
Grade 11	293
Grade 12	269
Total Enrollment	1,129

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.1
Asian	29.9
Filipino	1.6
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.4
White	36.0
Socioeconomically Disadvantaged	21.7
English Learners	9.1
Students with Disabilities	7.2
Foster Youth	0.1

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	68	64	69	217
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)			0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	0	1	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	AHS uses core novels in place of an adopted textbook.	No	0.0%
Mathematics	Pre Calculus/Pre Calculus with Limits/2001/McDougal Littel Honors Pre Calculus/Calculus with Pre Calculus/2004/McDougal Littel AP Calculus AB/Calculus (Stewart)/2004/Thompson Learning AP Calculus BC/Calculus 6th Edition (Swok)/1994/PWS AP Statistics/Stats, Modeling the World/2010/Addison-Wesley Statistics/ Stats, Modeling the World/2010/Addison-Wesley	No	0.0%
Science	Biology: Biology (Prentice Hall) Advanced Placement Biology: Biology in Focus AP Edition Chemistry: Foundations of College Chemistry (Arena) Advanced Placement Chemistry: General Chemistry (Robinson) Physics: Physics Principles and Problems (Glencoe Science) Advanced Placement Physics: Physics (Giancoli) Anatomy and Physiology: Hole's Essentials of Human Anatomy & Physiology (McGraw Hill) Advanced Placement Environmental Science: Environment (Wiley)	No	0.0%
History-Social Science	Grade 10: World History, People & Nations (Holt) Grade 11: American Odyssey (Glencoe) Grade 12: US Government: American Politics Today (Norton & Company) Grade 12: Advanced Placement Comparative Government: Introduction to Comparative Politics Grade 12: Economics: Economics in our Times (NTC Publishing)	No	0.0%
Foreign Language	Spanish: Realidades 1-4 (2004) Advanced Placement Spanish: Abriendo Paso (2005) French: Discovering French 1-4 Advanced Placement French: Une Fois Pour Toute		

School Facility Conditions and Planned Improvements (Most Recent Year)

Albany High School opened a new main building in 2001. The main building houses most academic classrooms, computer labs and a new gymnasium. The art building houses a multipurpose room, a small theater, and art and music classrooms. MacGregor High School was relocated to the Albany High School campus for the 2014-15 year.

During the summer of 2009, the swimming pool was demolished to make way for a new aquatic complex. The aquatic facility construction began in fall 2010 and was completed in December 2011.

A Facilities Master Plan was approved in 2014. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. In general, our district needs to prepare for anticipated growth in enrollment and the addition and/or replacement of existing facilities. Over the coming year, we will finalize the design for the Albany High School Classroom Addition Project and begin construction. AHS is in particular need of expanded classroom space and CTE (Career Technical Education) workspaces. District and site custodial and maintenance personnel maintain a clean and functional facility. There are six custodians working at AHS from early morning to late night Monday through Friday. One custodian works the day shift from early morning to afternoon. One custodian works from very early morning to opening bell. Three custodians work from afternoon to late night. One custodian works from evening to late night.

The school is in good overall condition.

The safety of students and staff is a primary concern at Albany High School. Key elements of the plan encompasses student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis. Any visitors to the campus are required to check in at the school's office.

District maintenance staff ensures work orders are completed in a timely manner. A work-order process is in place and is used to certify efficient service to each school site and give the highest priority to emergency repairs.

The site administration works with the custodial staff members to ensure the cleaning of the school is done appropriately and the site is clean and safe for students, staff and visitors

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Room -109-B Room 214-A Room 217
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Boys Locker Room: Boys Restroom hand dryer not working
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	3rd Floor Student Restrooms Library
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	83.0	74.0	79.0	76.0	48.0	50.0
Mathematics (grades 3-8 and 11)	74.0	63.0	73.0	70.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	286	271	94.76	74.17
Male	150	142	94.67	66.20

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	136	129	94.85	82.95
Black or African American	13	12	92.31	50.00
Asian	84	81	96.43	72.84
Filipino	--	--	--	--
Hispanic or Latino	50	46	92.00	69.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	94	88	93.62	80.68
Two or More Races	32	31	96.88	77.42
Socioeconomically Disadvantaged	74	69	93.24	59.42
English Learners	36	33	91.67	36.36
Students with Disabilities	16	9	56.25	22.22

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	274	95.47	62.77
Male	151	143	94.7	63.64
Female	136	131	96.32	61.83
Black or African American	13	12	92.31	25
Asian	84	82	97.62	74.39
Filipino	--	--	--	--
Hispanic or Latino	50	49	98	46.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	87	91.58	63.22
Two or More Races	32	31	96.88	70.97
Socioeconomically Disadvantaged	75	72	96	44.44
English Learners	36	36	100	33.33
Students with Disabilities	17	10	58.82	30

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Albany High School offers several CTE courses and continues to work toward building CTE pathways (two or more related courses).

The following classes are currently offered at AHS:

- Photography and Advanced Photography
- Communications/Graphic Arts
- Journalism
- Video Production
- Sports Medicine
- Culinary Arts

AHS also offers a business/design program called Venture and Environmental Design, Science, Engineering, and Technology (EDSET).

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	542
% of pupils completing a CTE program and earning a high school diploma	96.9%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.9
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	61.6

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.1	33.4	27.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents and caregivers are engaged and supportive in the education of their children at Albany High. They demonstrate their commitment to an outstanding academic and cultural program in many ways. By and large, they provide excellent environments at home for students to study, and they provide their students with experiences that help them develop the background knowledge that is so helpful for learning. They are supportive of teachers and the school, as demonstrated not only through financial contributions and community building activities, but also the field trip and special project grants, staffing support, athletic donations, and volunteerism in the library, at dances, on field trips, and in the decision-making bodies. Those bodies include the School Site Council, Instructional Improvement Council, Athletic Boosters and Albany Coming Together (ACT). The Parent Teacher Student Association (PTSA) is actively involved in parent education and is working to develop a parent/caregiver voice in policy decisions throughout the school.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	5.1	4.1	4.0	5.5	4.8	3.9	10.7	9.7	9.1
Graduation Rate	93.9	95.3	92.7	93.4	93.3	91.9	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	96.3	96.0	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	97.4	96.2	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	93.8	94.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	96.6	95.8	92.1
Two or More Races	93.3	96.7	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	50.0	52.6	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.5	3.5	0.9	1.6	3.1	2.1	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD's safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

We secure our campus perimeter from criminal activity by having site administrators and a full-time security aide patrol the campus. The campus is closed to outsiders, and access signs are displayed prominently at entry points. Albany High School currently has cameras in all of the main parts of the buildings to help prevent crime on campus.

Physical conditions that could lead to accidental harm are reported and corrected promptly by site administration, custodial and maintenance teams. School grounds are kept clean at all times. Graffiti is painted over in a timely manner, and repairs are made as necessary. School buildings and classrooms are well maintained and attractive and are free of physical hazards. Classrooms have adequate space for the student-teacher ratio and are conducive to learning. Standard incident-reporting procedures are in place.

Valuables and equipment are inventoried properly, engraved for identification and stored securely. Parents and volunteers are recruited and trained as mentors for student activities. The community uses the school during off-hours.

The school and community collaborate on crime-prevention efforts. The crisis-response plan identifies procedures to follow during: 1. human emergencies, such as death of a student, suicide pacts, intruders, etc.; and 2. natural emergencies, such as fires, earthquakes or other natural disasters.

Police and fire department representatives participate in safety reviews of the campus and will assist staff to respond effectively to school security and safety. Fire, earthquake and lockdown drills are conducted regularly throughout the year.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	19	34		22.0	24	28	1	24.0	16	32	
Mathematics	24.0	17	25	6	23.0	14	30	3	26.0	8	27	6
Science	27.0	4	34	1	26.0	8	30	1	27.0	6	30	1
Social Science	28.0	5	30	3	26.0	5	33	1	27.0	5	28	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	291.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	1.5	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.8	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7858.0	\$2663.0	\$5195.0	\$68554
District	N/A	N/A	\$7028.0	\$72,154
Percent Difference: School Site and District	N/A	N/A	-30.0	-5.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-31.3	-4.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

During the 2017-2018 school year, the following support services were provided:

- Title I dollars were allocated to staff English Language Development teachers.
- Supplemental funds (Local Control Funding Formula) were allocated to staff counseling services, and tutoring services.
- College Readiness Block Grant funds were allocated to support after school tutoring in mathematics and to provide opportunities for UC/CSU a-g course remediation.
- SchoolCare, a community fundraising group, allocated staffing for additional electives, library staffing and college/career support staffing.
- Common Core Implementation Funds were allocated to staff teachers on special assignment in core content areas.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	5	N/A
Foreign Language	4	N/A
Mathematics	5	N/A
Science	11	N/A
Social Science	12	N/A
All courses	39	40.8

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Each school year, teachers are given three days of school wide professional development each year. Regular departmental, faculty and professional learning community meetings are scheduled on a weekly basis. During the 2018-2019 school year, we are going through our WASC Self-Study and have created a structure for all stakeholders, certificated, classified, students, and families to participate in the focus and home group discussions. In 2018-19 we engaged faculty and community stakeholders with a "data-dive" that explored the summative data and implications of Smarter Balanced Summative Assessments (SBAC), California Healthy Kids Survey, and local measures from students at Albany High.

Professional development focus areas in 2016-17 focused on full implementation and supporting teachers with Common Core State Standards and Next Generation Science Standards. In 2016-2017 we engaged in a school wide discussion about the convergence and divergence of our various approaches to grading students. This has coincided with the adoption of a new grade book program that is part of the larger Powerschool Learning Management System. The goal of this professional development is that updated approaches to grading by teachers will coincide with the creation of new grade books in Powerschool. We were fortunate to have funds that provided teachers on special assignment (TSA) for English/Language Arts, mathematics, and science department teachers. In 2017-18 and 2018-19, our focus shifted to our district wide initiative of implementing social emotional/social justice competencies.

Many of the professional development leadership initiatives come from Albany High staff members. We are very proud of our internal professional development committee that routinely organizes and provides workshop model activities that all faculty engage in during our Wednesday after school collaboration time. Faculty attends conferences and works with our county office on topics such as Social Justice Mathematics. Albany High administrators are given departments to supervise and support via observations, informal walk-throughs, and the induction program for new teachers.

MacGregor High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	MacGregor High School
Street	603 Key Route Blvd
City, State, Zip	Albany, CA 94706
Phone Number	510.558.3570
Principal	Darren McNally
E-mail Address	dmcnally@ausdk12.org
Web Site	mac.ausdk12.org
CDS Code	0161127/0130294

District Contact Information	
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	http://www.ausdk12.org

School Description and Mission Statement (School Year 2018-19)

MacGregor High School, founded in 1982, is a small, dynamic, continuation school that serves a diverse population of students, ages 16 and older, who are often at-risk of not graduating from high school. MacGregor offers its students a safe campus, high academic standards, and a caring staff.

Our school is unique in that it pays particular attention to students who have had credit and/or attendance problems and whose lifestyles and/or personal situations disallow them from fitting into the structure of a large school setting.

MacGregor High School is located on the campus of Albany High School (AHS), and together these schools serve all students in grades 9-12 in Albany, California. This arrangement allows most of our students to be concurrently enrolled in Albany High School. While MacGregor meets the core academic needs of our students, they also have access to Albany High School's resources for robust extracurricular options and elective courses.

MacGregor High School works with each and every student to ensure he or she has clear, realistic goals for the steps toward, and the completion of, their education. These goals allow for each individual to consider the options available to them. These options include graduating from MacGregor, returning to the comprehensive high school, passing the California High School Proficiency Exam, or passing the General Educational Development (GED) test. Included in preparation for graduation or one of the other alternatives, is working with each student to make sure they are ready for entrance into community college, college and/or the workforce, independent-living plans, as well as their emotional and physical wellness.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 11	3
Grade 12	9
Total Enrollment	12

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	0.0
Asian	8.3
Filipino	0.0
Hispanic or Latino	41.7
Native Hawaiian or Pacific Islander	0.0
White	41.7
Socioeconomically Disadvantaged	50.0
English Learners	25.0
Students with Disabilities	33.3
Foster Youth	0.0

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	5	4	5	217
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)
Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	AHS uses core novels in place of an adopted textbook	No	0.0%
Mathematics	College Prep Math, Integrated Math 1, 2, & 3, 2013 (CPM.org); Mathematics Vision Project, Course 1 & 2, 2013 (mathematics visionproject.com) Pre Calculus/Pre Calculus with Limits/2001/McDougal Littell Honors Pre Calculus/Calculus with Pre Calculus/2004/McDougal Littell AP Calculus AB/Calculus (Stewart)/2004/Thompson Learning AP Calculus BC/Calculus 6th Edition (Swok)/1994/PWS AP Statistics/Stats, Modeling the World/2010/Addison-Wesley Statistics/ Stats, Modeling the World/2010/Addison-Wesley	No	0.0%
Science	Biology: Biology (Prentice Hall) Advanced Placement Biology: Biology in Focus AP Edition Chemistry: Foundations of College Chemistry (Arena) Advanced Placement Chemistry: General Chemistry (Robinson) Physics: Physics Principles and Problems (Glencoe Science) Advanced Placement Physics: Physics (Giancoli) Anatomy and Physiology: Hole's Essentials of Human Anatomy & Physiology (McGraw Hill) Advanced Placement Environmental Science: Environment (Wiley)	No	0.0%
History-Social Science	Grade 10: World History, People & Nations (Holt) Grade 11: American Odyssey (Glencoe) Grade 12: US Government: American Politics Today (Norton & Company) Grade 12: Advanced Placement Comparative Government: Introduction to Comparative Politics Grade 12: Economics: Economics in our Times (NTC Publishing)	No	0.0%
Foreign Language	Spanish: Realidades 1-4 (2004) Advanced Placement Spanish: Abriendo Paso (2005) French: Discovering French 1-4 Advanced Placement French: Une Fois Pour Toute		0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Room -109-B: Room 214-A: Room 217:
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Boys Locker Room: Boys Restroom hand dryer not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	3rd Floor Student Restrooms: Library:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	--	--	79.0	76.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	--	73.0	70.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

MacGregor High students participate in CTE courses offered at AHS. Albany High School offers several CTE courses and continues to work toward building CTE pathways (two or more related courses).

The following classes are currently offered at AHS:

- Photography and Advanced Photography
- Communications/Graphic Arts
- Journalism
- Video Production
- Sports Medicine
- Culinary Art

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	9
% of pupils completing a CTE program and earning a high school diploma	55%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	62.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Opportunities for parent involvement include the School Site Council, frequent parent-teacher conferences, Back to School Night, phone contact, report cards, and parent volunteering. We also have a website where parents can post news and other notices.

Parents are also encouraged to participate in Albany High School organizations, activities and events (e.x. Athletic Boosters).

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	15.4	21.4	--	5.5	4.8	3.9	10.7	9.7	9.1
Graduation Rate	84.6	57.1	--	93.4	93.3	91.9	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	96.0	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	96.2	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	94.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	0.0	95.8	92.1
Two or More Races	0.0	96.7	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	100.0	52.6	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	22.7	1	23.5	1.6	3.1	2.1	3.7	3.7	3.5
Expulsions	0.0	1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD's safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

We secure our campus perimeter from criminal activity by having site administrators and a full-time security aide patrol the campus. The campus is closed to outsiders, and access signs are displayed prominently at entry points. Albany High School currently has cameras in all of the main parts of the buildings to help prevent crime on campus.

Physical conditions that could lead to accidental harm are reported and corrected promptly by site administration, custodial and maintenance teams. School grounds are kept clean at all times. Graffiti is painted over in a timely manner, and repairs are made as necessary. School buildings and classrooms are well maintained and attractive and are free of physical hazards. Classrooms have adequate space for the student-teacher ratio and are conducive to learning. Standard incident-reporting procedures are in place. Valuables and equipment are inventoried properly, engraved for identification and stored securely. Parents and volunteers are recruited and trained as monitors for student activities. The community uses the school during off-hours.

The school and community collaborate on crime-prevention efforts. The crisis-response plan identifies procedures to follow during: 1. human emergencies, such as death of a student, suicide pacts and intruders; and 2. natural emergencies, such as fires, earthquakes and other natural disasters.

Police and fire department representatives participate in safety reviews of the campus and will assist staff to respond effectively to school security and safety. Fire, earthquake and lockdown drills are conducted regularly throughout the year.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.0	1			11.0	1			5.0	2		
Mathematics	5.0	1			5.0	1			5.0	2		
Science	12.0	1			13.0	1			6.0	2		
Social Science	12.0	2			10.0	2			6.0	3		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	25
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$31207	\$5584	\$25623	\$68554
District	N/A	N/A	\$7153	\$72,154
Percent Difference: School Site and District	N/A	N/A	112.7	-5.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	113.0	-4.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

During the 2017-2018 school year, the following support services were provided:

Supplemental funds (Local Control Funding Formula) were allocated to staff counseling services, and tutoring services.

SchoolCare, a community fundraising group, allocated staffing for additional electives, library staffing and college/career support staffing.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

In addition to participating in all professional development as part of AHS, teachers at MacGregor meet regularly to discuss social-emotional aspects of the program and students' needs.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 12, 2019

ITEM: LOW PERFORMING STUDENTS BLOCK GRANT

**PREPARED BY: MARIE WILLIAMS
ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

TYPE OF ITEM: REVIEW AND DISCUSSION

PURPOSE:

The purpose of this item is to share information, and gather input, regarding expending funds received through the Low Performing Students Block Grant.

BACKGROUND INFORMATION:

The Low Performing Students Block Grant was established by Assembly Bill 1808 in June 2018. The goal of the grant is to provide funds to districts serving students identified as low-performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula (English learners, foster youth, and socio-economically disadvantaged) or eligible for special education services. As a condition of receiving the funds, districts are required to develop a plan describing how a) the funds will increase or improve services for identified students; b) the plan aligns with the District's Local Control and Accountability Plan (LCAP), and c) the impact of the funds received will be measured.

DETAILS

Albany Unified School District has been allocated \$116,000 to be expended during the 2018-2019, 2019-2020, and 2020-2021 school years. Based on Smarter Balanced Summative Assessment results for 2017-2018, 65 students (currently enrolled in grades 4-9 and 12) are eligible to receive additional support through this grant.

The demographics of students eligible to receive support through this grant are as follows: White-27%/33% AUSD enrollment; Multiethnic-23%/13.8% AUSD enrollment; Hispanic/Latino-26%/16.6% AUSD enrollment; Filipino-1.5%/1.3% AUSD enrollment); Black/African American-12.3%/2.9% AUSD enrollment; Asian-7.6%/27.5% AUSD enrollment; and 55% of students eligible for additional support have been continuously enrolled in AUSD schools since Kindergarten.

Of the 65 students identified for additional support, 23 students did not meet standards in English language arts and mathematics, 8 students did not meet standards in English language arts and nearly met standards in mathematics, and 34 students nearly met standards in English language arts and did not meet standards in mathematics.

The current grade level enrollment of eligible students is as follows: 13 students are enrolled in grades 4-5, 25 students are enrolled in grades 6-8, and 21 students are enrolled in grades 9 and 12 (13 students are seniors).

In determining the best use of the funds, it is important to note the following considerations:

1. This grant is a one-time allocation to be expended through 2021; therefore, it is not recommended that these funds be used to establish new programs. A more prudent approach may be to use these funds to support existing programs and initiatives.
2. Students identified as eligible to receive support through this grant, and the total number of eligible students, will likely change annually based on Smarter Balanced Assessment results, but no new funds will be allocated in 2019-2020 and 2020-2021.
3. AUSD, like many other districts, is currently in the process of identifying potential budget adjustments for the upcoming school year, and these grant funds may be needed to support programs and services that would otherwise be eliminated or reduced.

Based on the above considerations, and in compliance with the grant criteria, it is recommended that the funds be used to expand current intervention programs and services identified in the District's Local Control and Accountability Plan. Potential expenditures include staffing intervention programs and secondary course sections, purchasing intervention programs, and providing professional development in the areas of English language arts, mathematics and culturally responsive teaching.

The impact of the grant funds will be measured by analyzing Smarter Balanced Summative Assessment results, California School Dashboard Indicators, and high school grade point averages.

FINANCIAL INFORMATION:

Albany Unified School District has been allocated \$116,000. These funds will be incorporated into the District's 2019-2020 Local Control and Accountability Plan.

STRATEGIC OBJECTIVES ADDRESSED:



Objective #1: *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*

RECOMMENDATION: REVIEW AND DISCUSS THE LOW PERFORMING STUDENTS BLOCK GRANT.



Low Performing Students Block Grant

February 12, 2019

Low Performing Students Block Grant

- Assembly Bill 1808 was signed into law in June 2018 and authorizes the allocation of a \$300 million Low Performing Students Block Grant
- The grant is intended to provide California's low-performing students (not otherwise identified as English learners, socio-economically disadvantaged, foster youth or eligible to receive special-education services) with additional supports to increase their academic achievement
- Albany Unified School District will receive an allocation of \$116,000 to be expended through the 2020-2021 school year
- The funds must be expended in alignment with the District's Local Control and Accountability Plan
- The Governing Board approved expenditure plan must be submitted to CDE on or before March 1, 2019

Low Performing Students Block Grant

- Grant funds were allocated based on Smarter Balanced Summative Assessment results from 2016-2017. AUSD's allocation of \$116,000 was determined by identifying 59 students who met the below criteria
- The following criteria was used to determine low-performing students:
 - Did Not Meet Standards in ELA and Did Not Meet Standards in mathematics
 - Did Not Meet Standards in ELA and Nearly Met Standards in mathematics
 - Nearly Met Standards in ELA and Did Not Meet Standards in mathematics
 - Students who scored not meeting standards in either ELA or mathematics AND no performance level in either ELA or mathematics
- Based on 2017-2018 Smarter Balanced Summative Assessment results, 65 AUSD students (not otherwise identified as English learners, socio-economically disadvantaged, foster youth or eligible to receive special-education services) are eligible to receive additional support through this grant

Low Performing Students Block Grant

- **How will the funds will be used to increase or improve evidence-based services for identified pupils?**
 - Increase intervention staffing, provide professional development, purchase additional instructional materials (LCAP Goal 1)
- **How will the effectiveness of the evidence-based services be measured?**
 - Smarter Balanced Summative Assessment Results
 - California School Dashboard Indicators
 - High School Grade Point Average
- **How are services aligned with and described in the Local Control and Accountability Plan?**
 - Increase intervention staffing, provide professional development, purchase additional instructional materials (LCAP Goal 1)



Low Performing Students Block Grant

February 12, 2019

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 12, 2019

ITEM: 2019-2020 GOVERNOR'S BUDGET PROPOSAL

PREPARED BY: JACKIE KIM, CHIEF BUSINESS OFFICIAL

TYPE OF ITEM: REVIEW AND DISCUSSION

PURPOSE: To review and discuss with the Board the projected financial impacts of the Governor's 2019-2020 Budget Proposal.

BACKGROUND INFORMATION: At the December 17, 2018 Regular Board Meeting, the Board approved the First Interim Financial Report for 2018-2019. On January 10, 2019, the Governor released his initial budget proposal for the 2019-2020 fiscal year.

DETAILS: The Governor's Budget Proposal marks the basis for building the Albany Unified School District budget for the following year. Subsequent steps are required both within the State level and within the District level in order to reasonably project the financials.

State Level:

1. Legislative Budget Subcommittee Meetings
2. Governor's May Revise Budget Proposal
3. Full Legislative Budget Meetings
4. Legislative Vote on Proposed Budget
5. Governor line-item vetoes and approves the budget prior to June 30

District Level:

6. Review enrollment and staffing ratios
7. Review and Discuss financials
8. Review and Discuss staffing and programs
9. Continue Local Control Accountability Plan engagement meetings
10. Review and Discuss the Local Control Accountability Plan and Budget
11. Board approves the Local Control Accountability Plan and Budget prior to June 30

KEY QUESTIONS/ANSWERS:

Q: What is the Governor's Budget Proposal?

A: The proposal outlines the upcoming goals and priorities set by the Governor for the legislation to review and discuss.

Q: How reasonable is it to assume what is proposed by the Governor ends up becoming enacted by June?

A: The previous Governor's proposals were somewhat reliable indicators of what would be approved and enacted by the legislature. However, we have a new Governor who has the task of creating a budget in times of stock market volatility, changing priorities, and the possibility of a future recession. We also have several newly elected legislators who may differ from the

Governor's proposal. Districts use this information provided, but will always need to remain cautious that what is proposed in January does not always become enacted in June.

FINANCIAL INFORMATION:

Total cumulative additional funding is approximately \$1.54 million over four years. The cumulative change in COLA accounts for \$906,000, and the cumulative change in STRS accounts for approximately \$634,000.

19-20 Governor's Budget - Combined					
	2018-19 1st Interim Budget	2019-20 Projected Budget	2020-21 Projected Budget	2021-22 Projected Budget	2022-23 Projected Budget
TOTAL REVENUES	47,142,077	46,526,858	47,423,702	48,361,223	49,360,583
TOTAL EXPENDITURES	48,942,698	47,726,930	49,203,497	50,392,099	51,548,109
Net Increase (Decrease)	(1,800,621)	(1,200,072)	(1,779,795)	(2,030,876)	(2,187,526)
Estimated Ending Balance	6,160,369	4,960,297	3,180,502	1,149,627	(1,037,899)
Reserves	5,684,344	4,518,428	2,772,789	776,069	(1,377,302)
Reserve Percentage	11.61%	9.47%	5.64%	1.54%	-2.67%

This update is based on the Governor's proposal, which is the first step in the state budget process. Both houses of the State Legislature will provide their budget plans, which may differ from the Governor's proposal.

STRATEGIC GOALS ADDRESSED: This Board Item addresses



Objective #3: Communicate and Lead Together.

Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.

RECOMMENDATION: To review and discuss with the Board the projected financial impacts of the Governor's 2019-2020 Budget Proposal.



ALBANY UNIFIED SCHOOL DISTRICT

Val Williams, Superintendent
1200 Solano Ave., Albany CA 94706

Governor's Budget Update
Board Meeting February 12, 2019



Themes for the 2019-20 Governor's Budget

1

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- Local educational agencies (LEAs) will continue to face budget challenges as Local Control Funding Formula (LCFF) funding flattens and costs rise
- The education budget contains some new proposals, but Governor Newsom's early childhood education initiative will take center stage
- Governor Newsom is proposing \$10 million in one-time non-Proposition 98 funding to plan for and develop a longitudinal intersegmental student data system
- Governor Newsom continuously expressed his support for this type of data system during the campaign and his proposal is consistent with his "cradle-to-career" education strategy that looks to connect all of the education segments

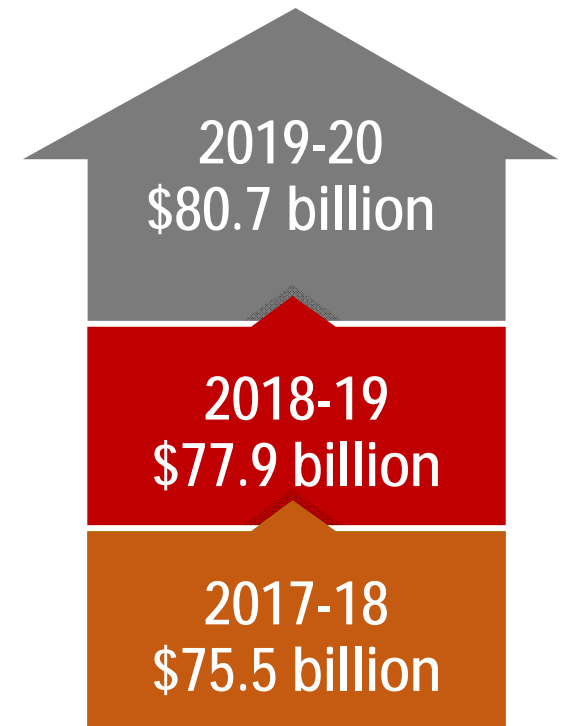


Proposition 98

2

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- With the enactment of Proposition 98 in 1988, voters amended the State Constitution to set a minimum funding level for K-12 education and community colleges
- The 2019-20 minimum guarantee is \$80.7 billion
 - A \$2.8 billion (3.6%) increase from last year's revised State Budget



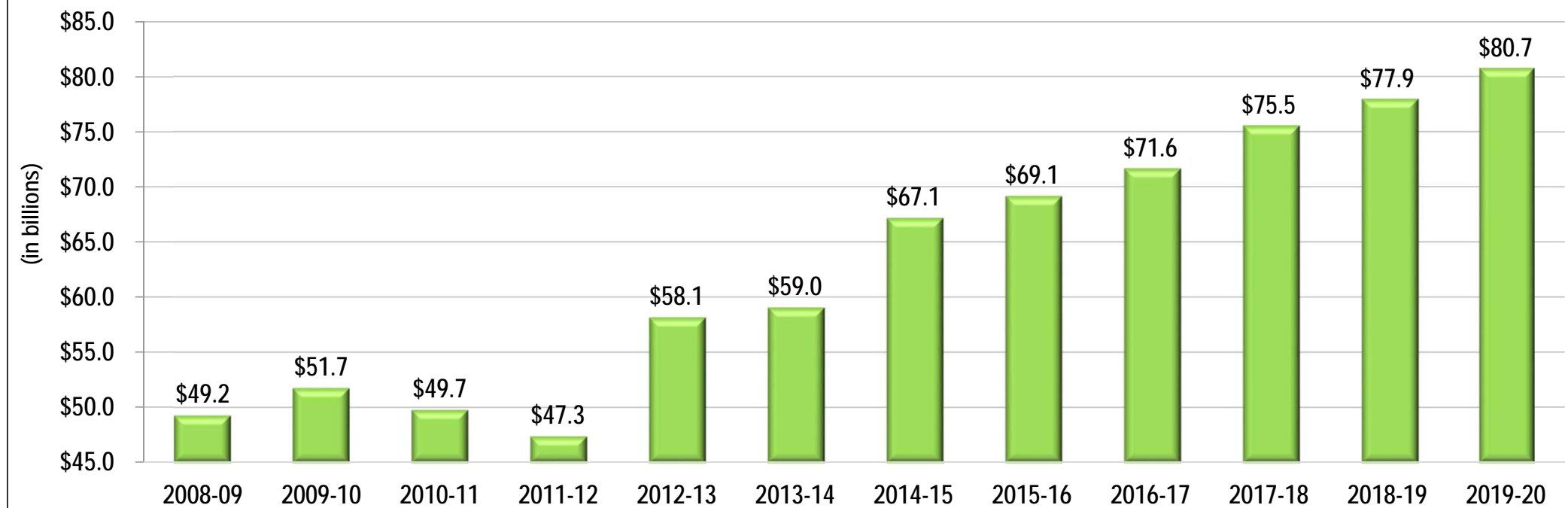


Proposition 98

3

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Proposition 98 Funding Over Time
2008-09 to 2019-20



Source: 2019-20 Governor's Budget, page 32



2019-20 LCFF Funding Factors

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- The State Budget proposes \$2 billion towards LCFF to fund the 3.46% statutory COLA
 - ▣ This brings LCFF funding to \$63 billion (up from \$61 billion in 2018-19)
- The K-12 COLA is 3.46% for 2019-20 and is applied to the LCFF base grants for each grade span

Grade Span	2018-19 Base Grant Per ADA	3.46% COLA	2019-20 Base Grant Per ADA
K-3	\$7,459	\$258	\$7,717
4-6	\$7,571	\$262	\$7,833
7-8	\$7,796	\$270	\$8,066
9-12	\$9,034	\$313	\$9,347



COLA Percentage Comparison

5

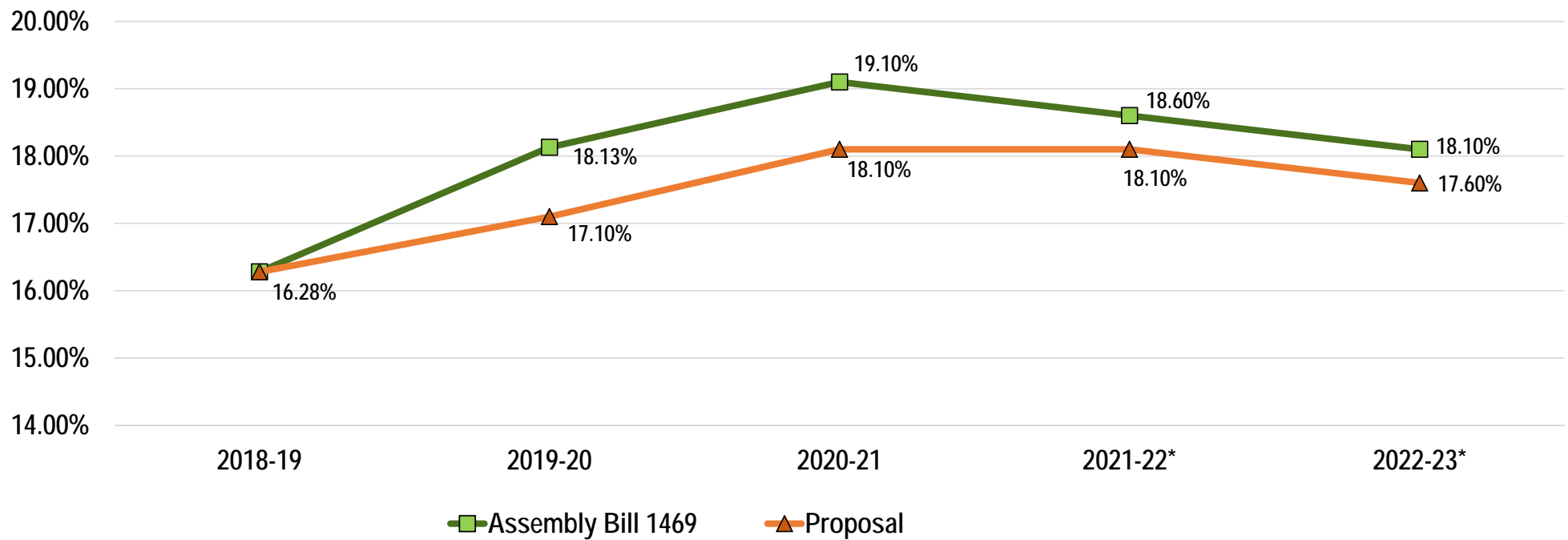
Fiscal Year	2018-19 1 st Interim	Governor's Budget	Difference
2019-20	2.57%	3.46%	0.89%
2020-21	2.67%	2.86%	0.19%
2021-22	3.42%	2.92%	(0.50%)
2022-23	3.26%	2.90%	(0.36%)



CalSTRS Employer Contribution Rates – Current Law Versus Governor's Proposal

6

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*Beginning in 2021-22, the CalSTRS Board has authority to increase/decrease the employer contribution rate (with some restrictions) to fully fund the unfunded liability by 2046



Change in COLA & STRS Comparison

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Fiscal Year	Cumulative Additional Funding Due To		
	COLA	STRS	Total
2019-20	280,322	218,672	498,994
2020-21	352,117	212,175	564,292
2021-22	195,262	101,735	296,997
2022-23	77,657	101,735	179,392
Total	905,358	634,317	1,539,675

Fiscal Year	Net Increase(Decrease) Comparison		
	1st Interim	Governor's Budget	Total
2019-20	(1,699,066)	(1,200,072)	498,994
2020-21	(2,344,087)	(1,779,795)	564,292
2021-22	(2,327,873)	(2,030,876)	296,997
2022-23	(2,366,918)	(2,187,526)	179,392
Total	(8,737,944)	(7,198,269)	1,539,675

Fiscal Year	Single Year Effect Due To Changes In		
	COLA	STRS	Total
2019-20	280,322	218,672	498,994
2020-21	71,795	(6,497)	65,298
2021-22	(156,855)	(110,440)	(267,295)
2022-23	(117,605)	0	(117,605)



Five Year Summary Comparison

8

18-19 1st Interim Budget- Combined

	2018-19 1st Interim Budget	2019-20 Projected Budget	2020-21 Projected Budget	2021-22 Projected Budget	2022-23 Projected Budget
TOTAL REVENUES	47,142,077	46,246,536	47,071,585	48,165,961	49,282,927
TOTAL EXPENDITURES	48,942,698	47,945,602	49,415,672	50,493,834	51,649,845
Net Increase (Decrease)	(1,800,621)	(1,699,066)	(2,344,087)	(2,327,873)	(2,366,918)
Estimated Ending Balance	6,160,369	4,461,303	2,117,216	(210,657)	(2,577,575)
Reserves	5,684,344	4,019,434	1,709,503	(584,214)	(2,916,976)
Reserve Percentage	11.61%	8.38%	3.46%	-1.16%	-5.65%

19-20 Governor's Budget - Combined

	2018-19 1st Interim Budget	2019-20 Projected Budget	2020-21 Projected Budget	2021-22 Projected Budget	2022-23 Projected Budget
TOTAL REVENUES	47,142,077	46,526,858	47,423,702	48,361,223	49,360,583
TOTAL EXPENDITURES	48,942,698	47,726,930	49,203,497	50,392,099	51,548,109
Net Increase (Decrease)	(1,800,621)	(1,200,072)	(1,779,795)	(2,030,876)	(2,187,526)
Estimated Ending Balance	6,160,369	4,960,297	3,180,502	1,149,627	(1,037,899)
Reserves	5,684,344	4,518,428	2,772,789	776,069	(1,377,302)
Reserve Percentage	11.61%	9.47%	5.64%	1.54%	-2.67%



What Does this Mean for AUSD?

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- If the Enacted State Budget reflects the Governor's Proposal, the District would receive an additional \$1.54 million over four years:
 - ▣ Cumulative Effect on COLA: \$906,000
 - ▣ Cumulative Change to STRS: \$634,000
- This update is based on the Governor's Proposal!
 - ▣ First step in the state budget process
 - ▣ Still needs approval by the State Legislature
- Based on the above factors, the District would need to reduce expenditures by approximately an additional \$300,000 in order to maintain its minimum economic uncertainty reserve through 2021-22.
 - ▣ If the STRS factor remains unchanged (i.e. Enacted Budget does not include the Governor's proposal), the District would need to reduce expenditures by an additional \$160,000.



AB 1200 Oversight Changes

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- Under previous laws, the Fiscal Crisis & Management Assistance Team (FCMAT) would only engage districts upon the request of the district or COE
- As a result of changes in the 2018-19 Budget Act, FCMAT will now automatically engage under the following conditions:
 - Disapproved budget
 - Negative interim report
 - Three consecutive qualified reports
 - Downgrade of interim certification
 - “Lack of going concern” designation



Next Steps

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● State level

- ▣ Budget committee hearings
- ▣ Next update – May Revision

● District level

- ▣ March 12, 2019 – Second Interim Financial Report
- ▣ May 20, 2019 – Governor's May Revise
- ▣ June 11, 2019 – 2019/20 Budget Public Hearing
- ▣ June 25, 2019 – 2019/20 Budget Adoption

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 12, 2019

ITEM: APPOINTMENT OF BUDGET ADVISORY COMMITTEE

PREPARED BY: JACKIE KIM, CHIEF BUSINESS OFFICIAL

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE: For the Board of Education to appoint members to the AUSD Budget Advisory Committee

BACKGROUND INFORMATION: At the October 10, 2017 Regular Board of Education meeting, the Board agreed to the creation of an ad-hoc Budget Input Assessment Committee that would meet in November and December and not be a Board appointed committee. At the December 5, 2017 Special Board of Education meeting, the Board received an update of the Budget Priorities Process and agreed to a longer time frame for the Budget Priorities Process and agreed to a longer time frame for the committee to work through data to develop recommendations. At the January 23, 2018 Regular Board of Education meeting, the Board provided direction to staff on developing a Board Appointed Budget Committee. At the February 13, 2018 Regular Board of Education meeting, the School Board discussed the appointment of a Budget Advisory Committee and tabled the item so that the Board could 1) discuss how the committee will be selected and 2) Board take action on the creation of the committee. The specific charge of the committee must also be determined.

At the August 14, 2018 Regular Board of Education meeting, the Board determined the number of members of the Budget Advisory Committee, the stakeholder groups to be represented, the purpose and charge of the Committee, and the date when the Board will receive the Committee's report. The Board approved the following positions for the Budget Advisory Committee:

- 2 Parents
- 1 ATA
- 1 CSEA
- 1 SEIU
- 1 Site Administrator

At the September 11, 2018 Board of Education meeting, the following people were appointed to the Budget Advisory Committee:

- Parent: Jessica Cross
- Parent: An (Joseph) Vu
- Parent: Bell Wallace
- ATA: Stephen Naiff

- CSEA: Morgan Paschke
- SEIU: Richard Betz
- Site Administrator: Darren McNally

The Budget Advisory Committee met on September 21, 2018, October 3, 2018, October 18, 2018, October 29, 2018, November 2, 2018, November 7, 2018.

At the November 13, 2018 Regular Board of Education meeting, the Budget Advisory Committee presented its [report](#) to the School Board. The Budget Advisory Committee shared that they did not have enough time to do a thorough job of examining the implications of the budget reductions in the overall context of the district's budget, programs, services, and staffing. Some Board members shared a desire to have the Budget Advisory Committee become a standing committee. The School Board asked Staff to agendize a discussion on the mission and structure of the Budget Advisory Committee.

At the November 27, 2018 Board meeting, Board members discussed the Budget Advisory Committee continuing with their charge for the next few months, the Committee becoming a standing board appointed committee, that there be an increase in the membership to include more expertise from members of the community, and that the new School Board determine the purpose and charge of the committee. A board member also requested that the Budget Advisory Committee expand its purpose to include exploring and discussing potential revenue generating opportunities. The Superintendent, after receiving feedback from staff, requested that there be representation from elementary, middle, and high schools on the BAC.

At the January 8, 2019 Board of Education meeting, the Board was asked to determine the number of additional members of the Budget Advisory Committee, the stakeholder groups to be represented, the revised purpose and charge of the Committee, the date when the Board would receive the Committee's next report, and if the Budget Advisory Committee would be a standing committee. The Board gave direction to staff to expand the Budget Advisory Committee to include:

- 4 Albany Teachers' Association Representatives: 2 elementary, 2 secondary (preferably at least one from Special Education)
- 4 Parents: preferably two (2) representing elementary and two (2) representing secondary schools
- 1 California School Employees Association Representative
- 1 Service Employees' International Union Representative
- 2 Site Administrators: preferably one (1) representing elementary and one (1) representing secondary schools
- 1 High School Student

The Board of Education also determined that the purpose of the Committee is to create strategies to achieve and maintain a balanced district budget, that the BAC would be a standing Board appointed committee with a term of two (2) years, that consistent attendance is necessary, and that there would be no less than six (6) meetings annually (potentially additional meetings as needed.)

At the Special Board meeting on January 30, 2019, the Board appointed the members of the Budget Advisory Committee:

- Jessica Cross (parent)
- Alexia Ritchie (secondary administrator)
- Terry Georgeson (elementary administrator)
- Ben Wallace (parent)
- Natali Gaysinsky (parent)
- Chris Knight (teacher)
- Stephen Naiff (teacher)
- Jon Destin (parent)

There are two teacher positions, one CSEA, and one SEIU position that remain unfilled. The Superintendent recommended that the BAC posting remain open until all positions are filled. The Superintendent also recommended that the Board add one community member position to the BAC. The Board approved both recommendations. A notice was posted on the AUSD website, and notification was sent via email to all staff and AUSD families regarding the open positions and where to submit letters of intent and applications.

DETAILS:

Staff is bringing applications to the Board for review and approval. Due to personal information in the applications, the applications and letters of interest will be provided to the Board of Education for review.

FINANCIAL INFORMATION: No Financial Impact

STRATEGIC GOALS ADDRESSED:



Objective #3: Communicate and Lead Together.

***Goal:** All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

RECOMMENDATION: For the Board of Education to appoint members to the AUSD Budget Advisory Committee.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP
Regular Meeting of February 12, 2019**

**ITEM: CITIZENS' BOND OVERSIGHT COMMITTEE
APPOINTMENT**

PREPARED BY: JACKIE KIM, CHIEF BUSINESS OFFICIAL

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE: To re-appoint current members to the Citizens' Bond Oversight Committee and appoint new members to the current Citizens' Bond Oversight Committee.

BACKGROUND INFORMATION: At the October 13, 2016 Regular Board Meeting, the Board appointed the recommended applicants to the CBOC, with the modification of one member's classification. This created a Public at Large vacancy to be filled at a later date. At the November 8, 2016 Regular Board Meeting, the Board appointed a member to CBOC Public at Large vacancy.

DETAILS:

Albany Unified School District has chosen to create a Citizens' Bond Oversight Committee (CBOC) for both Measure B and E. The CBOC would also provide oversight over the remaining 2008 Measure E funds. The State has guidelines on specific roles that need to be advertised for the committee. The following it recommended for the Board to approve tonight.

	Member Classifications	Member Name	Status
1	Active in a business organization representing the business community located within the District	Vacant	N/A
2	Active in a senior citizens' organization	Howard McNenny	Re-appointment
3	Active in a bona fide tax payers' organization	Vacant	N/A
4	Parent or guardian of a child enrolled in the District	Theo Lieu	New
5	Parent or guardian of a child enrolled in the District and who is active in a parent-teacher organization, such as the PTA or school site council	Dennis Keller	New
6	Public at large	B. Melange Mathews	Re-appointment
7	Public at large	Gary Class	Re-appointment
8	Public at large	Pareen Shah	Re-appointment
9	Public at large	Barbara Wezelman	Re-appointment

KEY QUESTIONS/ANSWERS:

1. If member classifications are vacant, can the CBOC still move forward?
 - a. Yes, we are required to make a good faith effort in recruiting members to the CBOC.

2. Can I attend the CBOC meetings even if I was not selected to the CBOC?
 - a. Yes. CBOC meetings are public meetings.

FINANCIAL INFORMATION:

There is currently no financial impact related to appointing members to the Citizens' Bond Oversight Committee.

STRATEGIC GOALS ADDRESSED: This Board Item addresses



Objective #3: Communicate and Lead Together.

Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.

<p>RECOMMENDATION: To re-appoint current members to the Citizens' Bond Oversight Committee and appoint new members to the current Citizens' Bond Oversight Committee.</p>
--

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 12, 2019

ITEM: **REVISED 2019-2020 SCHOOL YEAR CALENDAR**

PREPARED BY: **CHERYL COTTON**

TYPE OF ITEM: **REVIEW AND ACTION**

PURPOSE: The purpose of this item is for the Board to approve the Revised 2019-2020 School Year Calendar.

BACKGROUND INFORMATION: An error in the approved 2019-2020 School Year Calendar was recently found. The three (3) day Thanksgiving Break was placed on the wrong dates.

DETAILS: In our discussion to correct the error on the calendar, it was agreed through an MOU with the Albany Teachers Association (ATA) that there was an interest for both parties to extend the Thanksgiving Break for the entire week of November 25-29, 2019.

During last year's Northern California fires and air quality crisis, it was noted that Albany Unified School District was one of very few Bay Area districts that did not have the entire week off for Thanksgiving.

To account for the two additional non-work days on the calendar, students will begin school on August 23, 2019 instead of August 27, 2019.

KEY QUESTIONS/ANSWERS:

Q. When and how will the 2020-2021 calendar be determined?

A. The Director of Human Resources will confer with Administrative Staff, CSEA, SEIU, and the ATA bargaining chairs to draft a calendar after meeting with the Calendar Advisory Committee. The Albany Teachers Association (ATA) members will be presented a draft calendar on which to vote. The calendar will then be presented to the Board for approval prior June 30, 2019.

FINANCIAL INFORMATION: N/A

STRATEGIC GOALS ADDRESSED:



***Objective #3:** Communicate and Lead Together. **Goal:** All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

RECOMMENDATION: Approve the Revised 2019-2020 School Year Calendar.

Albany Unified School District Calendar

2019-2020 REVISED

MONTH	M	T	W	TH	F	Student Days in the Month	DESCRIPTION
AUG				1	2		
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		Staff Development-Non Student Day
	26	27	28	29	30	4	First Day of School
SEPT	2	3	4	5	6		Labor Day
	9	10	11	12	13		
	16	17	18	19	20		
	23	24	25	26	27		
	30					20	
OCT		1	2	3	4		
	7	8	9	10	11		
	14	15	16	17	18		Staff Development-Non Student Day
	21	22	23	24	25		
	28	29	30	31		22	
NOV					1		
	4	5	6	7	8		
	11	12	13	14	15		Veterans Day Holiday
	18	19	20	21	22		
	25	26	27	28	29	17	Thanksgiving Break
DEC	2	3	4	5	6		
	9	10	11	12	13		
	16	17	18	19	20		
	23	24	25	26	27		Winter Break
	30	31				15	Winter Break
JAN			1	2	3		New Year's Day/Winter Break
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		Martin Luther King Jr. Day
	27	28	29	30	31	19	
FEB	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21		Mid-Winter Break
	24	25	26	27	28	15	
MAR	2	3	4	5	6		
	9	10	11	12	13		Staff Development-Non Student Day
	16	17	18	19	20		
	23	24	25	26	27		
	30	31				21	
APR			1	2	3		
	6	7	8	9	10		Spring Break
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30		17	
MAY					1		
	4	5	6	7	8		
	11	12	13	14	15		
	18	19	20	21	22		
	25	26	27	28	29	20	Memorial Day Holiday
JUN	1	2	3	4	5		
	8	9	10	11	12	10	Last Day of School
	15	16	17	18	19		
	22	23	24	25	26		Extended School Year and Summer School -
	29	30					June 22, 2020-July 17, 2020
Instructional Days						180	
Staff Development Days						4	Bolded dates represent first/last day of school.
Approved							

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 12, 2019

ITEM: **PARTICIPATION IN ASSEMBLY BILL 1808 PROGRAMS -
CLASSIFIED SCHOOL EMPLOYEE PROFESSIONAL
DEVELOPMENT BLOCK GRANT AND CLASSIFIED SCHOOL
EMPLOYEE SUMMER ASSISTANCE PROGRAM**

PREPARED BY: **CHERYL COTTON, DIRECTOR, HUMAN RESOURCES**

TYPE OF ITEM: **REVIEW AND ACTION**

PURPOSE: The purpose of this item is for the Board to approve participation in the Classified School Employee Professional Development Block Grant (CSEPDBG) and the Classified School Employee Summer Assistance Program (CSESAP) as identified in Assembly Bill (AB) 1808.

BACKGROUND INFORMATION:

Governor Brown approved AB 1808, Education Finance in June 2018. Two sections of the Assembly Bill provided specific supports for classified employees.

Section 133 of AB 1808 focuses on the Classified School Employee Summer Assistance Program (CSESAP) which provides a participating classified employee up to one dollar (\$1) for each one dollar (\$1) that the classified employee has elected to have withheld from his or her monthly paychecks for the 2019-2020 school year as long as the employee works fewer than 12 months per fiscal year. Fifty million dollars (\$50,000,000) has been appropriated by the State Department of Education for this program.

Section 134 of AB 1808 focuses on the Classified School Employee Professional Development Block Grant (CSEPDBG). The State Department of Education has set aside twenty-three thousand, three hundred dollars (\$23,300) for professional development for classified employees, with first priority being for professional development for the implementation of school safety plans. This block grant can be used in a variety of ways as provided in CA Education Code 45931 to support pupil learning and achievement. These funds are available for the 2019-2020 school year.

DETAILS:

For the CSESAP, employees are eligible to participate if they have been employed with AUSD for at least one year at the time the employee elects to participate. Employees must inform the district of their participation by March 1, 2019 and the district must notify the State Department of Education of our participation by April 1, 2019. Additional criteria is provided in the Assembly Bill to identify those employees who are eligible to participate in this program.

The CSEPDBG allocation was based on the number of classified school employees employed in AUSD during the 2017-2018 school year. The entitlements are based on the rate of \$177.19 per full-time equivalent of classified staff.

KEY QUESTIONS/ANSWERS:

Q. How many classified employees do we currently have and how many will be eligible to participate in the programs?

A. There are currently 197 classified employees. As employees elect to participate particularly with the Classified School Employee Summer Assistance Program each case will be reviewed to determine eligibility.

FINANCIAL INFORMATION: N/A

STRATEGIC GOALS ADDRESSED:



Objective #3: Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.

RECOMMENDATION: Approve Participation in AB 1808 Programs: Classified School Employee Professional Development Block Grant (CSEPDBG) and the Classified School Employee Summer Assistance Program (CSESAP).

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 12, 2019

ITEM: CHANGE OF RESTRICTION FOR VARIABLE TERM WAIVER

PREPARED BY: CHERYL COTTON, DIRECTOR, HUMAN RESOURCES

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE: The purpose of this item is for the Board to approve the Change of Restriction for the Variable Term Waiver.

BACKGROUND INFORMATION:

The Variable Term Waiver is a document issued for employers who meet the waiver criteria when a fully credentialed teacher is not available for the assignment. It allows the employer to fill the assignment while searching for a fully credentialed teacher in the subject area of the assignment and gives the waiver holder additional time to complete requirements. Holders of the Variable Term Waiver are restricted to service with the employing agency requesting the waiver.

For a Variable Term Waiver to be granted, the district must show that it has conducted a diligent search for a suitable credentialed teacher through job announcements, college and university contacts, and internet job advertisements. The district must also provide orientation, guidance and assistance during the valid period to the waiver holder. The Human Resources staff will continue to work with the waiver holder to provide assistance in meeting subject-matter competence as needed and will apprise the individual of the steps required to earn a credential in California.

DETAILS:

Kyujung Stephanie Chang is being hired as a Musical Theater/Vocal Music Teacher, 0.55 FTE, serving 1st through 5th grade students at Cornell, Marin, and Ocean View elementary schools on a Variable Term Waiver. She was issued a Variable Term Waiver in Music for San Ramon Valley Unified School District by the Commission on Teacher Credentialing on September 5, 2018. Per CTC regulation, this waiver must be transferred to the current employing agency.

Ms. Chang has eleven years of experience teaching music to Kindergarten through 12th grade students, mostly in the private sector. Her background is in strings instrumental, however, she has taught piano, violin, viola, cello, double bass, and voice. She holds a Bachelor of Music from Eastman School of Music and a Master of Music from Yale University. Ms. Chang anticipates entering a teaching

credential program in the future.

KEY QUESTIONS AND ANSWERS:

Q. Is a teacher who holds a Variable Term Waiver qualified to teach in California?

A. Yes. A teacher is qualified to teach in California based on the Variable Term Waiver. Because Ms. Chang received a waiver for her work in SRVUSD, we must now apply for the waiver for Albany Unified School District.

FINANCIAL INFORMATION:

None.

STRATEGIC OBJECTIVES ADDRESSED:



Objective #1: *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



Objective #3: *Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

<p>RECOMMENDATION: APPROVE THE CHANGE IN RESTRICTION FOR THE VARIABLE TERM WAIVER</p>
--

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 12, 2019

ITEM: PROVISIONAL INTERNSHIP PERMIT

PREPARED BY: CHERYL COTTON, DIRECTOR, HUMAN RESOURCES

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE: The purpose of this item is for the Board to approve the Multiple Subject Provisional Internship Permit for a Transitional Kindergarten teaching assignment.

BACKGROUND INFORMATION:

The Provisional Internship Permit, or PIP, allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an intern program. Holders of the PIP are restricted to service with the employing agency requesting the permit.

To qualify for the PIP, the district must show that it has conducted a diligent search for a suitable credentialed teacher through job announcements, college and university contacts, and internet job advertisements. The district must also provide orientation, guidance and assistance during the valid period of the PIP to the permit holder. The Human Resources staff will continue to work with the permit holder to provide assistance in meeting subject-matter competence as needed and will apprise the individual of the steps required to earn a credential in California.

DETAILS:

Sylvia Jacuinde has been recommended to work as a Transitional Kindergarten Teacher at the Albany Children's Center. Her assignment is for 1.00 FTE. Ms. Jacuinde has met the requirements for the Multiple Subject PIP by having at least 10 units in four different content areas based on her undergraduate coursework. Ms. Jacuinde has served as a Substitute Teacher in Albany Unified School District for the last two years and has worked in the Transitional Kindergarten class to which she will be assigned.

KEY QUESTIONS AND ANSWERS:

Q. Is a teacher who holds a PIP qualified to teach in California?

A. Yes. The PIP authorizes the holder to teach for one calendar year in California. The PIP is not renewable and is issued as a one-time only permit.

FINANCIAL INFORMATION:

None.

STRATEGIC OBJECTIVES ADDRESSED:

Objective #1: *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



Objective #3: *Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

RECOMMENDATION: APPROVE THE MULTIPLE SUBJECT PROVISIONAL INTERNSHIP PERMIT

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 12, 2019

ITEM: **CONDUCT A PUBLIC HEARING TO RECEIVE SUNSHINE
NEGOTIATION PROPOSAL FROM CALIFORNIA SCHOOL
EMPLOYEES ASSOCIATION**

PREPARED BY: **CHERYL COTTON**

TYPE OF ITEM: **REVIEW & ACTION**

PURPOSE: The purpose of this item is for the Board to receive information on the Initial Proposal from the California School Employees Association (CSEA) for the Successor Contract for July 1, 2019 – June 30, 2022.

BACKGROUND INFORMATION The current contract remains in effect through June 30, 2019. The Articles below are being sunshined for the 2019-2022 contract.

DETAILS: CSEA has identified the following articles to sunshine:

- Article 2 Organizational Rights and Obligations
- Article 3 Organizational Security
- Article 6 Wages and Salary Schedule Provisions
- Article 7 Health and Welfare Benefits
- Article 8 Retiree Benefits
- Article 9 Holidays
- Article 10 Vacations
- Article 11 Leaves
- Article 12 Workday and Lunch Periods
- Article 13 Transfers, Promotions, Seniority
- Article 16 Disciplinary Action
- Article 19 Specified Reopeners/Negotiation and Committees
- Article 20 Duration
- Article 21 Layoffs
- Article 22 Reclassification Process
- Exhibit A-N
- Exhibit U Side Letter of Agreement on Extra Duty Hourly Rate
- Exhibit V MOU Work Year for Albany Children Center Positions

KEY QUESTIONS/ANSWERS:

Q. What is a sunshine proposal?

A. Sunshine proposals are the first step in contract negotiations. It informs the negotiating teams as to the issues they can expect to see at the bargaining table.

Q. Have the bargaining teams closed contract negotiations for the 2018-2019 contract?

A. No, we will continue to negotiate the 2018-2019 contract and will begin to negotiate the 2019-2022 contract at the same time.

FINANCIAL INFORMATION:

Impact to be determined as negotiations proceed.

STRATEGIC GOALS ADDRESSED:



***Objective #3:** Communicate and Lead Together. **Goal:** All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

<p>RECOMMENDATION: CONDUCT A PUBLIC HEARING TO SUNSHINE NEGOTIATION PROPOSAL FROM CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION</p>
--



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School
Employees
Association**

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Member of the AFL-CIO

*The nation's largest
independent classified
employee association*



January 15, 2019

Via Electronic and US Mail

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ccotton@ausdk12.org; rhowely@ausdk12.org

Valerie Williams, Superintendent
Albany Unified School District
819 Bancroft Way
Berkeley, CA 94710

Re: Initial Proposal for CSEA Successor Contract for July 1, 2019 - June 30, 2023

Dear Superintendent Williams:

California School Employees Association and our Albany Chapter 679 are pleased to provide our initial proposals for a successor to be sunshined pursuant to Educational Relations Act Article 8, Public Notice 3547.

CSEA desires to alter or amend the articles as follows:

Article 2 Organizational Rights and Obligations- Incorporate the Side Letter of Agreement on New Employee Orientation

Article 3 Organizational Security- Update based on the Janus decision of June 2018

Article 6 Wages and Salary Schedule Provisions- Establish a salary increase plan to increase the salaries of unit members to a level of living wages.

Article 7 Health and Welfare Benefits- Maintain status quo for benefits for full- time employees. For part- time employees proration to be calculated on 6 hour being full time.

Article 8 Retiree Benefits- Review and Clarify

Article 9 Holidays- Increase the number of floating holidays to three (3)

Ensure the 2 working year calendar committees for classified employees (and the Albany Children Center) recommended calendars are completed in a timely manner to so the holidays for their calendars coincide with the school year calendar and are ratified by the CSEA unit members prior to the adoption of the school year calendar.

Article 10 Vacations- Increase the number of vacation days for employees with over 25 years of service to 30 days. Clarify language as it applies to less than 12-month employees.

Article 11 Leaves- Update bereavement leave and change the additional sick leave provision to 50% of salary. Amend the catastrophic leave criteria to go into effect after the exhaustion of additional sick leave allocations. Update the parental leave provisions to the new law requiring their additional sick leave provision must be at least 50% salary.

Article 12 Workday and Lunch Periods- Update the rights of employees to have changes to work schedules occurring only after they have been negotiated with CSEA. Update and clarify Work Day provisions so that part-time employees have time to meet with their teachers and other team members regarding changes to plans to better meet student needs, as well time to get students to and from buses if applicable. Clarify the work year calendar is negotiated and set district-wide. No positions may be set for less than 3 hours.

Any additional time added to a part-time employee's regular assignment at the start of the year, must be added to the existing assignment hours for purpose of vacation, leave and health benefits proration.

All extra time special projects, summer school or extra help assignments available during breaks or the summer must be posted. Of those candidates deemed qualified, the most senior employee shall be given the assignment.

Revise provision for regular employees to work as substitutes to meet the education code definition that disallows regular employees being substitutes.

Article 13 Transfers, Promotions, Seniority- Revise posting of vacancies, transfers and promotions to increase the rights of qualified regular employees to remain in the budgeted position he or she was hired into.

Article 16 Disciplinary Action- Amend the article so that the district and the impacted employee select a hearing officer for the disciplinary hearing. The hearing officer would issue a report with findings and recommended outcome to the Governing Board.

Article 19 Specified Reopeners/Negotiation and Committees-
 Update for new contract as needed.

Article 20 Duration - Proposed is July 1, 2019 -June 30, 2023

Article 21 Layoffs (new-) Establish clear procedure within education code requirements

Valerie Williams, Superintendent
January 15, 2019
Page 3

Article 22 Reclassification Process (new) -Establish procedures for unit.

Exhibit A-N- Update for new contract years

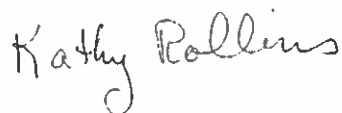
Exhibit U Side Letter of Agreement on Extra Duty Hourly Rate- Incorporate into the contract

Exhibit V MOU Work Year for Albany Children Center Positions - Review for incorporation into the contract.

CSEA reserves the right to propose modifications or amendments to other articles in the contract during negotiations. We look forward to meaningful and constructive negotiations with the District.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION



Kathy Rollins
Labor Relations Representative

KR/ka

Cc: Renee Howley, Chapter President 679
Machelle Kessinger, Area C Director
Karen Keegan, Regional Representative 9
Charles Goetchius, Field Director
Chapter 679 File

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 12, 2019

ITEM: **CONSIDERATION AND SELECTION OF SUPERINTENDENT SEARCH FIRM**

PREPARED BY: **CHERYL COTTON, DIRECTOR, HUMAN RESOURCES**

TYPE OF ITEM: **REVIEW AND ACTION**

PURPOSE: The purpose of this item is for the Board to review and approve the Search Firm that will assist in hiring the Superintendent for the Albany Unified School District.

BACKGROUND INFORMATION:

Superintendent Valerie Williams announced her retirement at the November 27, 2018 Board Meeting. Her last day of service will be June 30, 2019. The Board took action at the January 22, 2019 Board Meeting to begin the Request for Proposal process for Superintendent Search Firms. Proposals were due on February 5, 2019. The Board expects to fill the Superintendent position no later than July 1, 2019.

DETAILS:

Search Firms were asked to provide information on the following:

- Detailed description of their process and associated costs.
- Timeline for the process
- Plan to develop a hiring profile informed by the Albany community
- National advertisement and recruitment plan
- Plan to facilitate applicant screening and interview process
- Background and reference checks and credential/degree reviews
- Process for community interview panel and decision making input

All search firm proposals were reviewed. Three finalist firms will present their proposals to and will be interviewed by the Board. Following the presentations and interviews, the Board will determine the firm that will assist the District through the Superintendent hiring process.

KEY QUESTIONS/ANSWERS:

Q. How many Search Firms responded to the Request for Proposal?

A. Four firms submitted proposals.

Q. How did the Board determine which firms would be interviewed by the Board?

A. Two Board members, President Kim Trutane and Trustee Clementina Duron, screened applications and selected the top three for the Board to consider.

Q. When will the Board decide which Superintendent Search Firm they will work with?

A. The Board expects to make a decision at the Board Meeting on February 12, 2019.

FINANCIAL INFORMATION: N/A

STRATEGIC GOALS ADDRESSED:



***Objective #3:** Communicate and Lead Together. **Goal:** All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

<p>RECOMMENDATION: Approve the Superintendent Search Firm that will assist the Albany community in hiring the Superintendent.</p>
--



Proposal to Conduct a Superintendent Search for



ALBANY Unified School District

February 5, 2019



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Search Firm and Consultant Contact Information



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Rob Kessler, Search Consultant

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February 5, 2019

Kim Trutane
Board President
Albany Unified School District
819 Bancroft Way
Berkeley, CA 94710

Dear President Trutane and Albany Unified School District Board of Trustees:

Leadership Associates is pleased to submit a proposal to partner with you and your district to select a new superintendent.

Our firm has worked with a wide variety of school districts throughout California since our founding in 1996. We have completed more than 385 searches for California school boards since that time. More than 85% of the superintendents selected have remained in their positions more than five years. We are an executive search firm that focuses its work in California, which has helped us deepen our understanding of the ever-changing California educational landscape. Our work includes partnering with Boards in several similar and/or nearby districts such as Emery USD, Antioch USD, Santa Rosa City Schools, Vallejo City USD and Stockton USD. Through the continued participation of several of our partners in education organizations such as the California Collaborative for District Reform, we have remained current on key education policy and system wide developments including Local Control and Accountability Plan (LCAP) legislation; recent revisions to the State Accountability System (dashboard), issues and programs related to student and staff safety, and budget proposals from the new Governor. We have a strong record of success in helping districts find superintendents who meet the profile developed by the Board with extensive engagement from staff, parent leaders and community led by Leadership Associates.

Through our years of experience, we have come to understand and respect the uniqueness of each board and district. While there are similarities among districts, we believe that each district has a unique culture that is important to respect and understand. There are many good superintendent candidates but only some will be the right match for your school district. It is our job and our commitment to you to find those candidates that best match your ideals and beliefs as a district.

In considering the uniqueness of Albany Unified School District, we are aware and respectful of the District's accomplishments and priorities:

- A long history of high student achievement and of a high-quality education for all students



- A welcoming and inclusive culture with a record of success in supporting students with specific challenges and needs
- A school culture and community that values its diversity and fosters the value of inclusivity in its students
- A well-informed and highly engaged community that supports its schools through the passage of school bonds and parcel taxes as well as through active PTAs, booster groups and local fund-raising organizations such as the Albany Education Foundation and SchoolCare
- A parent community and staff that expects stakeholder involvement, and a district that understands the importance of this involvement
- Current significant focus with regard to:
 - budget pressure
 - continued implementation of school facilities bond projects
 - further developing its capacity to be inclusive of students and families from different cultures, ethnicities, and backgrounds.

We would welcome the opportunity to partner with the Board to discuss the search process, including options for staff and community input, an overview of the potential candidate pool, timeline, and the importance of maintaining a confidential process. We also want to obtain from the Board and subsequently from staff, parents and community groups perspectives on District strengths and challenges as well as the desired qualities and characteristics of the new superintendent. Once this is done, we will prepare a summary report for the Board, develop a position description for Board review, and begin recruiting and vetting candidates who will be an excellent fit for you to choose from to serve as your next superintendent.

If our firm is selected, Rich Fischer, Juan Garza and Rob Kessler will be the lead consultants actively involved with this search. They are highly proficient in this field and are also former superintendents with many years of experience. In addition, to ensure the widest possible pool of qualified candidates, all partners who are located in various geographical regions of the state will actively support and assist with the search. Profiles of each partner are provided in the Qualification Statement of our proposal. We will use our extensive leadership network at the state and national level to help find the best candidates for this exciting, challenging, and rewarding position.

We look forward to having an opportunity to discuss this proposal with you and address any questions you may have. We realize how important it is for the Board to have a relationship with its search firm that is based on trust and respect. We will be fully committed to you and will provide the Board with high quality candidates who are a good match for the special community that is the Albany Unified School District.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Rich Fischer'.

Rich Fischer
Lead Consultant

A handwritten signature in blue ink, appearing to read 'Juan Garza'.

Juan Garza
Co-Lead Consultant

A handwritten signature in blue ink, appearing to read 'Rob Kessler'.

Rob Kessler
Search Consultant



EXECUTIVE SUMMARY

Leadership Associates is a California executive search firm with a national reach that specializes in helping California School Boards find new superintendents. We have done so since 1996 and have assisted with more superintendent searches than any search firm working in California. Our success is based on the following key factors:

1. We view each district as unique and therefore work as partners with the Board to develop a customized approach that the Board may use to select its new superintendent.
2. Through more than 385 searches in California we have developed processes that lead to the successful hiring of superintendents, and other education executives, who meet the profile developed by the Board. These processes include engaging key stakeholders, conducting extensive recruiting and thorough reference checking, and working with the Board throughout the interview and contract approval processes.
3. Our partners are all former superintendents with successful leadership experiences in a variety of districts and in state and national organizations. We know the work. And we know who will do it well.
4. We understand and respect the factors that contribute to a highly effective governance team. We are committed to helping Board members work collaboratively with each other throughout the various stages of the selection process. Done well, a search will always strengthen the work of the Board and pave the way for a successful superintendent.
5. We bring the Board highly qualified candidates. In some respects our job is to make your ultimate decision a difficult one. We are proud of the high quality leaders we have been able to bring forward for Board consideration.
6. Our belief is that in order for superintendents to be successful they must have successful leadership experience leading and managing complex organizations. They should know what excellence in curriculum and instruction looks like and be deeply committed to equity. Their behavior must be of the highest integrity and reflect ethical values in their relationships with students, staff, community, and the Board. They must support powerful teaching and learning, build leadership capacity, and strengthen systems and processes that support high levels of achievement for all students.
7. We will always provide our best recommendations to the Board including those related to the hiring of specific candidates and the importance of maintaining a high degree of confidentiality so that the best possible candidates come forward.

In conclusion we believe the strengths of our firm are the right match for your district. The superintendent position is one of the most challenging leadership positions in this country. It demands a unique knowledge base and skill set. The new superintendent will need to inspire the confidence of teachers, parents, and community leaders, build on the good work done by so many, but never be afraid to challenge everyone to do better and encourage innovative thinking wherever possible. We are the firm that will help the Board find that leader.



SEARCH PROCESS PLAN

Leadership Associates has developed criteria to provide the Board of Education with a 9-phase process for selecting its next superintendent. The following is a brief description of each of the key steps of the search process. We provide this outline to give you an overview, but also for your reference so you know what we are doing on your behalf throughout the search and particularly in the periods of time between our meetings with you.

(*Indicates meetings with the Board)

Phase 1: *Initial Meeting with the Board

Leadership Associates will meet with the Board upon our selection to represent your district. At this meeting we will discuss all matters addressed in the Request For Proposal (RFP) Scope of Services, including the characteristics the Board is seeking in the next superintendent; District strengths and challenges for the future; the process for engaging groups and individuals in the District and community in the search process; the final timeline and meeting dates; Board and Search Firm protocols during the search; possible contract parameters for the new superintendent; potential internal candidates; the Board's liaison with Leadership Associates and spokesperson for the Board; and all other matters addressed in the RFP Scope of Services which the Board may wish to discuss. We will also meet with Board members individually, in person or by phone to learn each member's unique perspective. Immediately following the initial meeting we will work with district staff to create a Superintendent Search webpage on the district's website where members of the community can receive updates on the search process, including timelines, dates of community engagement opportunities, and access to online surveys.

Phase 2: Community and Staff Input

After working with the Board to develop a community engagement plan, we meet with the individuals and groups you request (community, staff, students). We share the search process, timeline, answer questions, and solicit input regarding the desired qualities, characteristics, background, and experiences of the new superintendent, and we discuss the key characteristics of the District's culture, strengths, and future challenges and issues. We spend the time necessary to ensure full input. If individuals are unable to attend the meetings, but would like to provide additional information, or prefer to submit their ideas in a different format, opportunities are provided to contact us via email or telephone. We also have an online survey that can be posted on the District website to encourage broader participation of staff and community. We prepare a thorough report containing the comments from each group, individuals, and the survey, and send it to Board members approximately one week after the input. We follow up with you after you receive the report to review any questions you have.

Phase 3: Position Description

The Position Description is prepared to reflect input received on qualities and characteristics desired, a description of the District and community, and key search dates. The Board reviews the draft and makes changes before the description is finalized. The description is posted on our website, distributed widely, and can be posted on the District's website.

Phase 4: Advertising, Recruitment, Reference Checking

After our meetings with the Board, staff and community, we advertise and actively recruit both statewide and nationally. We will also conduct reference and database checks on all potential candidates. All partners participate in this process in order to take

advantage of our extensive state and national network. These are very critical activities as we work diligently to find the candidates that best match those qualities and characteristics on the Position Description. We verify degrees, credentials and professional experiences. We do extensive confidential reference checking including conversations with people not listed on the candidate's application. We keep the Board informed on a regular basis about the progress of the search.

Phase 5: *Selection of Finalists

At this meeting we will review and discuss all applicants, recommend candidates you should consider interviewing, and explain our rationale for recommending some and not others. We will provide an executive summary on each candidate that will include a tiered ranking of candidates for your review. The Board, however, makes the final decision on those to be interviewed and determines the interview schedule and location. We offer sample interview questions developed by consultants (including writing prompts at the Board's discretion), and assist the Board in finalizing them with a focus on the specific needs of the District as gleaned from community and staff input and reflected in the position description. In addition to making interview arrangements with the candidates, we provide all the materials the Board needs for the interview, and make logistical arrangements in coordination with the superintendent's assistant or designated district liaison.

Phase 6: *Final Interviews

The Board conducts the interviews with the consultants observing and handling all the logistics. We are present during the interviews and will help facilitate discussions assisting the Board as needed to help you in making your selection of the final candidate. We also assist with various follow up steps that need to be completed and inform all candidates of the outcome.

Phase 7: Visit to the Finalist's District and Contract

The purpose of the visit is to validate the Board's choice prior to the official contract offer. The Board will determine who will go on the visit; the consultants will not participate in the visit. We work with the Board and the finalist as needed to develop final parameters for an agreement on the superintendent's contract. We recommend prior discussions with the Board on this topic since it is our intention to recruit candidates who will work within the contract parameters established by the Board.

Phase 8: Public Approval of the New Superintendent

Following the validation visit, the Board takes public action at a regularly scheduled board meeting to employ the new superintendent. Leadership Associates will assist the Board and staff with a communication plan and other activities to support the approval of the new superintendent's contract.

Phase 9: After the New Superintendent is Signed

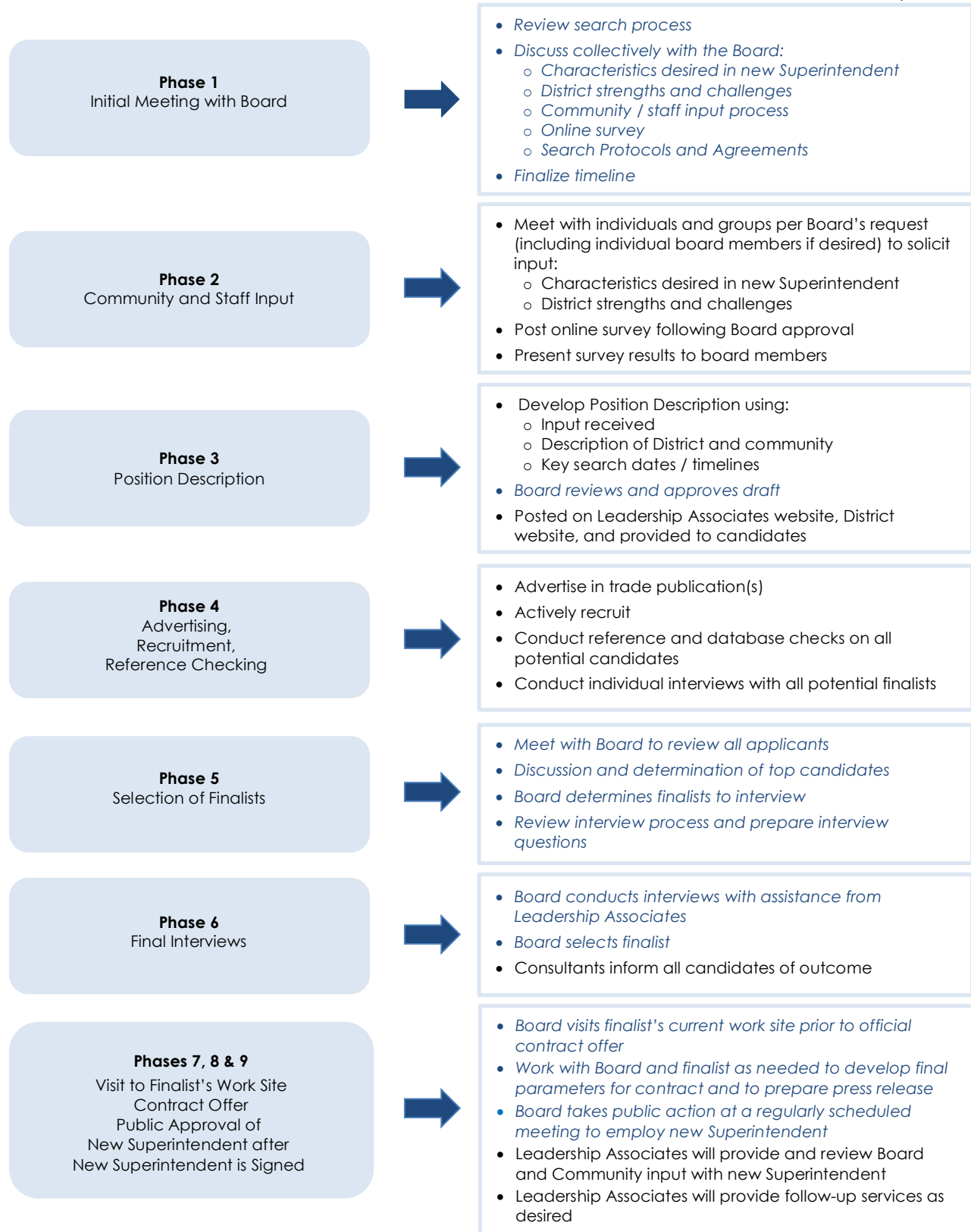
We provide and review with the new superintendent the Board and community input. We are available to provide additional follow up services as desired. These services could include developing a transition plan and an initial workshop for the governance team to establish goals for the new superintendent, and the superintendent's evaluation process.

Confidentiality: Leadership Associates strongly believes the quality of the applicant pool is directly dependent on the confidentiality of the process. Leadership Associates will not divulge the names of interested applicants to any party other than the Board within Closed Session. Reference checks will also be conducted using strategies that will maintain the confidentiality of the process. Throughout the process Leadership Associates will be available to answer any questions you may have.



SEARCH PROCESS FLOW CHART

Note: *Blue italicized text* indicates Board Participation





PROPOSED TIMELINE

(Flexible based on Board direction)

Albany Unified School District Superintendent Search 2019

Note: *Blue italicized text* indicates Board Participation

FEB 2019	February 5	District receives proposals
	February 12	<i>Proposal Presentations / Board Selects Firm</i>
FEB - MAR 2019 Phases 1-4	February 19	<i>Board meets with consultants and determines characteristics, skills & qualities desired in a new superintendent; Board publicly announces timeline and procedures for superintendent selection</i>
	February 26, 27	Consultants meet with staff and community designated by Board to receive input; Online survey is posted to district website
	February, March	Consultants identify potential candidates; Development and posting of recruitment materials and Position Description
	March 4, 11	Advertising and active recruitment; Ad appears in <u>EdCal</u> , (Two consecutive publications), and other national publications.
APR - MAY 2019 Phase 5	April 1, 5:00 PM	Deadline for applications
	April and Early May	Consultants complete comprehensive reference and background checks on applicants
	May 7	<i>Board meets with consultants, reviews all applications and selects finalists to be interviewed</i>
MAY 2019 Phases 6-8	May 16, 17	<i>Board interviews finalists</i>
	TBD	<i>Board completes validation visit of leading candidate's community and makes final determination on selected candidate.</i>
	May 28	<i>Board approves superintendent contract at a regularly scheduled board meeting</i>
JULY 2019 Phase 9	July 1	New superintendent begins



COST PROPOSAL

ALBANY UNIFIED SCHOOL DISTRICT SUPERINTENDENT SEARCH 2019

TOTAL FEE TO CONDUCT SEARCH – All Inclusive: \$22,500

This fee includes:

- All expenses incurred by consultants
- All meetings with the Board
- Development and posting of the position description announcing the position
- Cost of advertising in EdCal (Two consecutive publications)
- Acceptance of applications and responding to all inquiries regarding the position
- Recruitment of candidates and extensive background checks
- Gathering of community and staff input and providing Board with a written report, including online survey
- Coordination of logistics of the search:
 - scheduling appointments
 - notification of unsuccessful candidates
 - scheduling community visit
- Assisting in the development of interview questions and supporting the Board with the interview process
- Assisting the Board's administrative assistant throughout the process with templates, online posting updates and sample agenda language
- Acting as an advisor to the Board of Education
- Assisting the new superintendent and Board through transition and community verification visit, if conducted

GUARANTEE

- Should the new superintendent leave within one year, Leadership Associates will conduct a new search at no cost except for travel and advertising expenses, provided the Board majority remains the same.



SAMPLE CONTRACT

LEADERSHIP ASSOCIATES
www.leadershipassociates.org
3905 State Street #7-407
Santa Barbara, CA 93105
(530) 302-5112

AGREEMENT FOR CONSULTANT SERVICES

THIS AGREEMENT is made this **12th day of February 2019** between LEADERSHIP ASSOCIATES, hereinafter called the Contractor, and **ALBANY UNIFIED SCHOOL DISTRICT**, hereinafter called the District.

The Contractor agrees to perform services for the District as follows:

The Contractor will conduct a Superintendent search, as delineated in the attached proposal.

The District agrees to pay the Contractor **TWENTY-TWO THOUSAND, FIVE HUNDRED DOLLARS (\$22,500)** for services provided. Payment is to take place in two increments: **(1) \$11,250** upon completion of stakeholder input, and **(2), \$11,250** upon selection of a finalist. The Contractor will submit invoices to the District for each of the payment increments. Payments are due within 30 days of receipt of invoice.

Remittance payable/forwarded to: Leadership Associates
Attn: Linda Hunt
50855 Washington Street #C-205
La Quinta, CA 92253

The Contractor is to perform the above services beginning February 13, 2019.

Contractor agrees to hold harmless and indemnify the District, its officers, agents, and employees with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of person or damage to, destruction, loss, or theft of property arising out of faulty performance of the services to be performed by Contractor hereunder.

It is expressly understood and agreed to by both parties hereto that the Contractor, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent, or employee of the aforesaid District. Either party may terminate this agreement by providing the other party with ten (10) days written notice. Upon such termination, fees will be determined on a pro rata basis.

Leadership Associates does not participate in a California public pension system. Leadership Associates and the District understand that the work/services provided should not be considered creditable toward the STRS earnings limit as the work is not normally performed by employees of the District and requires less than 24 months (496 business days). REF. CA Education Code § 26135.7 (2014)

CONTRACTOR:
LEADERSHIP ASSOCIATES
Taxpayer ID#: 68-038 3653

DISTRICT:
ALBANY UNIFIED SCHOOL DISTRICT

By: _____

By: _____

Name: Rich Fischer

Name: _____

Title: Lead Consultant

Title: _____

Date: February 12, 2019

Date: _____



REFERENCES

ALBANY UNIFIED SCHOOL DISTRICT SUPERINTENDENT SEARCH 2019

(Superintendents hired in the below referenced districts remain with the district.)

1. District: **EMERY UNIFIED SCHOOL DISTRICT**
Contract Service: Superintendent Search
Contact: Donn Merriam
Title: Board Member
Phone: 415.902.1983
Email: donn.merriam@emeryusd.org
2. District: **STOCKTON UNIFIED SCHOOL DISTRICT**
Contract Service: Superintendent Search
Contact: Angela Phillips
Title: Board President (at time of search)
Phone: (209) 373-0773
Email: angelap.04@gmail.com
3. District: **SANTA ROSA CITY SCHOOLS**
Contract Service: Superintendent Search
Contact: Jenni Klose
Title: Board President
Email: jen@kloselegal.com
Phone: (310) 663-6037
4. District: **VALLEJO CITY USD**
Contract Service: Superintendent Search
Contact: Ruscal Cayangyang
Title: Board President
Phone: (707) 556-8921 ext 50002
Email: ruscalcayangyang@icloud.com
5. District: **MODESTO CITY SCHOOLS**
Contract Service: Superintendent Search
Contact: Amy Neumann
Title: Board President
Phone: (209) 605-0219
Email: Neumann.a@mcs4kids.com
6. District: **FOLSOM-CORDOVA USD**
Contract Service: Superintendent Search
Contact: Zak Ford
Title: Board President
Phone: (916) 813-6658
Email: zford@fcusd.org

Rich Fischer, Partner

Biographical Information

- Rich served as Superintendent of Schools for the Mountain View Los Altos Union High School District from 1997-2006. He also served as superintendent of the Lake Tahoe Unified School District and the Harmony Union School District.
- Rich served a total of 19 years as a Superintendent of Schools, and more than 40 years in California public education as a superintendent, assistant superintendent, principal, assistant principal and teacher.
- Rich was recognized as the ACSA Region II Superintendent of the Year and Administrator of the Year. He is the recipient of the Robert F. Alioto State Instructional Leadership Award from the California School Leadership Academy, and the Regional Instructional Leadership Award. He is a member and former officer of Rotary International and has served as a board member or chair of many local organizations, including the South Lake Tahoe, Los Altos, and Mountain View Chambers of Commerce; Silicon Valley Essential Charter High School Board; Foothill College Advisory Council; Sierra Regional Partnership; Tahoe Prevention Network; and Sierra Recovery Center.
- Rich is a member of the El Dorado County Board of Education and also recently served as the Director of the Executive Leadership Center
- Rich has been Director for the ACSA Superintendent's Academy and presenter and trainer for California Association of School Business Officials; California Foundation for Improvement of Employer-Employee Relations (CFIER); California State Superintendent's Symposium; El Dorado County Instructional Leaders, Series on Effective Leadership Techniques; Leadership Mountain View; and California School Leadership Academy.
- Rich received his Bachelor of Arts from California State University, Northridge and his Masters Degree from California State University, Sacramento.
- Rich and his wife Sheri live in South Lake Tahoe and have 3 grown children and 5 grandchildren.

Juan G. Garza, Partner

Biographical Information

- Prior to joining Leadership Associates, Mr. Garza served as Superintendent of Kings Canyon Unified School District for 15 years. Kings Canyon Unified School District is a K-12 district with 22 schools and an enrollment of 10,000 students. He also served as Assistant Superintendent for Human Relations.
- Mr. Garza served students, parents, staff and community as Principal of a High School, Associate Principal, Principal of Alternative Education, High School Counselor, High School Teacher and Coached at various sports.
- Mr. Garza received a BA from Fresno State, Pupil Personnel Credential from San Jose State University and masters degree from Fresno Pacific University.
- Mr. Garza received an award from the James Irvine Foundation for his Leadership and was awarded the Migrant Region IV Distinguished Migrant Alumni Award. Additionally, He was inducted into the Reedley Chamber of Commerce Hall of Fame.
- Mr. Garza also serves on the Presidents' Commission for Teacher Education at Fresno State, is a member of the California Association of Latino Superintendents and Administrators (CALSA) and is Director of the Association of California School Administrators (ACSA) Superintendents' Academy in Fresno.
- Mr. Garza has co-presented with Mike Smith of Lozano Smith Law Firm on Board/Superintendent Relations.
- Mr. Garza was born in Texas to Migrant parents and followed the crops in Texas and California. His parents' base was a labor camp by Woodlake, California. He has been married to Elena for 42 years. He has a son, daughter and 2 grandchildren.

Rob Kessler, Search Consultant

Biographical Information

- Rob served as Superintendent of Schools for the San Ramon Valley Unified School District from 1995-2008. He also served as superintendent of the Reed Union School District in Marin County.
- Rob served a total of 16 years as a Superintendent of Schools, and more than 45 years in California public education as a superintendent, Human Resources Director, principal, and teacher.
- Since his retirement in 2008, Rob has been a consultant and executive coach to school district leaders both in California and nationally. He currently works with Leadership Associates as an Executive Consultant, providing leadership development activities for superintendents as well as individual coaching for superintendents, leadership teams and boards of education. He also works independently as an executive coach for first- and second-year superintendents, primarily in Contra Costa County.
- While superintendent in San Ramon Valley, Rob spent several years as an adjunct professor at California State University, East Bay where he taught School Finance and Human Resources in the Educational Leadership Department. Rob has served on numerous boards and committees, including nine years on the board of the East Bay Community Foundation and several years on the State Advisory Commission on Autism in Public Schools.
- Rob has received numerous awards including the Marcus Foster Memorial Award from the Association of California School Administrators in 2008. Also in 2008, Rob received recognition with the Ernie Kern Award for Community Service from the Community Against Substance Abuse in Danville, California; the Golden Oak Award, California Congress of PTAs, San Ramon Valley Council; and Educator of the Year, San Ramon Chamber of Commerce. Rob is especially proud to have received the Celebrating the Spirit Award from the Interfaith Communities of the Mt. Diablo and San Ramon Valleys in 2004 for his work in support of LGBTQ students and his two WHO Service Awards, from the San Ramon Valley and Moraga Teachers Associations, in 2008 and 1979.
- Rob received his Bachelor of Arts from the University of California, Berkeley; studied political science in graduate school at Harvard University, and has two Master's degrees in education from California State University, San Francisco.
- Rob and his wife, Sally, have lived in Albany, California for 25 years. Sally was a high school counselor in the Albany Unified School District. They have two children, of whom one is a special education teacher and the other works with refugees and immigrants.



QUALIFICATION STATEMENT

EXPERIENCE AND QUALIFICATIONS OF THE FIRM

Leadership Associates has conducted over 385 executive searches in California since 1996. We have 14 partners and associates, all active educators and former, successful California superintendents who reside throughout the state – north, south, and central valley. While we are dedicated to California school districts, we have networks throughout the country and have assisted many school boards in finding top candidates from outside the state.

A few other facts about the partners of the firm:

- All keep superintendent searches as their core work
- All have national and state-wide networks and alliances including Council of the Great City Schools; Urban Dialogue; Association of California School Administrators (ACSA); California Association of Latino Superintendents and Administrators (CALSA); California Association of African-American School Administrators (CAAASA); American Association of School Administrators (AASA); Suburban School Superintendents; and California City School Superintendents
- All belong to organizations which include top and emerging leaders
- Three were California State Superintendent of the Year
- Three chaired the California state superintendent's committee for ACSA; two were presidents of ACSA
- A number are bi-lingual in Spanish
- Many facilitate workshops in districts throughout the state: board/superintendent relations; board/superintendent protocols; strategic planning; superintendent evaluations; team building; and instructional improvement. Several coach and mentor superintendents and other top district leaders
- Most have taught or are currently teaching leadership courses at universities
- All have received awards for educational and community work, regionally, statewide, and nationally; and one was honored by the Mexican Consulate
- Partners have authored or co-authored the following publications; *A Practical Guide to Effective School Board Meetings*; *Eight at the Top*; *Superintendent-School Board Practices*; and *The Superintendent's Planner*

QUALIFICATIONS OF LEAD CONSULTANTS

Richard Fischer – Partner

Rich served as Superintendent of Schools for 19 years in the Mountain View Los Altos Union High School District, Lake Tahoe Unified School District and the Harmony Union School District. He currently serves as Director of the Executive Leadership Center and is also a member of the El Dorado County Board of Education. Rich has been Director for the ACSA Superintendents' Academy and presenter and trainer for California Association of School Business Officials, California Foundation for Improvement of Employer-Employee Relations (CFIER), California State Superintendents' Symposium, El Dorado County Instructional Leaders - Series on Effective

Leadership Techniques, Leadership Mountain View, and California School Leadership Academy. He has been honored as ACSA Regions 1,2,3 Superintendent of the Year and Administrator of the year as well as being named Los Altos of the Year in 2006. Rich received his Bachelor of Arts Degree from California State University, Northridge and his Master's Degree from California State University, Sacramento.

Juan Garza – Partner

Juan has been a superintendent for 15 years in Kings Canyon Unified School District, a district that has 22 schools. He has worked 27 years in the district that serves Reedley, Orange Cove and the communities of Navelencia, Squaw Valley, Dunlap and Miramonte. He was inducted into the Reedley Chamber of Commerce Hall of Fame, has been awarded Administrator of the Year, and has been a featured keynote speaker in various workshops on topics such as *Building Effective Governance Teams*, and *Working With the Members of your Rural Communities*, sponsored by Lozano Smith. Mr. Garza is also an active member of the California Association of Latino Superintendents and Administrators, (CALSA), where he has presented as part of a panel featured in CALSA workshops.

Robert Kessler – Search Consultant

Robert spent 16 years as a school superintendent, three years in the Reed Union School District in Marin County and 13 years in the San Ramon Valley Unified School District in Contra Costa County. Since his retirement in 2008, Rob has been a consultant and executive coach to School district leaders. He currently works with Leadership Associates as an Executive Consultant, providing leadership development activities for superintendents. He also works independently as an executive coach for first and second year superintendents, primarily in Contra Costa County. He graduated from the University of California, Berkeley and did graduate work at Harvard University and California State University, San Francisco. While superintendent in San Ramon Valley, Rob spent several years as an adjunct professor at California State University, East Bay where he taught School Finance and Human Resources in the Educational Leadership Department. Rob has served on numerous boards and committees, including nine years on the board of the East Bay Community Foundation and several years on the State Advisory Commission on Autism in Public Schools. He has received numerous awards including the Marcus Foster Memorial Award from the Association of California School Administrators in 2008, A Golden Oak Award from the California Congress of PTAs, and two WHO Service Awards from the California Teachers Association.

QUALIFICATIONS OF SUPPORTING CONSULTANTS

Eric D. Andrew, Ed.D. – Associate

Eric served as Superintendent of Campbell Union School District from February 2010 until his retirement in 2017. Throughout his education career from 1979 through 2017, he has served in the districts of Claremont, Redlands and Glendora Unified as a teacher, Director of Student Services and Assistant Superintendent of Educational Services. Eric teaches in the National Association of School Superintendents' Leadership Educational Administration Program for the Santa Clara County Office of Education. He has earned several distinctions, including being named a finalist for the National Association of School Superintendents (NASS) Superintendent of the Year and ACSA Region 8 Superintendent of the Year. He holds a masters degree in education from Cal-Poly Pomona and a doctorate in education from the University of LaVerne.

Kent L. Bechler, Ph.D. – Partner, Leadership & Organizational Development

Kent served as superintendent of the Corona-Norco Unified School District, the 9th largest school district in California until his retirement in 2012. The district was named a 2012 finalist for the \$1 million Broad Prize for Urban Education. He also served as superintendent in Walnut Valley

Unified and Duarte Unified School Districts. Kent received a Bachelor's Degree in social work from Azusa Pacific University, a Master's Degree in educational administration from California State University, Los Angeles and a Ph.D. in education from Claremont Graduate University. Kent has extensive training experience in management, leadership, systems, policies and procedures, strategic planning, labor relations, and developing collaboration and teamwork within organizations. His academic work includes teaching adjunct classes at the university level and consulting with educational institutions, businesses and other organizations. During Kent's 32 year career in K-12 education, he served in professional organizations including Association of California School Administrators (ACSA), California Collaborative on District Reform, American Association of School Administrators (AASA), Southern California Superintendents, Urban Education Dialogue and Educational Research Development Institute (ERDI).

Marc A. Ecker, Ph.D. – Partner, Chief Financial Officer

Marc retired in December, 2014 as Superintendent of the Fountain Valley School District for 18 ½ years in that position. He served as Chair of the Orange County Special Education Alliance and is a past president of the Orange County Superintendents' Organization. Marc is a past State President of the Association of California School Administrators (ACSA). He served with other leading superintendents in providing input and advice on the development of the Local Control Funding Formula to the Governor and his staff. He also served on the State Public Schools Accountability Act Advisory Committee and two terms on the Financial Crisis Management Assistance Team Advisory Board. Marc is the financial officer for the California League of Schools and served as president of the Association of Middle Level Education. He is a full time faculty member at California State University, Fullerton in the position of Distinguished Professor in the College of Education. He directs the ACSA mentor program and is currently the chairperson of the Schools First Federal Credit Union Board of Directors. Marc received his Bachelor's Degree from UCLA, his Master's Degree from California State University, Fullerton and his Doctorate from Alliant University. He is currently the Chief Financial Officer for the firm.

Sally Frazier, Ed.D. – Partner, Member at Large

Sally was elected Madera County Superintendent of Schools for six consecutive 4-year terms. She received her Doctorate from University of Southern California, and her Master's and Bachelor's degrees from California State University, Stanislaus. Sally served the California County Superintendents' Educational Services Association as President, Legislative Chairperson and numerous terms on its Executive Board. She was CCSESA's representative to ACSA's Superintendents Committee and its liaison to the Springboard Schools Board of Directors. Sally chaired CCSESA's Commission on the Organization of Policy Groups, Organizing for Action. Sally was appointed by former State Superintendent of Public Instruction, Delaine Eastin, to the Education Commission for Technology in Learning. Sally was also appointed by Governor Schwarzenegger to the Advisory Commission on Juvenile Justice and Delinquency.

Peggy Lynch, Ed.D. – Partner

Peggy served as Superintendent for San Dieguito Union High School District in San Diego County until her retirement in April 2008. She also served as Superintendent of the Brea Olinda Unified School District in North Orange County for seven years, part of her nearly 14 years serving as a superintendent. Peggy has experience conducting executive searches since 2009, and has facilitated or assisted in the facilitation of more than 30 executive searches. She received her doctorate from the University of La Verne, her Master's Degree from Fullerton and her Bachelor's Degree from Parsons College in Iowa. Peggy chaired the ACSA Orange County and San Diego County Superintendents, was chair of the ACSA Superintendents' Symposium and ACSA's State Annual Conference. Peggy has received recognition from various organizations, including Southern California Women in Educational Management, Stanford University School of Engineering and the PTA. She has also co-authored several books, including

Effective Superintendent-School Board Practices; The Superintendent's Planner, A Monthly Guide and Reflective Journal; and Eight at the Top: A View Inside Public Education.

Phil Quon – Partner

Phil served as Superintendent for 19 years in the Bay Area – 13 years at Union School District in San José and the last six years in Cupertino Union School District. He served as the President of the statewide ACSA Superintendents Council, the Chair of the ACSA Superintendents' Symposium, and the President of the California City School Superintendents. He also served on the American Association of School Administrators (AASA) Governing Board and on the CSBA Annual Education Conference Planning Committee and Education Legal Alliance Advisory Group. He has been the Director of the ACSA Superintendents Academy as well as a presenter in the ACSA "Leading the Leaders" Program for newly appointed superintendents in California. He has chaired numerous WASC accreditation teams in California and Hawaii. Phil was a member of the CTC Teaching Mathematics Advisory Panel and a contributor to the National Journal Online Education Blog. Phil received his Bachelor's Degree in Mathematics from UCLA and his Master's Degree in Education Administration from CSULA.

Dennis M. Smith, Ed.D. – Partner, Search Lead

Dennis served as Superintendent of Schools for the Placentia Yorba Linda Unified School District (25,000 ADA) in Orange County until his retirement in June 2012. He also served as superintendent of the Orange County Public Schools in Orlando, Florida, the 16th largest school district in the United States. Prior to that, he served as superintendent of the Irvine Unified, Cajon Valley Union and Laguna Beach Unified School Districts. Dennis served a total of 26 years as a Superintendent of Schools. Dennis has experience conducting executive searches since 2005, and has facilitated or assisted in the facilitation of more than 20 executive searches. Dennis was recognized as one of the top 100 Executive Educators in North America by the National School Boards Association, one of the 89 Rising Stars to Watch by the Los Angeles Times, one of the 100 Most Influential Business Leaders in Central Florida by the Orlando Business Journal, and the ACSA Region XVII Superintendent of the Year. He also served as President of the Southern California Superintendents' Association. Dennis received his Bachelor of Arts and Master's Degree from Arizona State University and his Doctorate from the University of Arizona. In addition, he has been an adjunct faculty member at California State University, Fullerton. Dennis has spoken at the local, state and national level on Board- Superintendent relations, Strategic Planning and Goal Setting and Organizational Management. He has consulted with school districts across the United States assisting school boards with superintendent searches and conducting workshops, trainings and organizational efficiency audits.

Rich Thome – Partner

Rich served as Superintendent of Schools for South Bay Union School District, Cardiff Elementary School District and Assistant Superintendent, Human Resources and Technology for the San Diego county Office of Education. He has conducted more than 81 executive searches and more than 120 Board workshops or Superintendent Evaluations with School Boards. He recently served as Director of Partnerships and Professional Learning for the Institute for Entrepreneurship in Education (IEE), a professional development and research center in the School of Leadership and Education Sciences (SOLES), at the University of San Diego. Rich recently served on the University of San Diego School of Leadership and Education Sciences Advisory Board and on the Classroom of the Future Foundation Board of Directors. He received his Bachelor's Degree from California State University, Los Angeles, and his Master's Degree from Pepperdine University. He is fluently bilingual in Spanish and received his Bilingual, Cross Cultural Specialist credential in California. Rich has been honored with the Honorary Service Award from the California Congress of Parents, Teachers and Students; The Orange County Hispanic Educator of the Year Award; and the Apple Distinguished Educator Award. Rich gained State-wide distinction while serving as Chairperson of the Superintendents' Technology Advisory

Committee and leading the expansion of technology centers and efforts of school districts throughout the region as the Assistant Superintendent of Technology and Human Resources for the County of San Diego. One of these distinctions was directing the California Project, to assist parents of English language learners.

Sandy Sanchez Thorstenson – Partner

Sandy Sanchez Thorstenson served as the Superintendent of the Whittier Union High School District for fifteen years having spent her entire 39-year career in Whittier Union. Prior to becoming Superintendent, Mrs. Thorstenson served as Assistant Superintendent, Educational Services, High School Principal, Assistant Principal and Teacher. The Whittier Union High School District, a minority-majority high school district with a student enrollment comprised of eighty-six percent Latino and sixty-nine percent socio-economically disadvantaged students, has demonstrated remarkable gains in student achievement at every school, in multiple indicators and over time. Most importantly, Whittier Union has narrowed the achievement gap from 35% to 9% and has proven on behalf of their students that demographics do not determine destiny. The Association of California School Administrators selected Mrs. Thorstenson as California's 2016 recipient of the Marcus Foster Administrator Excellence Award and its 2012 California Superintendent of the Year for AASA. She was selected as ACSA's Region XV Superintendent of the Year for 2007. Sandra Thorstenson served as president of ACSA's State Superintendency Council, president of California City School Superintendents Association, and was a member of Southern California Superintendents' Association and Urban Education Dialogue. She also served on the board for Pivot Learning Partners and the board of directors for the Whittier Chamber of Commerce. Mrs. Thorstenson was appointed by Governor Brown as the superintendent representative of the five-member board of the California Collaborative for Educational Excellence and served as chair helping to launch the state agency focused on providing support and assistance to school districts throughout California. She is a member of the California Collaborative for District Reform, serves on the board of directors of the Soroptimist International of Whittier and is an associate partner with Leadership Associates.

Fred Van Leuven, Ed.D. – Associate

Fred served as President of Accrediting Commission for Schools of the Western Association of Schools and Colleges, (ACS WASC) for the San Francisco Bay Area from 2013 through 2018. He has served as the School Assistance Intervention Team Lead for Roosevelt High School in Fresno Unified and DAIT Team Member in Palmdale Elementary School District. He has assisted school boards, school districts and schools throughout California, Hawaii and Guam in a variety of key areas. He served as Superintendent of Santa Ynez Valley Union High School District for 12 years beginning in 1996, after three years as Director of Secondary Education for the Conejo Valley Unified School District, and retired in 2008. He also served as teacher and administrator for 13 years in the Saddleback Valley Unified School District and four years as Poway High School Principal in San Diego County. Fred is a graduate of the University of Southern California and holds a Doctorate in Education.

David J. Verdugo, Ed.D. – Partner

David served as Superintendent of Schools for the Paramount Unified School District (17,000 ADA) in Los Angeles County for 9 years. He also served as the Assistant Superintendent of the Placentia-Yorba Unified School District (25,000 ADA) and has held positions of Assistant Superintendent, Director of Secondary Education, Principal at both Elementary and High School levels as well as teacher and coach. David has served a total of 43 years in the field of education spanning Grades K-12. During his 43 years in the field of education, his duties have included school facility management; extensive involvement with budget development, implementation of technology programs, employer/employee relations, curriculum and instructional strategies, and organizational development. His experience includes serving students of diverse populations and socioeconomic levels in urban and suburban settings. He

was named ACSA's 2008 Region 14 Superintendent of the Year, and received the California State University Long Beach Outstanding Superintendent Leadership Award in 2012 and the Association of Latino Administrators and Superintendents (ALAS) National Outstanding Educator Award in 2013. He earned his Bachelor's Degree from Whitworth College in Spokane, Washington and his Master's Degree from the University of La Verne. His Doctoral Degree in Educational Administration was earned at the University of Southern California. Dr. Verdugo is a past Governing Board member to AASA and has addressed and spoken on State and National topics from building a case for reform to the importance of Arts in schools. Currently he is the Executive Director of the California Association of Latino Superintendents and Administrators (CALSA) as well as the former Superintendents' Leadership Academy Director for the Association of Latino Administrators and Superintendents (ALAS) based in Washington, D.C.



EXECUTIVE SEARCHES 2013-Current

STATEWIDE

Association of California School Administrators (ACSA)
California Collaborative for Educational Excellence (CCEE)
WestEd/GATES

Executive Director
Executive Director
Executive Director

COUNTY OFFICE OF EDUCATION SUPERINTENDENT

Los Angeles County – 2011
Santa Clara County – 2008

1,500,000+ ADA
275,000+ ADA

SCHOOL DISTRICT SUPERINTENDENT (2013-Current)

<u>District</u>	<u>County</u>	<u>ADA</u>
Fresno USD	Fresno	73,356
San Francisco USD	San Francisco	58,865
Santa Ana USD	Orange	57,410
Capistrano USD	Orange	53,833
Corona-Norco USD	Riverside	53,148
Sacramento City USD	Sacramento	47,616
Oakland USD	Alameda	46,486
Riverside USD	Riverside	42,560
Stockton USD	San Joaquin	40,984
Fontana USD	San Bernardino	40,374
San Jose USD	Santa Clara	32,938
Anaheim Union HSD	Orange	32,085
Mt. Diablo USD	Contra Costa	31,923
San Ramon Valley USD	Contra Costa	31,900
West Contra Costa USD	Contra Costa	30,596
Bakersfield City SD	Kern	30,262
Modesto City Schools	Stanislaus	30,718
Orange USD	Orange	28,522
Saddleback Valley USD	Orange	27,803
Rialto USD	San Bernardino	26,468
Placentia-Yorba Linda USD	Orange	25,821
Palm Springs USD	Riverside	23,332
Lake Elsinore USD	Riverside	22,000
Hemet USD	Riverside	21,977
Pajaro Valley USD	Santa Cruz	20,438
Folsom-Cordova USD	Sacramento	19,865
Anaheim City SD	Orange	19,312
Alvord USD	Riverside	19,255
Coachella Valley USD	Riverside	18,861
Antioch USD	Contra Costa	18,352
Ventura USD	Ventura	17,430
Santa Rosa City Schools	Sonoma	16,700
Oxnard SD	Ventura	16,533
Burbank USD	Los Angeles	16,207
Cajon Valley Union SD	San Diego	16,059
Paramount USD	Los Angeles	15,681

<u>District</u>	<u>County</u>	<u>ADA</u>
Walnut Valley USD	Los Angeles	14,658
Vallejo City USD	Solano	14,554
West Covina USD	Los Angeles	14,402
Fullerton SD	Orange	13,661
Vacaville USD	Solano	12,561
Inglewood USD	Los Angeles	12,570
San Dieguito UHSD	San Diego	12,485
Palo Alto USD	Santa Clara	12,357
Natomas USD	Sacramento	12,300
Metropolitan Education	San Jose	12,000
Oak Grove SD	Santa Clara	11,800
Victor ESD	San Bernardino	11,531
Franklin---McKinley SD	Santa Clara	11,269
Lucia Mar USD	San Luis Obispo	10,710
Pittsburg USD	Contra Costa	10,560
Azusa USD	Los Angeles	10,518
Dublin USD	Alameda	10,000
Roseville City ESD	Placer	9,943
Yucaipa---Calimesa Joint USD	San Bernardino	9,655
Ocean View SD	Orange	9,461
East Whittier City ESD	Los Angeles	8,829
Davis Jt. USD	Yolo	8,626
San Mateo Union HSD	San Mateo	8,163
Novato USD	Marin	8,078
South Bay UESD	San Diego	7,682
Santa Maria JUHSD	Santa Barbara	7,633
Santa Cruz City Schools	Santa Cruz	7,092
Newhall SD	Santa Clarita	6,831
Fountain Valley USD	Orange	6,337
Newark USD	Alameda	6,294
Ukiah USD	Mendocino	6,214
Brea Olinda USD	Orange	5,973
Alta Loma SD	San Bernardino	5,900
Santa Paula USD	Ventura	5,454
Orcutt Union ESD	Santa Barbara	5,087
Oakley Union SD	Contra Costa	4,871
Buena Park SD	Orange	4,684
Moreland SD	Santa Clara	4,670
Sonoma Valley USD	Sonoma	4,564
San Lorenzo Valley USD	Santa Cruz	4,444
Wiseburn USD	Los Angeles	4,301
Ravenswood City SD	San Mateo	4,296
Paradise USD	Butte	4,261
Duarte USD	Los Angeles	4,247
Lindsay USD	Tulare	4,150
Central UHSD	Imperial	4,104
Cypress SD	Orange	4,000
Eureka City Schools	Humboldt	3,884
Amador County USD	Amador	3,829
Lemon Grove SD	San Diego	3,797
Mountain View-Los Altos UHSD	Santa Clara	3,753
Goleta Union SD	Santa Barbara	3,718
Del Norte County USD	Del Norte	3,591
Cabrillo USD	San Mateo	3,357

<u>District</u>	<u>County</u>	<u>ADA</u>
Cambrian SD	Santa Clara	3,349
Pacifica SD	San Mateo	3,150
San Marino USD	Los Angeles	3,146
Exeter Public Schools	Tulare	3,000
Standard ESD	Kern	2,979
South Whittier ESD	Los Angeles	2,918
San Bruno Park ESD	San Mateo	2,785
Oroville City ESD	Butte	2,696
Castaic Union SD	Los Angeles	2,568
Fowler USD	Fresno	2,562
Scotts Valley USD	Santa Cruz	2,482
Jefferson SD	San Joaquin	2,477
Carmel USD	Monterey	2,468
Bear Valley USD	San Bernardino	2,453
Galt JUHSD	Sacramento	2,287
Lammersville JUSD	San Joaquin	2,200
Woodlake USD	Tulare	2,192
Red Bluff Union ESD	Tehama	2,178
Plumas USD	Plumas	2,130
Fort Bragg USD	Mendocino	1,917
Willits USD	Mendocino	1,907
Byron Union SD	Contra Costa	1,686
Reed Union SD	Marin	1,556
Larkspur-Corte Madera SD	Marin	1,523
Las Lomitas ESD	San Mateo	1,336
Wilsona SD	Los Angeles	1,315
St. Helena USD	Napa	1,295
Guadalupe Union SD	Santa Barbara	1,280
Kentfield SD	Marin	1,177
Taft UHSD	Kern	1,045
University Preparatory School	Shasta	900
Bass Lake JUSD	Madera	891
Banta ESD	San Joaquin	770
Wheatland UHSD	Yuba	739
Rancho Santa Fe SD	San Diego	700
Emery USD	Alameda	687
Summerville UHSD	Tuolumne	624
Le Grand Union ESD	Merced	401
Kings River Union ESD	Tulare	476
Alview-Dairyland Union SD	Madera	367

EXECUTIVE DIRECTOR/DIRECTOR

Baldy View ROP	San Bernardino
Birmingham Community Charter HS	Los Angeles
East San Gabriel Valley SELPA	Los Angeles
Oxford Preparatory Academy	Orange
San Ramon Valley SELPA	Contra Costa
So Orange County SELPA	Orange
University of California Los Angeles (UCLA)	Los Angeles
West End SELPA	San Bernardino
West San Gabriel Valley SELPA	Los Angeles



COMMENDATIONS

The following are excerpts from letters of recommendation written by boards that selected Leadership Associates as their search consultant.

Fresno Unified School District: *Thank you to Leadership Associates for all your assistance in the process. As you know, only two of us were on the Board the last time a Superintendent was hired and at that time, there was no search process. It was invaluable to have the assistance of a team that has experience in the selection of a Superintendent.*

Larkspur-Corte Madera School District: *Searching for and choosing a superintendent is one of, if not the, most important pieces of work a school board can undertake and Leadership Associates was the absolute right fit for our search needs. Our consultants' collective years of experience as successful superintendents themselves elevated our thoughtful and thorough search process. They helped us identify our needs and reached out to their extensive network, bringing forward to our board a rich field of candidates for consideration. The consultants were responsive, patient, and adaptive to our process. We worked well as a team and that made all the difference.*

Wiseburn USD: *Thank you for your thoughtful leadership and guidance in the process. It was an absolute pleasure meeting you, getting to know you and working with you. I certainly look forward to future opportunities and interactions with you. I think we made two excellent choices in Leadership Associates and Dr. Blake Silvers*

Bass Lake Joint Union Elementary School District: *Thank you Sally. I cannot express enough how grateful I am that we chose you and Leadership Associates for this process. The confidence I felt, throughout this process, in your ability to guide us, was tremendous. The step by step process that you lead us through was focused, intentional, and direct. It was a pleasure to be a part of something that was so well thought out, with excellence as your minimum standard. You are so good at what you do! I wish you continued success for all the districts that you work with in the future. They need you whether they know it or not!*

Whittier City School District: *Leadership Associates' process ensured the school and community that the Board valued their input and wanted them to fully participate in the process. Leadership Associates was very accessible to our needs and calls. We are extremely pleased with the support we received ...and would rehire them again without question.*

Plumas Unified School District & Plumas County Office of Education: *Leadership Associates are exceptional at what they do. They helped us find an amazing superintendent, which has allowed us to move forward in achieving our educational goals. We would emphatically recommend Leadership Associates to any district looking to fill a superintendent vacancy. Their outstanding competence and character combined to make the experience both wildly successful and pleasant. We don't anticipate needing another superintendent for quite some time, but if we did, we would call them immediately.*

East Whittier City School District: *The Board of the East Whittier City School District wishes to thank your organization for appointing Sandy Sanchez Thorstenson and Marc Ecker to supervise and coordinate our superintendent search this spring. I am confident that I don't need to tell you that Sandy and Marc are two exceptional individuals to work with, but I will anyway. They ran the interviews like clockwork with plenty of time for reflection of each candidate at the end of the interview. We were presented with six outstanding candidates, which we enjoyed. It was challenging to decide which of the candidates was the best fit for our District. We are confident that our choice of superintendent is that best choice. We were delighted to work with Sandy and Marc, and will gladly recommend them as the premier search team.*

Carmel Unified School District: *The entire process was extremely smooth and conducted with utmost respect for all parties involved. We were on time, and communication was regular, open and transparent. The most difficult part of the process was at the end of the interview process. The board had to choose only one candidate from the experienced pool of multiple candidates presented by Leadership Associates. We consider the superintendent search led by Leadership Associates an absolute success. The individual we hired is the perfect match for our students, staff and community.*

Franklin-McKinley SD: *Once selected as the superintendent search firm by the board, we were immediately contacted to begin the process following the step-by-step process submitted with the proposal. I was especially pleased that all of the steps were followed and that there were no surprises throughout the search that could have potentially caused uneasiness by the board.*

Ft. Bragg USD: *Leadership Associates brought to the search an impressive wealth and breadth of experience and contacts from large and small, urban and rural, coastal and inland school districts. Leadership Associates listened to us and recognized that although we are a small, rural district, we have high, twenty-first century goals for our kids.*

Palo Alto Unified School District: *We recognize the selection of a superintendent is the most important decision we make as a school board, Leadership Associates designed an effective process to get to know us and to meet our needs - including recruiting candidates who were not looking for a new position.*

Summerville JUHSD: Thank you for all the work you and the firm have completed. We know we were demanding because we have a really involved community. But you just moved forward and got the job done Great work!! We will highly recommend your service to any District in our County.

University Preparatory School: Leadership Associates was constantly available to us. Leadership Associates brought much more than guidance and experience; (the consultant) brought genuine kindness, creative vision and integrity that underpin all great endeavors. I highly recommend Leadership Associates.

Encinitas Union School District: Leadership Associates has years of experience in working with districts throughout California and their expertise was clearly evident when they provided us with an outstanding field of candidates. Their networking resources are unparalleled.

Irvine USD: With an unprecedented number of superintendent vacancies across the state, we were impressed with Leadership Associates' ability to attract highly qualified candidates, due in no small part to their excellent reputation and exceptional attention to confidentiality.

San Ramon Valley USD: Your team was responsive to questions raised during the process. The background checks on our candidates were thorough and there were no surprises.

Placentia-Yorba Linda USD: Your diligence, patience, professionalism, and the confidential manner in which you conducted the search were exemplary. Indeed, one would be hard pressed to find a team to match the level of expertise and recognition within the professional learning community which you so ably employed on our behalf.

Palo Alto USD: Not only does Leadership Associates bring an incredible wealth of experience and competence to the task, they also are so personally engaging and professional that it makes the process most pleasant.

Oceanside USD: Their work with our administrative staff, our teachers, classified staff, and our community groups was excellent. They received praise for this work throughout our community. Our principals and central office staff were treated with utmost respect, and they were very complimentary of the professionalism of this search firm.

Santa Ynez Valley UHSD: We are extremely pleased with our choice, but feel that the other candidates we interviewed would have been excellent as well. You actually made our lives more difficult by providing such great candidates from which to choose.

Walnut Valley USD: Not only are they consummate professionals, but their process in conducting the search was impeccable – from soliciting input from the Board and community members to developing personal and professional profiles, to screening the applicants to recommending the final candidates, to helping the Board finalize the main hiring points for our new superintendent.

Standard School District: Leadership Associates had regular communications with the board and dependably delivered on each step in our timeline. Trust in the process was a result of Leadership Associates' extensive experience and in the actions and care.... while respecting the role of trustees as the decision makers of the district.

Fullerton School District: Our Board was especially appreciative of the professional manner in which Leadership Associates reached out in a meaningful way to the educational community and listened to the direction of the Board of Trustees. I highly recommend Leadership Associates to any board seeking to conduct a thorough and in-depth superintendent recruitment and selection process.

Eureka City Schools: Leadership Associates persevered and actively recruited candidates suitable for our unique location. Their combined knowledge and experience were invaluable. It had been 13 years since our district's last superintendent search and they supported our board throughout the entire process.

Folsom-Cordova USD: They received applications from California as well as other states in the country. They performed in-depth reference checks that resulted in a list of outstanding candidates to interview. Without their services as recruiters, we would not have had the rich field of candidates from which we eventually selected our new superintendent.

Fowler USD: Leadership Associates was completely thorough from their initial proposal to the Board, through the actual hiring of a successful superintendent candidate. The communication to all members of the Board and the designated District contact was exemplary throughout the process. Parents/community members/staff felt very comfortable sharing with Leadership Associates representatives the various traits valued in our next Superintendent. The on-line survey they utilized was especially helpful for members of the community and parents, as it gave them an opportunity for their voice to be heard if they were unavailable to schedule a meeting in person.

**APPENDIX A: SAMPLE
ADVISORY INTERVIEW PANEL DOCUMENTS**Appendix A - Sample
Advisory Interview Panel
1 of 5

Date:

To: [DISTRICT] Unified School District Board of Trustees

From: Rich Fischer, Juan Garza, and Rob Kessler
Leadership Associates

Subject: Superintendent Search Advisory Group Background

The importance of maintaining confidentiality when convening two interview panels (an Advisory Group, and the Board) cannot be understated. Potential candidates that are currently in the Superintendent position often decide not to apply if there is the slightest possibility that their Board or community could become aware of their interest in another district before the Superintendent is prepared to inform them of their candidacy.

Leadership Associates is experienced facilitating both an Open or Closed process. When convening an advisory group, it is important to make their roles explicit. The group will provide information to assist the Board in hiring the Superintendent.

The Advisory Group typically consists of the following representatives:

- (2) Teachers
- (1) Classified Employee
- (1) Parent
- (1) Site Administrator
- (1) District Office Administrator
- (1) Community Organization Member
- (1) City Official

It is important to limit the size of the group to between 5-8 representatives. Each representative will sign a Confidentiality Agreement prior to beginning the process.

The Advisory Group may participate in a separate or joint process. In both instances, the Advisory Group will take notes, provide individual comments of each candidate and submit all documentation to the Board at the conclusion of the interview process. The Advisory Group is thanked and dismissed once the Board enters into deliberations about candidates.

Leadership Associates is experienced in facilitating hybrids of our process; however, our success is directly linked to our traditional Superintendent Search Process.



**[DISTRICT NAME] SCHOOL DISTRICT
SUPERINTENDENT INTERVIEWS**

ADVISORY INTERVIEW PANEL ROLE / PROCEDURE

AGENDA

[DATE, PRIOR TO INTERVIEWS]

1. Introductions
2. Review Purpose of Orientation Meeting / Search Process
 - Sign Confidentiality Statement
3. Review Advisory Panel Interview Schedule
4. Review of Candidate Application Materials
5. Review of Interview Questions and Materials
 - Rubric Form
 - Community Panel Comment Form for Feedback to Board of Education
6. Questions
7. Adjournment



**[Name of District] School District
Superintendent Search**

**INTERVIEW PANEL / ADVISORY COMMITTEE PARTICIPANT
ACKNOWLEDGEMENT OF CONFIDENTIALITY**

As a participant of this process, you will be exposed to information which is confidential and/or privileged and proprietary in nature. It is the policy of Leadership Associates that such information must be kept confidential both during and after employment of the finalist.

Respecting the privacy of our applicants is a basic value of Leadership Associates. Personal information is confidential and should not be disclosed or discussed with anyone without permission or authorization from Leadership Associates consultants. Care should also be taken to ensure that unauthorized individuals do not overhear any discussion of confidential information and that all documents provided to you containing confidential information are not left in the open or inadvertently shared.

I have read and acknowledge Leadership Associates' Statement of Confidentiality and agree to abide by the requirements presented above. This includes all names of the candidates, interview styles, resumes, applications, letters of recommendation, interview questions, evaluations, or impressions of the candidates. I also agree not to contact references of the candidates, nor discuss the candidates with others.

Panel Member Name (Please Print)

Panel Member Title

Panel Member Signature

Date

(To be distributed to Panel Members; used to provide feedback to the Board)

**[DISTRICT] Superintendent Selection Process
Advisory Panel Comment Form
(Date of Interviews)
CONFIDENTIAL**

Your Name _____ Candidate Name _____

This candidate possesses the following professional skills, experiences, personal attributes and strengths....

Areas of potential growth and/or some things that I think the Directors may wish to probe more deeply in the next interview are...

CONFIDENTIAL

[District Name] SCHOOL DISTRICT

CONFIDENTIAL STAKEHOLDER PANEL SUPERINTENDENT INTERVIEWS

[Date]

Appendix A - Sample
Advisory Interview Panel
5 of 5

RUBRIC SCORING SHEET

Please rate each characteristic (shown at bottom of this chart) for each candidate as follows:

No evidence = 0

Some evidence = 1

Clear evidence = 2

Candidates	Characteristic Scores											Total (0-26)
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	
1. Candidate 1												
2. Candidate 2												
3. Candidate 3												
4. Candidate 4												
5. Candidate 5												
6. Candidate 6												

Characteristics

1. Demonstrates competence in....
2. Committed to....
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

**APPENDIX B: SAMPLE
POSITION ADVERTISEMENTS**

SAMPLE AD

HEMET UNIFIED SCHOOL DISTRICT Riverside County, CA	
	
ASSISTANT SUPERINTENDENT EDUCATIONAL SERVICES Salary Competitive ADA: 21,480	Deadline: April 3, 2017 Contact: Kent Bechler, Ph.D, Consultant Leadership Associates 3905 State Street #7-407 Santa Barbara, CA 93105 Phone (805) 364-2775
www.leadershipassociates.org Email: bbanning@leadershipassociates.org	

CAREERCONNECT

165 31 of 47
Supt Search Proposal, ALBANY USD
February 5, 2019

Appendix B – Sample
Position Advertisements
2 of 3

Association of California School Administrators

EdCal CareerConnect ads are published in conjunction with online job postings. To place an ad in CareerConnect, or to learn more about job advertising opportunities, visit careers.acsa.org/employers.

Find more jobs and resources at careers.acsa.org.

★ new posting. ✖ imminent application deadline. ☆ featured posting.

superintendent

- ★ **Esparto Unified School District—Superintendent** ADA 950 (Yolo County) Grades K-12. Salary Competitive and Negotiable. Contact: Rebecca Spiva (530) 787-3446. Application and information online at: www.edjoin.org. Deadline: March 1, 2019
- ★ **Hazard, Young, Attea & Associates—Superintendent, Portola Valley School District** Portola Valley, CA www.pvsd.net ADA 600 (San Mateo County), Salary competitive and negotiable. Deadline February 22, 2019. Contact Jacki Horejs (408) 843-6434 or Bob Misteale (805) 712-7221 to apply go to hyasearch.com.
- ★ **Kern County Superintendent of Schools—Kernville Union School District – Superintendent** Kern County ADA 853 Grades PreK-8. Annual Salary: \$125,000-negotiable, plus Doctorate stipend. Excellent benefit package. Beautiful community in the Kern River Valley, with access to numerous outdoor activities. Contact: Elizabeth Mackay-(661) 636-4673. Application and more information online at: www.edjoin.org. Deadline: 1/26/19.
- ★ **Leadership Associates—Superintendent, Central Union High School District** ADA 4,182, (Imperial County); Application Deadline: February 15, 2019; Salary, competitive; Consultants, Dennis Smith and Rich Thome; To request an application, send name, current title and contact information to Becky Banning, Executive Assistant, bbanning@leadershipassociates.org.
- ★ **Leadership Associates—Superintendent, Los Alamitos Unified School District** ADA 9,833, (Orange County); Application Deadline: February 19, 2019; salary competitive; Lead Consultants: Dennis Smith and David Verdugo; To request application materials, send name, current title and personal contact information to Becky Banning, Executive Assistant, at bbanning@leadershipassociates.org.
- ★ **Leadership Associates—Superintendent, Oak Grove Union School District** ADA 1,235; (Sonoma County); Application deadline: February 25, 2019; Salary, competitive; Lead Consultant, Eric Andrew. To request an application, send name, current title and personal contact information to Becky Banning, Executive Assistant, at bbanning@leadershipassociates.org.
- ★ **Leadership Associates—Superintendent, San Lorenzo Unified School District**, ADA 11,530, (Alameda County); Application Deadline: February 21, 2019; Salary, competitive; Consultants: Juan Garza and Eric Andrew; To request an application, send name, current title and personal contact information to Becky Banning, Executive Assistant, bbanning@leadershipassociates.org.

high school principal

- ★ **Leadership Associates—Principal, San Marcos High School, Santa Barbara Unified School District** School Enrollment, 2,100; Application deadline: 02/14/19; Contact/Lead Consultant, Fred Van Leuven; To request an application, send name, current title & personal contact information to Becky Banning, Executive Assistant, bbanning@leadershipassociates.org.
- ★ **San Ramon Valley Unified School District—2019-20 High School Principal Eligibility Pool** Salary: \$134,196-\$154,349, Master's: \$2,682, Work Year: 218, Benefits: Generous benefit package includes District paid medical, dental, vision coverage, long term disability and life insurance, Apply: www.edjoin.org, Deadline: March 15, 2019. Contact: Melanie Jones, Mjones@srvusd.net.

high school vice principal

- ★ **San Ramon Valley Unified School District—2019-20 High School Assistant Principal Eligibility Pool** Salary: \$96,670-\$131,094, Master's Degree: \$2,682, Work Year: 208, Benefits: Generous benefit package includes District paid medical, dental, vision coverage, long term disability and life insurance, Apply: www.edjoin.org, Deadline: March 15, 2019, Contact: Melanie Jones, Mjones@srvusd.net.

middle school principal

- ★ **Irvine Unified School District—Sierra Vista Middle School Principal 2019-20** \$113,122-\$150,119. Application deadline: February 18, 2019. Apply at www.edjoin.org. Additional information available at www.IUSD.org.
- ★ **San Ramon Valley Unified School District—2019-20 Middle School Principal Eligibility Pool** Salary: \$103,647-\$140,544 plus \$2,682 Master's Degree, Work year: 213 days, generous benefit package includes District paid employee and family medical, dental, vision coverage, long-term disability and life insurance. Contact: Melanie Jones, Mjones@srvusd.net.
- ★ **Santa Barbara Unified School District—Principal, La Colina Jr. High 2019-20 School Year** ADA 15,000+, Apply by 2/14/19 at <https://www.sbunified.org/departments/human-resources/employment/openings/#management>, \$124,020.05-\$138,682.10/yr, 225 days, Interview date: 2/28/19, Contact person: Cary Matsuoka, Superintendent, (805) 963-4338 ext. 6201, scarey@sbunified.org.

middle school vice principal

- ★ **San Ramon Valley Unified School District—2019-20 Middle School Assistant Principal Eligibility Pool** Salary: \$91,768-\$124,453, Master's Degree: \$2,682, Work Year: 203, Benefits: Generous benefit package includes District paid medical, dental, vision coverage, long term disability and life insurance. Apply: www.edjoin.org. Deadline: March

[About the Firm](#)[Executive Search Services](#)[Current Searches](#)[Leadership Development Services](#)[Clients & References](#)[Contact Us](#)

Current Searches & Position Descriptions

Below you will find information about current searches being conducted by Leadership Associates. Links are provided to resources related to specific searches including an email link to request application materials and instructions. All application communication is confidential. When you e-mail us to request an application, the assigned search consultants will be notified. Thank you for visiting our website.

[Hanford Joint Union High School District – Superintendent; Enrollment 3,803; Kings County](#)

Opening Date: December 13, 2018

Closing Date: February 7, 2019

Interview Date: March 8 & 9, 2019

New Superintendent Begins: July 1, 2019

If you are interested in this position please send an email to [Becky Banning](#), Executive Assistant for this search, and request that an application and submittal instructions for the position of **Hanford JUHSD Superintendent** be emailed to you. Please be sure to *include your name, current position, current employer, contact phone number, and preferred email* in your request.

District website: <https://www.hjuhsd.k12.ca.us/>Position Description: [Get Position Description](#)Consultant(s): [Sally Frazier, Ed.D.](#), and [Juan Garza](#)

[Los Alamitos Unified School District – Superintendent; Enrollment 9,833; Orange County](#)

Opening Date: December 13, 2018

Closing Date: February 19, 2019

Interview Date: February 28, 2019

New Superintendent Begins: April 1, 2019 (or as mutually agreed)

If you are interested in this position please send an email to [Becky Banning](#), Executive Assistant for this search, and request that an application and submittal instructions for the position of **Los Alamitos USD Superintendent** be emailed to you. Please be sure to *include your name, current position, current employer, contact phone number, and preferred email* in your request.

District website: <https://www.losal.org/>Position Description: [Get Position Description](#)Consultant(s): [Dennis Smith, Ed.D.](#), and [David Verdugo, Ed.D.](#)

[Santa Barbara Unified School District – Principal, San Marcos High School; School Enrollment 2,148; Santa Barbara County](#)

Opening Date: December 12, 2018

Closing Date: February 14, 2019

Interview Date: March 11-13, 2019

New Principal Begins: July 1, 2019

If you are interested in this position please send an email to [Becky Banning](#), Executive Assistant for this search, and request that an application and submittal instructions for the position of **Principal for San Marcos High School** be emailed to you. Please be sure to *include your name, current position, current employer, contact phone number, and preferred email* in your request.



SAMPLE ONLINE SURVEY

INTRODUCTION

The [District Name] School District Governing Board is asking for your help in selecting the next superintendent of schools. We have requested that the consultants from Leadership Associates, who are assisting the Board with the search, conduct an online survey to solicit input from students, staff, parents, and community.

The following survey asks you to respond to several critical questions. The information generated from this survey will be used to develop a profile which indicates desired qualities and characteristics in the next superintendent. It will also guide the recruitment and reference checking process as well as development of questions for the interview. The survey also seeks your perspectives on District strengths, challenges, and our community. Consultants will compile a report summarizing survey results and share it with the Board.



SAMPLE ONLINE SURVEY

BACKGROUND INFORMATION

PLEASE TAKE A MOMENT TO PROVIDE THE FOLLOWING INFORMATION:

1. My perspectives come from being a (check all that apply):

- ☐ Parent/Guardian
- ☐ Student
- ☐ Community Member
- ☐ Teacher
- ☐ Classified Employee
- ☐ Administrator
- ☐ Other Certificated
- ☐ School Volunteer
- ☐ Public Official
- ☐ Business Owner / Partner
- ☐ Non-Profit Staff / Board



SAMPLE ONLINE SURVEY

DISTRICT STRENGTHS & CHALLENGES; COMMUNITY

2. What do you see as the strengths of the District?

3. What do you see as the major challenges which will confront our new superintendent?

4. What is important for our next superintendent to know about our community?

5. Please add any other qualities and characteristics which you think are important for our next superintendent to possess.



SAMPLE ONLINE SURVEY

DESIRED PROFESSIONAL EXPERIENCE

6. Please rank, in order of importance between 1 and 7, (1 being the most important), the following professional experiences that you believe are most important for the next superintendent to possess, as they relate to the needs of the District.

<input type="text"/>	Experience in California public education, either teaching and/or site administration
<input type="text"/>	Experience as an assistant superintendent or associate superintendent
<input type="text"/>	Experience as a superintendent in a comparable district
<input type="text"/>	Experience in oversight of school district finances, budgets, and business management
<input type="text"/>	Experience in management of school facilities
<input type="text"/>	A proven track record of growing academic achievement for all students, including special needs children, second language learners, and children of poverty
<input type="text"/>	Bilingual



SAMPLE ONLINE SURVEY

DESIRED PROFESSIONAL LEADERSHIP CHARACTERISTICS

7. Please rank, in order of importance between 1 and 7, (1 the being most important), the following professional leadership characteristics that you believe are most important for the next superintendent to possess, as they relate to the needs of the District.








	<input type="text"/>	Is a strong instructional leader who will maintain and improve the student achievement gains made in the District
	<input type="text"/>	Will bring the entire community together toward a strong vision of student achievement
	<input type="text"/>	Will place the highest priority on safe environments for students and staff
	<input type="text"/>	Has strong human relations skills and is a "people person"
	<input type="text"/>	Will be accessible to parents and staff
	<input type="text"/>	Will be highly visible at our schools and community events
	<input type="text"/>	Has the ability to coach and develop potential leaders within the District, and create a strong, cohesive working team



SAMPLE ONLINE SURVEY

DESIRED PERSONAL CHARACTERISTICS

8. Please rank, in order of importance between 1 and 7, (1 being the most important), the following personal characteristics that you believe are most important for the next superintendent to possess, as they relate to the needs of the District.

	<input type="text"/>	Decisive
	<input type="text"/>	Organized
	<input type="text"/>	Approachable
	<input type="text"/>	Democratic
	<input type="text"/>	Receptive to ideas
	<input type="text"/>	Imaginative
	<input type="text"/>	Pragmatic

February 17, 2017

ABCSD Trustees
ABC Unified School District

Dear ABC Trustees:

The past two weeks have helped to shed more light on several important aspects of the superintendent search process. We wanted to share with you what we have learned and indicate the next steps we plan to take.

SUMMARY OF INPUT FROM MEETINGS AND OTHER SOURCES

Let's start by reviewing input from key stakeholders which we have received through conversations with you, the engagement meetings this week, phone conversations, and preliminary results of the on-line survey. We plan to send our detailed notes from the meetings to you by no later than next Monday followed by the on-line survey results.

There is a good degree of consistency between the qualities and characteristics that you brought to our attention and what we have subsequently heard. That said, we heard an interest in making sure we have considered all qualified candidates whether they have background in the ABC area or not. As an example, there was interest expressed in hiring a qualified education leader with a successful track record in dealing with the issues facing ABC. Ideally, that person would have direct knowledge of these issues, familiarity with ABC itself, with its cultural diversity and commitment to equity, plus have a commitment to being part of the District and community over the long term. Stability of leadership was seen as absolutely essential. This is somewhat an expanded definition of "local" over what we first discussed.

There was also interest expressed in having someone who is skilled at the implementation part of leadership and management. Strengthening ABCSD's administrative operations, which tend to be viewed as inefficient and ineffective, will be an important task for the new superintendent. There was also interest expressed in having someone who will work to strengthen the work of the governance team helping the Board come together on resolution of the challenges facing ABCSD.

Here's a list gathered from the meetings, which summarizes these and other points related to qualities and characteristics.

The new superintendent will:

1. Be a strong education leader who will work collaboratively with others
2. Be a good listener and exhibit humility in dealings with others
3. Value cultural diversity and be sensitive to the different perspectives of ABC's multicultural community
4. Be familiar with the issues facing ABC and have a track record in dealing with those effectively
5. Have a track record of success in improving the lives of children
6. Make a long-term commitment to leading ABCSD forward
7. Engage diverse stakeholders in meaningful ways in district decision-making processes
8. Make ABC public schools the first choice of every family
9. Implement the changes in staff required to ensure the staff reflects the diversity of the community
10. Build consensus among the Board, staff, and community on effective strategies for improving achievement for all student groups
11. Unify the Board and strengthen the work of the governance team
12. Possess strong operational skills so that district administrative systems and structures function more efficiently and effectively
13. Be able to identify top priorities and focus district initiatives on those priorities
14. Respect and strengthen further the good programs ABCSD has
15. Have a record of effective financial management and possess the knowledge and skills necessary to help ABCSD remain fiscally solvent
16. Keep the interests of all ABCSD students and their families as top priority
17. Be able to mobilize resources to support the District's work
18. Hire and retain a high-quality teaching staff and leadership team

POSITION DESCRIPTION

A revised position description has been sent to your Board committee for review and modification. We very much appreciate their help with this. We are on schedule to have a draft to the full Board so that it can be acted upon at your next meeting.

ON LINE SURVEY

The on-line survey deadline has been extended to close on February 20, at 9:00 PM. We will have results to you by mid-week. As of the time of this correspondence, we have received a total of 940 responses to the English survey and 14 responses to the Spanish survey. This is a very good overall response rate.

ADVERTISING

In addition to posting the position on our website, we will be running an ad in Ed Cal, which is ACSA's statewide publication. We want to be sure that there is awareness of the position and that we don't miss someone who may be well qualified. We do not plan to advertise in a national publication preferring to stay focused on California and people with experiences that will be directly related to what ABC is seeking.

CONTRACT PARAMETERS

After your meeting next week, it would be good if we could have a conference call to discuss the Board's contract parameters.

In closing, we appreciate the time you are taking to make all of this work for your students, staff, and community.

Best wishes,

Consultant Team
Leadership Associates



ERIC ANDREW ♦ KENT BECHLER ♦ JAMES BROWN ♦ MARC ECKER ♦ RICHARD FISCHER ♦ SALLY FRAZIER ♦ JUAN GARZA ♦ PEGGY LYNCH ♦ MIKE MILLER ♦ PHIL QUON ♦ DENNIS SMITH ♦ RICH THOME ♦ SANDY THORSTENSON ♦ DAVID VERDUGO

July 11, 2017

Dear ABC Unified School District Board of Trustees,

During the recruitment period, forty-six (46) contacts or inquiries were made with individuals either being encouraged to consider application or who made inquiry about his/her skill set for the ABC USD Superintendent position. Of the 46 individuals, twenty-six (26) submitted application materials for your superintendent position. Of those making application, twenty-one (21) applicants submitted packets between July 6 and July 10. To keep you updated on the candidate pool, the following is a profile of the candidates who submitted the application materials.

Initial review of the applications indicates we should have many strong candidates to recommend your Board consider inviting for interview.

The twenty-six applicants have the following status:

Applicants (26)

- 13 current, interim or former Superintendents
- 5 Deputy Superintendents
- 1 Assistant Superintendent
- 1 Administrator
- 2 Executive Directors
- 1 Vice Provost
- 1 State Reform Officer
- 1 Principal
- 1 Instructor

We will now embark on reference checking of the candidates in preparation for our August 3rd meeting with your Board. At that closed session meeting, we will make recommendation of candidates to consider inviting for interview, finalize the interview questions, location and schedule.

Best regards,
Consultant Team



KENT L. BECHLER ♦ JAMES R. (JIM) BROWN ♦ MARC ECKER ♦ MICHAEL F. ESCALANTE ♦ RICHARD FISCHER ♦ SALLY FRAZIER ♦ DON IGLESIAS ♦ PEGGY LYNCH ♦ PHIL QUON ♦ DENNIS M. SMITH ♦ RICH THOME ♦ SANDY THORSTENSON ♦ DAVID J. VERDUGO

February 17, 2017

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After your meeting next week, it would be good if we could have a conference call to discuss the Board's contract parameters.

In closing, we appreciate the time you are taking to make all of this work for your students, staff, and community.


Best wishes,

Consultant Team

NONDISCRIMINATION CERTIFICATION

I am aware of and hereby certify that Contractor shall comply with Section 1735 of the Labor Code, which provides as follows:

No discrimination shall be made in the employment of persons upon public works because of the race, religious creed, color, national origin, ancestry, physical disability, mental disability, handicap, medical condition, marital status, or gender of such persons, except as provided in Section 12940 of the Government Code, and every contractor for public works violating this Section is subject to all the penalties imposed for a violation of [Chapter 1 of Part 7, Division 2 of the Labor Code].

By 
Signature

____ Rich Fischer ____
Typed or Printed Name

____ Partner, Lead Consultant ____
Title

____ February 1, 2019 ____
Date

**The notarized Noncollusion Declaration is
on file in the Albany USD office.**

181 47 of 47
Supt Search Proposal, ALBANY USD
February 5, 2019

NONCOLLUSION DECLARATION
To Be Executed By Bidder And Submitted With Bid

Project: SUPERINTENDENT SEARCH

I, Penny Pyle, declare that I am the Executive Assistant of Leadership Associates, the party making the foregoing bid, that the bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the bid is genuine and not collusive or sham; that the bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid, and has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or that anyone shall refrain from bidding; that the bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder, or to secure any advantage against the public body awarding the contract of anyone interested in the proposed contract; that all statements contained in the bid are true; and, further, that the bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Company Name: Leadership Associates

Company Address 3905 State St. #7-407

Santa Barbara, CA 93105

Signature of Officer _____

Title Executive Assistant

**The notarized Noncollusion Declaration is
on file in the Albany USD office.**



LEADERSHIP ASSOCIATES SERVICES AGREEMENT

LEADERSHIP ASSOCIATES
www.leadershipassociates.org
 3905 State Street #7-407
 Santa Barbara, CA 93105
 (530) 302-5112

AGREEMENT FOR CONSULTANT SERVICES

THIS AGREEMENT is made this **12th day of February 2019** between LEADERSHIP ASSOCIATES, hereinafter called the Contractor, and **ALBANY UNIFIED SCHOOL DISTRICT**, hereinafter called the District.

The Contractor agrees to perform services for the District as follows:

The Contractor will conduct a Superintendent search, as delineated in the attached proposal.

The District agrees to pay the Contractor **TWENTY-TWO THOUSAND, FIVE HUNDRED DOLLARS (\$22,500)** for services provided. Payment is to take place in two increments: **(1) \$11,250** upon completion of stakeholder input, and **(2), \$11,250** upon selection of a finalist. The Contractor will submit invoices to the District for each of the payment increments. Payments are due within 30 days of receipt of invoice.

Remittance payable/forwarded to: Leadership Associates
Attn: Linda Hunt
50855 Washington Street #C-205
La Quinta, CA 92253

The Contractor is to perform the above services beginning February 13, 2019.

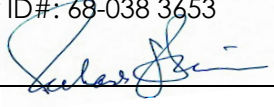
Contractor agrees to hold harmless and indemnify the District, its officers, agents, and employees with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of person or damage to, destruction, loss, or theft of property arising out of faulty performance of the services to be performed by Contractor hereunder.

It is expressly understood and agreed to by both parties hereto that the Contractor, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent, or employee of the aforesaid District. Either party may terminate this agreement by providing the other party with ten (10) days written notice. Upon such termination, fees will be determined on a pro rata basis.

Leadership Associates does not participate in a California public pension system. Leadership Associates and the District understand that the work/services provided should not be considered creditable toward the STRS earnings limit as the work is not normally performed by employees of the District and requires less than 24 months (496 business days). REF. CA Education Code § 26135.7 (2014)

CONTRACTOR:
 LEADERSHIP ASSOCIATES
 Taxpayer ID#: 68-038 3653

DISTRICT:
 ALBANY UNIFIED SCHOOL DISTRICT

By: 

By: _____

Name: Rich Fischer

Name: _____

Title: Lead Consultant

Title: _____

Date: February 12, 2019

Date: _____



SUMMARY OF SERVICES

ALBANY UNIFIED SCHOOL DISTRICT SUPERINTENDENT SEARCH 2019

TOTAL FEE TO CONDUCT SEARCH – All Inclusive: \$22,500

This fee includes:

- All expenses incurred by consultants
- All meetings with the Board
- Development and posting of the position description announcing the position
- Cost of advertising in EdCal (Two consecutive publications)
- Acceptance of applications and responding to all inquiries regarding the position
- Recruitment of candidates and extensive background checks
- Gathering of community and staff input and providing Board with a written report, including online survey
- Coordination of logistics of the search:
 - scheduling appointments
 - notification of unsuccessful candidates
 - scheduling community visit
- Assisting in the development of interview questions and supporting the Board with the interview process
- Assisting the Board's administrative assistant throughout the process with templates, online posting updates and sample agenda language
- Acting as an advisor to the Board of Education
- Assisting the new superintendent and Board through transition and community verification visit, if conducted

GUARANTEE

- Should the new superintendent leave within one year, Leadership Associates will conduct a new search at no cost except for travel and advertising expenses, provided the Board majority remains the same.

A Proposal Prepared for

***Albany Unified
School District
Berkeley, California***

for

*The Search and Selection of a
Superintendent of Schools*

submitted in collaboration with



by

MCPHERSON *MJ* JACOBSON, LLC

EXECUTIVE RECRUITMENT & DEVELOPMENT

*11725 Arbor Street, Suite 220
Omaha, Nebraska 68144*

Phone: 888-375-4814/402-991-7031

Fax: 402-991-7168

Email: mail@macnjake.com

Website: www.macnjake.com



NONDISCRIMINATION CERTIFICATION

I am aware of and hereby certify that Contractor shall comply with Section 1735 of the Labor Code, which provides as follows:

No discrimination shall be made in the employment of persons upon public works because of the race, religious creed, color, national origin, ancestry, physical disability, mental disability, handicap, medical condition, marital status, or gender of such persons, except as provided in Section 12940 of the Government Code, and every contractor for public works violating this Section is subject to all the penalties imposed for a violation of [Chapter 1 of Part 7, Division 2 of the Labor Code].

By 
Signature

Thomas Jacobson
Typed or Printed Name

owner / CEO
Title

1-23-19
Date

WORKERS' COMPENSATION CERTIFICATION

Labor Code section 3700 in relevant part provides:

Every employer except the State shall secure the payment of compensation in one or more of the following ways:

- (a) By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation insurance in this State.
- (b) By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his employees.

I am aware of the provisions of section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this contract.



owner/CEO

Title

McPherson + Jacobson, L.L.C.

Company

(In accordance with article 5 (commencing at section 1860), chapter 1, part 7, division 2 of the Labor Code, the above certificate must be signed and filed with the awarding body prior to performing any work under this contract.)

NONCOLLUSION DECLARATION
TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

Project: SUPERINTENDENT SEARCH

I, Thomas Jacobson, declare that I am the owner/CEO of McPherson+Jacobson, L.L.C., the party making the foregoing bid, that the bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the bid is genuine and not collusive or sham; that the bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid, and has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or that anyone shall refrain from bidding; that the bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder, or to secure any advantage against the public body awarding the contract of anyone interested in the proposed contract; that all statements contained in the bid are true; and, further, that the bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Company Name McPherson+Jacobson, L.L.C.

Company Address 11725 Arbor St, Suite 220
Omaha NE 68144

Signature of Officer 

Title owner/CEO

NOTARY FOR NONCOLLUSION DECLARATON

Subscribed and sworn to (or affirmed) before me this 24th day of January, 2019.

State of Nebraska - General Notary
MELINDA R. NEWTON
My Commission Expires
December 12, 2019

Melinda R. Newton
Signature of Notary

[SEAL OF NOTARY]

Melinda R. Newton
Typed Name of Notary

257-1/4404815.1



MCPHERSON & JACOBSON, L.L.C.
 Executive Recruitment & Development
in collaboration with the California School Boards Association



11725 Arbor Street, Suite 220 ♦ Omaha, Nebraska 68144 ♦ Phone: 402-991-7031/888-375-4814
 Fax: 402-991-7168 ♦ Email: mail@macnjake.com ♦ Website: www.macnjake.com

January 30, 2019

Board of Trustees
 Albany Unified School District
 819 Bancroft Way
 Berkeley, California 94710

Thank you for the opportunity to respond to your RFP. The enclosed proposal describes the professional services the California School Board Association representative, McPherson & Jacobson, L.L.C. will provide Albany Unified School District in ensuring your superintendent search secures quality leadership for the district.

Our firm's five-phase protocol allows the board to concentrate on the most important segments: the interview and selection of the successful candidate. Our team of consultants, working in conjunction with the board and stakeholder groups you identify, will implement a systematic, comprehensive process culminating in the hiring of the most qualified candidate for your district.

McPherson & Jacobson has been conducting searches for boards of education since 1991. We have over 100 consultants across the United States, including 15 in California who will ensure your search results in quality leadership for your district.

Our contact information:

McPherson & Jacobson, L.L.C.
 11725 Arbor St., Suite 220
 Omaha, Nebraska 68144
 Telephone: 402-991-7031/888-375-4814
 Fax: 402-991-7168
 Email: mail@macnjake.com

We welcome the opportunity to meet with your board to present our proposal and discuss our proven search process.

Sincerely,

Thomas Jacobson Ph.D.
 Owner/CEO, McPherson & Jacobson L.L.C.

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This proposal is the property of McPherson & Jacobson L.L.C. and has been prepared at the request of the Albany Unified School District, Berkeley, California. The contents of this proposal are not to be reproduced or distributed for any reason other than for use by the Albany Unified School District, Berkeley, California.

01/19

The McPherson & Jacobson Difference

“It’s About the Kids”

- **WE BELIEVE** every student is entitled to a high-quality education. We strongly believe quality education is dependent upon quality leadership.
- **OUR MISSION** is to ensure your search results in quality leadership for education excellence.

McPherson & Jacobson has developed a protocol that provides for high involvement of stakeholders, while keeping the board in complete control of the process.

One of the hallmarks of McPherson & Jacobson, L.L.C. is the belief that the search for a public executive should be conducted with as much transparency as possible. We have designed a process, which keeps the board in complete control of the search, while inviting various stakeholder groups to provide input and become meaningfully involved in the process. The openness of the process has not gone unnoticed. In the *Transparency—The McPherson & Jacobson Difference* section of this proposal you will find a selection from the many articles discussing McPherson & Jacobson’s stakeholder involvement, and editorials from newspapers across the country praising boards for being open, transparent, and doing the public business in the public.

Qualifications and Background of McPherson & Jacobson, L.L.C.

California School Board Association Search Service

The California School Board Association has selected McPherson & Jacobson, L.L.C. to represent them in conducting superintendent searches in California. McPherson & Jacobson is a leading national search firm that has California-based consultants. Our California consultants understand California and its unique requirements and laws.

Leading National Search Firm

McPherson & Jacobson, L.L.C. has been conducting national searches for governing boards since 1991. The firm has placed **over 725 superintendents** and other officials in public and non-profit organizations across the United States. **McPherson & Jacobson is one of the leading national superintendent search firms.**

Nationwide Network of Experienced Consultants

McPherson & Jacobson has **over 100 consultants** across the nation. Almost one-fourth of McPherson & Jacobson consultants are minorities or female. Our diverse group of consultants has extensive backgrounds in education and public service including current and former superintendents, assistant superintendents, university professors, and school board members. Over fifty percent have a doctorate degree. Their diversity and expertise ensures your search results in quality leadership for education excellence.

Sustainability in Leadership

Waters and Marzano review of 3.4 million students' achievement scores found that Superintendents' tenure is positively correlated with student achievement.

Organizations using the McPherson & Jacobson protocol have enjoyed sustainability of leadership. Over the last five years, **over seventy-five percent** of administrators are in the position for which they were hired. **Over fifty percent** of administrators are still in the position for which they were hired within the past ten years. **Almost half** of the administrators selected by governing boards within the past 15 years continue in the position for which they were hired.

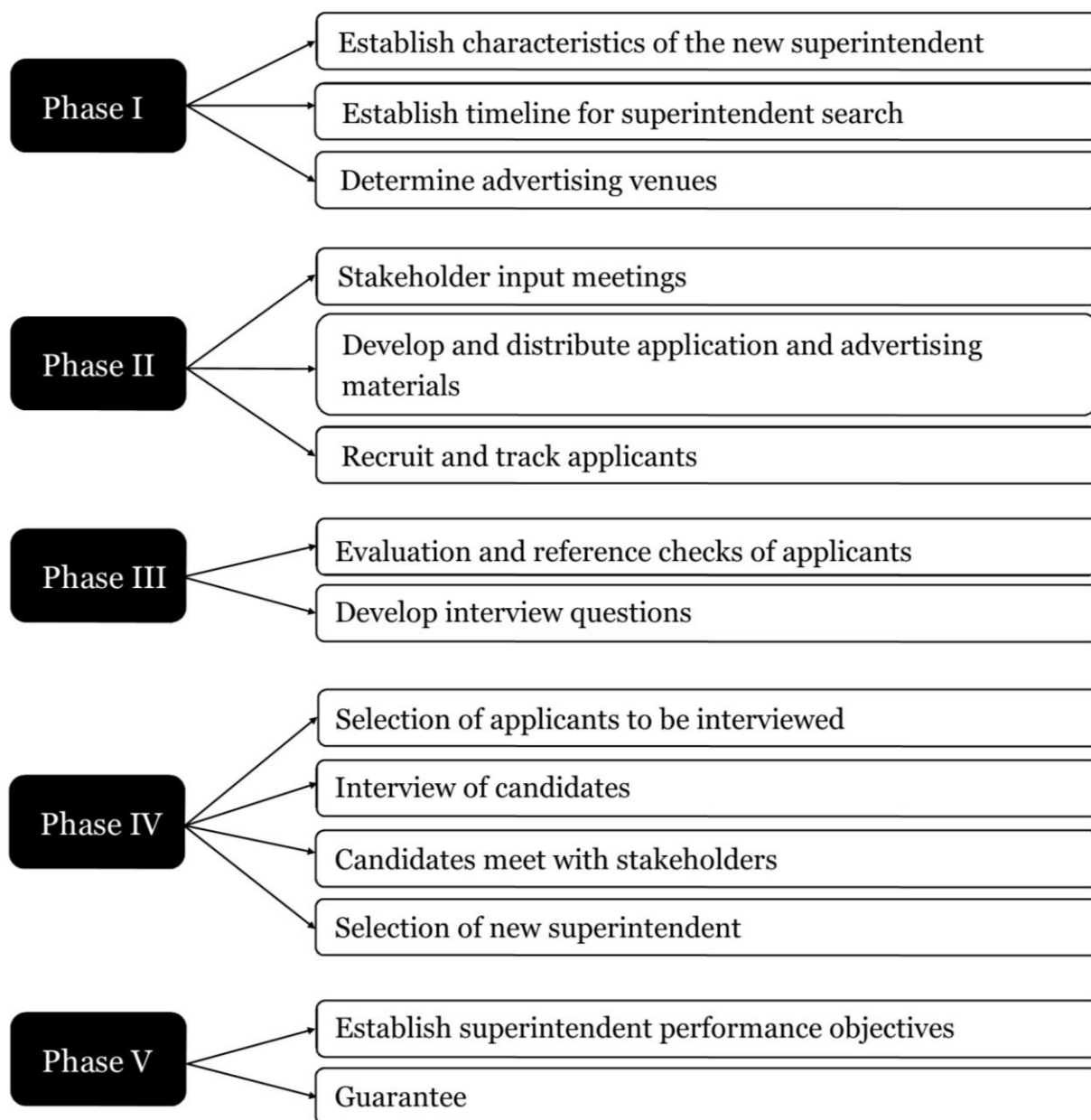
Executive Summary

McPherson & Jacobson L.L.C. provides a comprehensive search process. Below are some of the highlights of our process:

- Our process is comprehensive and provides critical support for the most time-consuming aspects of recruiting and screening the candidates, so the board can focus on interviewing and selection.
- Transparency is a hallmark of our protocol. Stakeholder participation emphasizes the transparency of our process.
- We take the entire board through a consensus decision-making process to identify the top criteria for the selection of the new superintendent.
- We meet with groups to ensure broad-based stakeholder input in the selection process. In addition, we provide an online survey to reach out to anyone who could not attend a stakeholder meeting. The consultants will present a comprehensive written report to the board, which includes all of the comments recorded during the input sessions
- McPherson & Jacobson's consultants actively recruit candidates that meet the selection criteria. If desired, we will recruit non-traditional candidates.
- Applicant confidentiality is important to attract top candidates. Names remain confidential until the board selects their finalists.
- We continue to work with your school district until a superintendent is hired and in place.
- Phase V provides a continued commitment to work with your board and new superintendent for one year. We help you collaboratively establish annual performance objectives for the new superintendent's first year. Evidence from previous searches shows this phase to be very positive as it fosters a good transition.
- We are so confident of our ability to identify the district's criteria, recruit and screen applicants against those criteria, and assist during the transition period, that we guarantee our service. If your superintendent leaves for whatever reason during the guarantee period, we will repeat the process for no charge except for actual expenses.

***Our mission is to ensure your search results in
quality leadership for education excellence.***

Five Phases of a Superintendent Search



Phase I

Working with the Board, and stakeholder groups identified by the Board, McPherson & Jacobson's consultants will:

- ✓ **Using a group process with the board, identify the most important characteristics of the future superintendent.**

Using Nominal Group Technique, the consultants will assist the board in identifying the most important characteristics the board would like the new superintendent to possess. These characteristics will be used as a template for recruiting and selecting candidates.

- ✓ **Establish appropriate timelines and target dates for the selection process.**

The consultants will prepare a proposed calendar for the search process. Dates for advertising the announcement of vacancy, closing date, dates for interviewing, a target date for selecting the new superintendent, and a date for the new superintendent to begin will be determined.

- ✓ **Determine, with the board, appropriate advertising venues.**

The consultants will assist the board in determining the scope of the search. Appropriate media venues (professional journals, trade papers, newspapers, and websites) and associated costs will be presented for consideration.

- ✓ **Identify appropriate stakeholder groups.**

The board will identify the various stakeholder groups that they want McPherson & Jacobson's consultants to meet with to solicit input into the process.

- ✓ **Assist the board in determining compensation parameters.**

In order to recruit and select top candidates, compensation packages need to be competitive. Our consultants will present data indicating what districts in the same geographic region and similar size are paying superintendents. Whenever possible, they will also present compensation information for districts that recently hired a superintendent. This information is provided for the board's consideration of compensation parameters.

Final compensation decisions will be determined by the board and the selected candidate.

- ✓ **Identify the point of contact for the district**

The board will identify an appropriate staff person to work with the consultants to coordinate the logistics of the search. This includes tasks such as assisting with information for the promotional brochure, and coordinating details for stakeholder input and other meetings within the district.

Phase II

In Phase II McPherson & Jacobson's consultants will:

✓ **Work with the district to schedule the stakeholder input meetings.**

The consultants will work with the district's point of contact to determine the stakeholder input schedule and coordinate notifying the stakeholders about the meetings.

✓ **Meet with groups identified by the board to provide stakeholder input into the selection process.**

The consultants will meet with the stakeholder groups identified by the board and solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the issues facing the new superintendent, and the characteristics they would like to see the new superintendent possess. The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include.

For any unable to attend a stakeholder meeting, we provide an online version of the questions we ask the groups. At the request of the district, the survey can be available in multiple languages.

The results of the stakeholder meetings and online stakeholder input are summarized by the consultants and presented to the board.

✓ **Develop promotional literature and brochures announcing the vacancy.**

In order to attract quality applicants, it is important to promote your school system and community. With on-site assistance from the district, the consultants will assist in preparing an announcement of vacancy that highlights the strengths of your school system and community. Our graphic artist will prepare a professional color brochure that highlights the school district and community, including the board's selection criteria, the board members, and the application procedures and timelines.

✓ **Prepare and place announcement of vacancy.**

McPherson & Jacobson's staff will prepare and place the announcement of vacancy. It will be sent to all state school board and administrator associations, as well as media venues selected by the board. Additionally, McPherson & Jacobson maintains an interactive website (www.macnjake.com) that allows applicants to access all the application materials and apply on line. The website averages over 150,000 hits per month.

- ✓ **Develop an application unique to your vacancy that reflects the selection criteria determined by the board.**

McPherson & Jacobson's staff will create an application form requiring applicants to describe their strengths and experiences relating to each criterion identified by the board. This will be one of the preliminary screening devices used by the consultants when assessing potential candidates.

- ✓ **Post application information and notify interested applicants.**

McPherson & Jacobson's staff contacts potential applicants and manages all the application materials using our online application software. Our office staff handles this task without assistance from your district.

- ✓ **Actively recruit applicants who meet the district's needs.**

While McPherson & Jacobson does not represent candidates, we actively maintain a data bank of quality candidates. Once the board has chosen its selection criteria, we will send the information to all of our consultants across the United States, asking them to nominate candidates who would be a good match. We will encourage those candidates to apply. Some of the best candidates may not be actively seeking another position and will need to be recruited.

McPherson & Jacobson stays current with trends in educational leadership by being an active participant and presenter at national and state education conferences. We participate in Job Central at the American Association of School Administrators conference, the National School Boards Association annual conference, and others such as the AASA Women's Leadership Conference.

- ✓ **Confidentiality of Applicants**

McPherson & Jacobson proposes an open process for the search. We believe the public business should be done in public with openness and transparency. We also understand the need for applicants' confidentiality. Our process keeps the names of all applicants confidential until they are named a finalist for the position, at which time we recommend the names of the finalists are made public.

If the board believes that the names of the finalists should be kept confidential until they make their selection, we can do that. This is your search and we will adapt our process to fit your unique needs.

- ✓ **Keep all applicants informed of their status in the selection process.**

During the application process, McPherson & Jacobson's staff monitors applicants and notifies them of what is still needed to complete the process.

- ✓ **Communicate with all Board Members in a timely manner**

The consultants will communicate with all board members keeping them informed of the status of the search throughout the process.

Phase III

In Phase III McPherson & Jacobson's consultants will:

✓ **Evaluate each applicant against the selection criteria.**

The consultants will read and evaluate all of the completed files submitted by applicants. They will read the application form and all of the additional material in each file and begin reviewing against the selection criteria.

✓ **Conduct reference checks.**

We understand that applicants do not submit references who will not speak highly of them. We begin with the references given and ask them a list of questions relevant to the selection criteria. After asking those questions, we ask each reference to give us the names of other people who can speak of the applicant's qualifications. We then call those individuals and ask them the same set of questions, including asking them to give us the names of other people who can speak of the applicant's qualification. We go a minimum of three people removed from the primary references. What we are looking for is consistency of answers that will verify the applicant's strengths and weaknesses.

In addition to contacting references, the consultants conduct an extensive Internet search of the applicants.

✓ **Pre-Interview and Video of Shortlist Applicants.**

The consultants will pre-interview applicants to be submitted on the shortlist. We will have these applicants submit a video which the consultants will share with the selection committee.

✓ **Assist the board in developing a set of interview questions that reflect the identified selection criteria and characteristics.**

The consultants will present an extensive list of potential interview questions that reflect the selection criteria and characteristics desired by the board. The board members choose interview questions that reflect their criteria and priorities.

If the board chooses to conduct two rounds of interviews, the consultants will assist in developing interview questions for both rounds of interviews.

Phase IV

In Phase IV McPherson & Jacobson's consultants will:

✓ **Review candidates with the board and assist board members in determining which candidates they will interview.**

The consultants will present a complete list of applicants, who completed the application process, to the board for its review. We do not eliminate any applicants; however, a short list will be submitted of those applicants who we found most closely met the district's criteria. The consultants will present a reference profile demonstrating the consistent feedback for each short list applicant.

Upon reviewing the recommendations, the consultants will assist the board members in identifying which applicants they wish to consider as candidates for interviews.

✓ **Assist the board in determining interview procedures.**

After the board selects their final candidates to interview, the names of the candidates will be made public upon confirming the interviews. During the interview process, the stakeholder groups will have an opportunity to meet the individual candidates.

If the board chooses to conduct semi-finalist interviews, the candidates will only meet with the board. The names of the semi-finalist candidates will remain confidential (in states where an executive session is allowed), and stakeholders will not meet the semi-finalists. The finalist interviews will be conducted as described in the paragraph above.

✓ **Coordinate interview and visitation procedures.**

If the board chooses, McPherson & Jacobson will schedule semi-finalist interviews. Semi-finalist interviews are typically conducted with the board only. After the semi-finalist interviews, the board will select their finalists.

If the board chooses to involve stakeholder groups in the interview process, the consultants will assist in establishing the finalist interview schedule that includes district staff, students, and community groups. A typical interview day will include a tour of the district and community, meeting with stakeholder groups, and a formal interview with the board.

✓ **Assist the groups identified by the board in planning for meeting each candidate and providing feedback to the board.**

If the board chooses to involve stakeholder groups in the interview process, representatives will be selected from the stakeholder groups identified by the board. The purpose of these groups is two-fold: 1) to promote the school district and community to the candidate; and 2) to form an impression of each candidate, which they will share with the board. The board will identify chairpersons for each stakeholder group. The consultants will meet with the chairpersons to discuss their roles and responsibilities. The consultants will also provide the chairpersons with a form to record the group's consensus impressions of each candidate's strengths and

any concerns or questions the group may have. Each form will be sealed in an envelope and turned in to the district contact person.

✓ **Coordinate visitation procedures for the candidate's spouse/significant other.**

We encourage boards to invite spouses/significant others to attend the interview day. The consultants will coordinate, with the point of contact, a portion of the interview day for the spouse/significant other to have an expanded visitation of the community. Tours typically include available housing, medical facilities, churches, recreational opportunities, and areas of interest unique to your community.

✓ **Assist the board in making final arrangements for each candidate's visit.**

It is common practice for the district to pay interview expenses for the candidates and their spouses/significant others. In order to ensure that expenses stay within established guidelines, the consultants will assist the point of contact in making lodging and travel arrangements for each candidate.

✓ **Contact all finalists and schedule their interview dates.**

The consultants will contact the final candidates, notifying them they are finalists for the position and scheduling their interview dates. The consultants will be the contact for answering any questions and coordinating the candidates' visits to the district.

✓ **Notify all applicants not selected for an interview.**

Once the board has selected its final candidates, all other applicants will receive, on behalf of the board, a personalized notification thanking them for taking the time to complete the application materials and notifying them that they are not a finalist.

✓ **Personally contact each finalist who was not offered the position.**

Once a contract has been offered by the board and accepted, the consultants will call each of the other final candidates and thank them on behalf of the board for interviewing for the position. *These candidates are not notified until an offer has been accepted.* If by chance you lose your top candidate, we want to keep viable candidates available.

✓ **Conduct background checks.**

Included in the fee is a criminal/financial/credential verification background check for the selected candidate. For an additional fee, the board can choose background checks for all of the finalists.

"This was the first time our district had used a stakeholder committee in addition to the board for input on finalists. The search firm provided outstanding guidance and worked well with district staff to establish a thoughtful productive process."

Priscilla Cox, Elk Grove Unified School District, CA

Phase V

In Phase V McPherson & Jacobson's consultants will:

✓ **Establish performance objectives for new superintendent.**

Working with the board and new superintendent, the consultant will assist in establishing two or three performance objectives the board wants the superintendent to focus on during the first year. These objectives are beyond the day-to-day school district operations.

Once the performance objectives have been identified, board members will be asked what they will accept as evidence of progress towards the accomplishment of the identified objectives.

The superintendent will take the information generated from this session and develop an action plan for achieving the performance objectives. The action plan will be presented to the board for formal approval and forwarded to McPherson & Jacobson's home office.

✓ **Provide a guarantee.**

If the board chooses to use our complete service, we will guarantee our process. If the person selected leaves the position, *FOR WHATEVER REASON*, within the guarantee period, we will repeat the process at no charge except actual expenses.

We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

"I have been through this process several times. This process was one of the best"
Jeanette J. Amavisca, Elk Grove Unified School District, CA

"I would highly recommend your firm to other school districts."
Field Gibson, Paso Robles Joint Unified School District, CA

"I was very pleased with the search in every aspect."
Peggy Buckles, Conejo Valley Unified School District, Thousand Oaks , CA

Timeline

The timeline for the search process is established when we meet with the board so we can address the unique needs of the district. However, the time from our first meeting with the board until the finalist is selected is typically a minimum of two to three months.

Proposed timeline: *(can be adjusted to meet the needs of the board and district)*

- At the beginning of the search (**mid-February 2019**)
 - Advertising decisions are made
 - The qualities for the new superintendent are identified
 - Application information is posted
 - A formal timeline is established
 - A brochure is created to advertise the district and the vacancy
- At the time designated by the board (**early March 2019**)
 - Stakeholder group meetings are held
 - A summary of stakeholder input is presented to the board
- As applications arrive in our office
 - Applications are monitored and applicants are notified of the deadlines to submit their materials
- After the closing date (**early April 2019**)
 - All the completed applicant files are forwarded to the consultants
 - The consultants begin the review and pre-interview process
- Approximately two to four weeks after the closing date (**mid-April 2019**)
 - Consultants provide information to the board on all applicants who completed the process
 - Consultants present summary profiles of qualified candidates to the board
 - The board selects the candidates it wants to interview
 - McPherson & Jacobson notifies each applicant not selected for an interview
- Soon after the board selects their candidates (**mid-May 2019**)
 - Semi-finalist interviews are conducted (if chosen by the board)
 - The board interviews its final candidates
 - The board selects their new superintendent
 - A criminal/financial/credential verification background check is conducted on the selected candidate
 - McPherson & Jacobson's consultants contact each candidate who was interviewed to notify them of their status

Consultants for Search

William Huyett

241 River Oaks Drive

Lodi, CA 95240

Email: b_huyett@macnjake.com

Phone: 209-334-3375

Educational Background

Administrative Credential	California State University	
M.A.T.	University of Virginia	Math Education
B.S.	University of Virginia	Mechanical Engineering

Professional Experience

Dates			Title	District	Location	Enrollment
2013	to	Present	Consultant	McPherson & Jacobson, L.L.C.	Omaha, NE	
2008	to	2012	Superintendent	Berkeley Unified School District	Berkeley, CA	9,000
2000	to	2008	Superintendent	Lodi Unified School District	Lodi, CA	30,000
1996	to	2000	Superintendent	Dixon Unified School District	Dixon, CA	4,000
1992	to	1996	Assistant Superintendent for Secondary Education	Elk Grove Unified School District	Elk Grove, CA	60,000
1998	to	1992	H.S. Principal	Elk Grove Unified School District	Elk Grove, CA	1,800
1984	to	1988	H.S. Principal	Elk Grove Unified School District	Elk Grove, CA	1,800
1982	to	1984	M.S. Principal	Elk Grove Unified School District	Elk Grove, CA	1,800
1978	to	1982	H.S. Vice Principal/Admin. Assistant	Elk Grove Unified School District	Elk Grove, CA	1,800
1974	to	1978	Mathematics & Physics Teacher	Elk Grove Unified School District	Elk Grove, CA	1,800

Professional Organization Memberships

Name of Organization	Offices Held
California High School Task Force	Chair of the Curriculum Committee
Northern California Superintendents Association	Secretary/Treasurer
WASC Advisory Committee	Committee Chair
ACSA Superintendent Academy Faculty	

Aida Buelna-Valenzuela

19755 Country Road 94A

Woodland, CA 95695

Email: a_buelna-valenzeula@macnjake.com

Phone: 530-666-4117

Educational Background

Prof. Admin. Services Credential	1991	California State University	
M.A.	1989	California State University	Teacher Ed.
Bilingual/Bicultural Specialist Credential	1983	California State University	
Ryan Multiple Subject Credential	1979	California State University	
B.A.	1978	California State University	Liberal Studies

Professional Experience

Dates		Title	District	Location
2015	to Present	Consultant	McPherson & Jacobson, L.L.C.	Omaha, NE
2007	to 2015	Superintendent	Esparto Unified School District	Esparto, CA
2005	to 2007	Administrator, Child Development	Sacramento City Unified School District	Sacramento, CA
1995	to 2005	Director of School Improvement	Woodland Joint Unified School District	Woodland, CA
1997	to 1998	Visiting Educator	California State Department of Education	CA
1993	to 1995	Elementary Principal	Rio Lunda School District	Rio Lunda, CA
1989	to 1993	Vice Principal	Woodland Joint Unified School District	Woodland, C A
1987	to 1989	District Bilingual Coordinator		
1983	to 1987	Bilingual Elementary Teacher	Woodland Joint Unified School District	Woodland, CA
1980	to 1983	Bilingual Elementary Teacher	Washington Unified School District	Sacramento, CA
1979	to 1980	High School Bilingual Math Teacher	Delano Union High School District	Delano, CA

Professional Recognition/Awards

Date	Name of Award	Awarding Organization, Committee, etc.	State
2013	Superintendent of the Year	Region III ACSA	CA
2013	Pilar Andrade Service Award	Yolo County Concilo	CA
2012	Administrator of the Year	FFA	
2012	Round Table Administrator	Texas A & M	TX

Selected References

Fallbrook Union High School District

2234 South Stagecoach Lane

Fallbrook CA 92028

School Phone: 760-723-6332

School District Contact: Kim Mills

Board Contact: Sharon Koehler 760-533-8083, 760-723-0247

Search Year: 2013/14

Enrollment: 2,600

Parlier Unified School District

900 S. Newmark Ave.

Parlier CA 93648

School Phone: 559-646-2731

School District Contacts: Gloria Gomez 559-646-2731 ex 1003

Elizabeth Wilson 559-646-2731 ex 1061

Board Contact: Juan Garza 559-305-1373, 559-356-6129

Search Year: 2017/18

Enrollment: 3,435

Soledad Unified School District

1261 Metz Rd.

Soledad CA 93960

School Phone: 831-678-3950/831-678-0786

Board Contact: Jodi Massa, 831-809-4686

Search Year: 2016/17

Enrollment: 4,870

Sample Brochure

The Fallbrook Union High School District, in partnership with the community, provides an environment which offers all students a fundamentally sound education enabling them to function effectively as citizens, parents, life-long learners, consumers, and workers in a global society.

Find out more about Fallbrook Union High School District:

www.fuhisd.net

APPLICATION & SELECTION PROCEDURE

available at: www.macnjake.com



MCPHERSON & JACOBSON, L.L.C.
7905 I. St., Suite 310
Omaha, Nebraska 68127
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

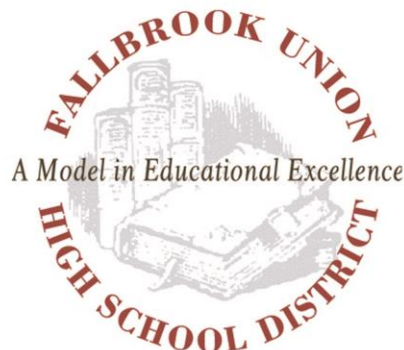
1. Application deadline: July 16, 2014
2. Finalists selected by board of trustees: August 4, 2014
3. Interviews with board of trustees: Week of Aug. 11, 2014
4. Selection of new superintendent: August 2014
5. Starting date: Negotiated with Finalist



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. In the final process, the board may visit the district where the candidate is employed, but will not proceed without the knowledge and consent of the candidate.

Fallbrook Union High School District is an Equal Opportunity Employer.

An Invitation to Apply for the Position of Superintendent



Fallbrook, California

The Position

The Fallbrook Union High School District Board of Trustees, Fallbrook, California, is seeking a highly qualified and fully certified leader to serve as Superintendent. The start date is negotiable with the finalist.

McPherson & Jacobson L.L.C. Executive Recruitment and Development, in collaboration with the California School Boards Association, 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.

Qualifications

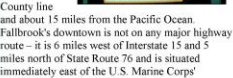
The candidate must have the background, skills and abilities essential for excellence in educational leadership. The board has identified the following desired characteristics.

Fallbrook Union High School District is looking for a person who:

- Is respectful, approachable, open-minded, communicative, willing to listen, prepared, and trustworthy.
- Is a visionary leader, able to motivate with a high level of personal integrity.
- Demonstrates effective collaborative leadership skills, including the ability to get people to work together for the future of the school district. Has the ability to use those leadership skills to motivate others and to create a positive climate in the school and community.
- Understands the unique needs of the district and learns about the local demographics.
- Is an enthusiastic and motivational leader dedicated and committed to the development of children of diverse populations. Creates a climate that fosters positive risk-taking.
- Possesses a willingness to live in and become actively involved in the community, and maintains a high level of visibility in the school and the community.

The Community

Fallbrook an unincorporated rural community located in northern San Diego County, California, just a few miles southwest of the Riverside County line and about 15 miles from the Pacific Ocean. Fallbrook's downtown is not on any major highway route – it is 6 miles west of Interstate 15 and 5 miles north of State Route 76 and is situated immediately east of the U.S. Marine Corps' Camp Pendleton.



The area is known for its gently rolling hills, lush groves, ancient oak trees, equestrian and walking trails, riparian areas, nature preserves and Mediterranean climate. The average daytime temperature in Fallbrook is 76 degrees and, due to the prevailing ocean breezes, the humidity is low.

The population of Fallbrook is approximately 30,000 (2010 US Census). The community is known for its avocado groves and claims the title "Avocado Capital of the World." The Avocado Festival is held in the downtown strip annually and frequently draws large crowds.



The District

The Fallbrook Union High School District encompasses about 130 square miles and operates one comprehensive high school, one independent study high school, and one continuation high school. The District serves about 2,600 students residing in the communities of Fallbrook, Bonsall, Oceanside, Vista, Rainbow, Pauma Valley, Pala, and Marine Corps Base Camp Pendleton.

Fallbrook High School serves approximately 2,400 students in grades 9 to 12. The school offers many co-extracurricular clubs and has participation by students in FFA, Career-Technical programs, intra-mural sports, and the performing arts. Special programs include Honors and Advanced Placement courses in multiple content areas, a Guaranteed Admission program with California State University, San Marcos, programs to support English language learners, and intervention programs for struggling learners. The school is WASC accredited.



Ivy High School is the District's continuation high school. Approximately 140 students are served on the site. This campus provides quality academic programs leading to a high school diploma in a small school setting. Ivy is WASC accredited.

Oasis High School is the District's Independent Study school with approximately 110 students. Oasis is WASC-accredited.

The annual budget for the district is \$34,133,398.

Our Vision

The Fallbrook Union High School District will create a national model of educational excellence which will be the pride of our community and will meet the needs of every student and staff member in the twenty-first century.

The 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 ranges from one to eight years.

Name	Occupation	Years Served
Mrs. Sharon Koehler, President	Retired	6 years
Ms. Sherry Ludwig, Clerk	Teacher at Palomar Community College	4 years
Mr. Michael Schulte	Director, Core-Mark International	8 years
Mr. James O'Donnell	Inspector General, Marine Corps Bases West	1 year
Mr. Richard Goodlake	Retired	1 year

Responsibilities of Albany Unified School District and McPherson & Jacobson, L.L.C.

Event	McPherson & Jacobson's Tasks
1 st board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> The consultant guides the board in determining the following items <ul style="list-style-type: none"> ○ Characteristics for the new superintendent ○ The search calendar ○ Compensation parameters ○ Identify the appropriate constituent groups for stakeholder input ○ Advertising venues <input type="checkbox"/> The consultant works with the Point of Contact to compile: <ul style="list-style-type: none"> ○ Information to create the brochure announcing the vacancy ○ The list of names to be invited to the community input meetings
After 1 st meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Application link is posted online <input type="checkbox"/> Brochure announcing the vacancy is created <input type="checkbox"/> Advertising is started <input type="checkbox"/> Vacancy announcements are sent out <input type="checkbox"/> E-mails are sent to applicants registered with McPherson & Jacobson notifying them about the opening <input type="checkbox"/> E-mails are sent to consultants regarding the opening, requesting they invite candidates to apply for the position <input type="checkbox"/> Opening is posted on social media and additional venues
During application period	<ul style="list-style-type: none"> <input type="checkbox"/> Consultants recruit candidates that fit the position <input type="checkbox"/> Monitors applicants and where they are in the application process <input type="checkbox"/> Notifies applicants of the closing date for submitting their materials <input type="checkbox"/> Lead consultant keeps the board up-to-date on the search
Stakeholder meetings are scheduled	<ul style="list-style-type: none"> <input type="checkbox"/> Home Office sends out invitations to the community stakeholder meeting(s) after receiving the information from the consultant and the district
Stakeholder meetings	<ul style="list-style-type: none"> <input type="checkbox"/> Consultants facilitate the stakeholder meetings, recording the input <input type="checkbox"/> An online stakeholder input survey is created, the link is posted on the McPherson & Jacobson website and also provided to the district to post
Stakeholder meetings completed	<ul style="list-style-type: none"> <input type="checkbox"/> Consultant summarizes key themes and gives the results to the district <input type="checkbox"/> Copy of summary is sent to Home Office <input type="checkbox"/> The stakeholder input summary report is created
2 nd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Review stakeholder input summary report and provide copies to the district <input type="checkbox"/> The consultant guides the board in determining the following items <ul style="list-style-type: none"> ○ Interview questions ○ Length of contract, moving and interview expenses ○ Spouse/significant other's involvement in interview process ○ District Interview Schedule ○ Candidate Daily Interview Schedule <input type="checkbox"/> Interview questions are sent to Home Office to be formatted
Prior to 3 rd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Applicant packets are reviewed by the consultants and reference checks are performed <input type="checkbox"/> Contact candidates on short list and verify their interest in the position <input type="checkbox"/> Meet with stakeholder group chairs to review schedule, procedures and screen questions

Event	McPherson & Jacobson's Tasks
3 rd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> The consultant facilitates the board's <ul style="list-style-type: none"> ○ Review of the list of all applicants ○ Overview of candidates on short list ○ Selection of finalists ○ Finalizing of interview dates & schedule ○ Review of interview questions & procedures ○ Finalizing candidate & spouse/significant other arrangements <input type="checkbox"/> Contact finalists and schedule interview dates, review schedule, discuss compensation and contractual issues <input type="checkbox"/> Work with Point of Contact to coordinate interviews (transportation, lodging, interview locations, etc.) <input type="checkbox"/> Send Candidate Daily Interview Schedule to each finalist <input type="checkbox"/> Notify the applicants who were not selected to be interviewed
Interviews	<ul style="list-style-type: none"> <input type="checkbox"/> Call Point of Contact after 1st interview to learn how it went <input type="checkbox"/> Call 1st candidate to learn their perspective and how the interview went <input type="checkbox"/> Suggest any possible improvements <input type="checkbox"/> Be available for questions <input type="checkbox"/> Be present at interviews if request is made by school district (additional fee for this service)
Finalist selected and accepted	<ul style="list-style-type: none"> <input type="checkbox"/> Call and make offer to candidate <input type="checkbox"/> Verify acceptance <input type="checkbox"/> Conduct criminal/financial/credential verification check on selected candidate <input type="checkbox"/> Call other finalists <input type="checkbox"/> Sends out letter of congratulations to candidate who was chosen
Phase V	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate board and superintendent's identification of 2-3 performance objectives and evidence of progress the board will accept <input type="checkbox"/> Consultant reviews superintendent's plan

Albany Unified School District

Event	School District's Tasks
1 st Board Meeting	<input type="checkbox"/> Provides consultant with the necessary information to create the brochure; the name of the Point of Contact; and the board member list <input type="checkbox"/> Reviews the brochure
Community meetings are scheduled	<input type="checkbox"/> Names and addresses are sent to Home Office for community member stakeholder meeting invitations <input type="checkbox"/> Notifies internal stakeholders of times and locations for stakeholder meetings <input type="checkbox"/> Posts dates, times and locations of meetings and public forum(s) and encourages stakeholder attendance <input type="checkbox"/> Publishes link to online stakeholder input survey
3 rd board meeting	<input type="checkbox"/> Board decides if they wish to conduct semi-finalist interviews <input type="checkbox"/> Assist with lodging arrangements and welcome gifts <input type="checkbox"/> Arrange for spouse/significant other tour <input type="checkbox"/> Arrange logistics for stakeholder focus groups
Semi-finalist Interviews	<input type="checkbox"/> The board interviews each semi-finalist <input type="checkbox"/> The board determines the finalists to be interviewed
Interviews	<input type="checkbox"/> One candidate per day <input type="checkbox"/> Board member greets each candidate upon arrival to district <input type="checkbox"/> Coordinates candidate's meeting with stakeholder focus groups and retrieval of input forms <input type="checkbox"/> Informal interview-social setting <input type="checkbox"/> Formal interview <input type="checkbox"/> Spouse/significant other's visitation is coordinated
Meeting to Select Finalists/ Finalist selected and accepted	<input type="checkbox"/> Board members meet and discuss each candidate individually <input type="checkbox"/> Individually rank order candidates <input type="checkbox"/> Read input forms submitted by stakeholder focus groups <input type="checkbox"/> Select minimum of #1 and #2 candidates <input type="checkbox"/> Contact consultant with selection results <input type="checkbox"/> Send interview forms and files to the Home Office <input type="checkbox"/> Board completes an evaluation of the search service provided by McPherson & Jacobson
Phase V	<input type="checkbox"/> Superintendent creates plan with target objectives and timelines <input type="checkbox"/> Board adopts plan <input type="checkbox"/> Send copy of plan to Home Office

Investment

The investment for conducting the superintendent search is \$12,900 for Phases I-V.

The total not to exceed amount including expenses is \$17,760 (*Candidate interview expenses are not included in this amount.*)

Included in the expenses:

- Four (4) weeks of print advertising in EdCal (40-word ad)
- Sixty (60) days of advertising on EdJoin
- Two (2) days of stakeholder meetings
- Consultant travel expenses for four (4) trips to the district
- One online stakeholder input survey (in English)
- Video interviews for five (5) candidates
- Criminal/financial/credential verification background check for the final candidate
- Office expenses

McPherson & Jacobson is committed to working with the school district until a superintendent is identified and hired. If a second round of candidate selection is necessary, the only cost to the district would be the additional expenses, there is not an additional fee.

Additional Services:

In addition to the basic services provided, McPherson & Jacobson can provide at no additional charge the following services:

- Assist the board in revising and updating the superintendent's job description.
- Assist the board in developing an effective contract.
- Provide assistance in negotiating the contract with the finalist.
- Schedule an on-site visitation to the finalist's home district.

Price Breakdown for Search Activities

Phase	Description of Services	Fee	Expenses	Additional Costs/Notes
I	Meet with board to start search process. Start development of application materials. Initiate advertising.	\$2,700	\$2,340	Expenses include consultant travel and \$2,000 in advertising costs. Advertising costs are determined by the media selected by the board; therefore, this amount is an estimate only.
II	Conduct stakeholder input meetings. Begin candidate recruitment.	\$3,000	\$1,290	Expenses are based on one (1) team of two (2) consultants conducting stakeholder meetings for two (2) days. If the board chooses additional meetings beyond the two (2) days, the expenses will increase. Online input survey in English is included, additional languages are \$50 each. The fee for additional days of stakeholder meetings is \$500 per day per consultant plus expenses.
III	Continue candidate recruitment. Conduct reference checks on applicants.	\$3,000	\$300	Expenses include office expenses for candidate recruitment and conducting reference checks.
IV	Meet with the board to review applicants and identify finalists to be interviewed. Assist board with interview questions and schedule. Coordinate candidate visits to the district.	\$2,700	\$590	Expenses include preparation of materials, consultant travel expenses and video interviews of five (5) candidates. Fee does not include consultants being present for the interviews
V	Meet with the board to determine the superintendent performance objectives.	\$1,500	\$340	Expenses include preparation of materials and consultant travel expenses.
Totals		\$12,900	\$4,860	Fees and/or expenses will increase if <ul style="list-style-type: none"> • the board chooses advertising media over \$ 2,000; • the board requests more than <u>two (2)</u> days of stakeholder input sessions; • the board requests additional languages for the online stakeholder input survey • the board requests more than 5 shortlist candidate videos • actual travel costs increase due to changing prices.
	Total*	\$17,760		<i>*based on parameters above</i>

Identifying and Recruiting Applicants

While McPherson & Jacobson does not represent candidates, we keep a data base of quality candidates. Once a board identifies the characteristics it desires in its new superintendent, the consultants from McPherson & Jacobson, L.L.C. will identify and aggressively recruit, on a national level, candidates who match the board's identified criteria.

Over one-fourth of McPherson & Jacobson consultants are minorities or female. We use our consultant network to track the careers of successful administrators. We also work closely with universities, colleges, and professional organizations that represent and promote minority and female applicants.

McPherson & Jacobson stays current with trends in educational leadership by being an active participant and presenter at many national and state education conferences. We participate in Job Central at the American Association of School Administrators (AASA) Conference, the National School Boards Association annual conference, and others such as the AASA Women's & Minority Leadership Conference. In addition, McPherson & Jacobson consultants are members of the National Alliance of Black School Educators (NASBE), and the Association of Latino Administrators and Superintendents (ALAS).

Once the board has identified its selection criteria, the consultants of McPherson & Jacobson will immediately begin to identify potential applicants both locally and nationally. McPherson & Jacobson has over 100 consultants across the United States; we will send the information to all of our consultants across the United States, asking them to nominate candidates who would be a good match. Those candidates will be invited to apply. Some of our best candidates may not be actively seeking another position and will need to be recruited.

We do not maintain a stable of candidates, but we do follow the careers of successful administrators. Individuals who are currently looking to take a new position are encouraged to register with us so they can receive notification of the vacancies we are representing. We have over 2,000 potential applicants currently registered with McPherson & Jacobson who will receive notification of the superintendent opening. Additionally, we will vigorously pursue current or emerging leaders through personal contact.

We have maintained an ongoing presence at the American Association of School Administrators' Job Central at their annual conference where we have an opportunity to meet and interact with potential applicants. We have been invited two years in a row to be the only national firm to have a presence at the American Association of School Administrators' Female and Minority Administrators' conference. In addition, we have maintained an ongoing presence at the National Association of School Boards' annual conference. We represent three state school board associations as their superintendent search process; therefore we are the only private firm allowed to participate in their Job Central.

Guarantee

McPherson & Jacobson is committed to working with the school district until a superintendent is identified and hired. If a second round of candidate selection is necessary, the only cost to the district would be the additional expenses, there is not an additional fee.

If the board chooses to use our complete service, we will guarantee our process for two (2) years. If the person selected leaves the position, for whatever reason, within the guarantee period, we will repeat the process at no charge except actual expenses.

We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

Stakeholder Involvement

Initial stakeholder input sessions

The consultants will meet with groups identified by the board to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board. The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include. An online survey option will be provided to stakeholders who are unable to attend the scheduled meetings.

Meeting the candidates

A representative group of eight to twelve people will be selected to represent each of the groups identified by the board. The consultants will meet with a chairperson for each group to discuss their roles and responsibilities. The purposes of these groups are two-fold: one, to promote the school district and community to the candidate; and two, to form an impression of each candidate, which they will share with the board. The consultants will coach each group on how to conduct the meeting with each candidate and what questions they can or cannot ask. The consultants will also provide the chairpersons with a form in which, using group consensus, they will record their impressions of each candidate. The forms will be sealed in an envelope after meeting with each candidate and turned in to the district contact person. Upon completing the interview process with all candidates, the board will receive and open the forms from each group.

Process for Obtaining Staff Input

The consultants will meet with central office administrators, building administrators, teachers, classified staff, and students, to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board.

Our normal protocol is to host meetings for the teachers and classified staff in the afternoon, right after school dismissal to give the maximum opportunity for the staff to participate. Central office and building administrator meetings are scheduled at multiple locations to maximize the opportunities for their input. Student input sessions are not scheduled during class time, they are normally held during lunch breaks.

Process for Obtaining Parent and Community Input

The consultants will meet with parents and community stakeholders, to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board.

Our normal protocol is to host meetings for the parents and community stakeholders in the evenings at multiple locations to allow as many stakeholders as possible to give their input.

Process for Obtaining Online Stakeholder Input

McPherson & Jacobson will create an online input survey to allow stakeholders to submit their input. At the request of the district, surveys for multiple languages can be developed and posted.

California Searches Conducted by McPherson & Jacobson, L.L.C.

Alisal Union School District

1205 E. Market St.
Salinas, CA 93905
School Phone: 831-753-5700
Search Year: 2015/16
Enrollment: 9,000

Alpine Union School District

1323 Administration Way
Alpine, CA 91901
School Phone: 707-747-8300
Search Year: 2015/16
Enrollment: 1,700

Anderson Union High School District

1469 Ferry Street
Anderson, CA 96007
School Phone: 530-378-0568
Search Year: 2018/19
Enrollment: 1,800

Benicia Unified School District

350 East K St.
Benicia CA 94510
School Phone: 707-747-8300
Search Year: 2014/15
Enrollment: 5,000

Brawley Elementary School District

261 D Street
Brawley, CA 92227
School Phone: 760-344-2330
Search Year: 2015/16
Enrollment: 4,000

Calexico Unified School District

901 Andrade Ave.
Calexico, CA 92231
School Phone: 760-768-3800
Search Year: 2017/18
Enrollment: 8,966

Cold Spring School District

2243 Sycamore Canyon Rd
Santa Barbara CA 93108
School Phone: 805-969-2678
Search Year: 2016/17
Enrollment: 175

Conejo Valley Unified School District

1400 E. Janss Rd
Thousand Oaks CA 91362
School Phone: 805-497-9511
Search Year: 2014/15
Enrollment: 19,500

Denair Unified School District

3460 Lester Road
Denair CA 95316
School Phone: 209-632-7514
Search Year: 2017/18
Enrollment: 1,500

El Monte Union High School District

3537 Johnson Ave
El Monte CA 91731
School Phone: 626-444-9055
Search Year: 2014/15
Enrollment: 9,500

Elk Grove Unified School District

9510 Elk Grove-Florin Rd.
Elk Grove CA 95624
School Phone: 916-686-5085
Search Year: 2014/15
Enrollment: 62,000

Fallbrook Union High School District

2234 South Stagecoach Lane
Fallbrook CA 92028
School Phone: 760-723-6332
Search Year: 2013/14
Enrollment: 2,600

Fort Sage Unified School District

100 D.S. Hall St
 PO Box 35
 Herlong CA 96113
 School Phone: 530-827-2129
 Search Year: 2016/17
 Enrollment: 180

Glendale Unified School District

223 North Jackson St.
 Glendale CA 91206
 School Phone: 818-241-3111
 Search Year: 2014/15
 Enrollment: 26,200

Golden Valley Unified School District

37479 Avenue 12
 Madera, CA 93636
 School Phone: 559-645-3570
 Search Year: 2017/18
 Enrollment: 1,950

Gustine Unified School District

1500 Meredith Ave.
 Gustine CA 95322
 School Phone: 209-854-3784
 Search Year: 2014/15
 Enrollment: 1,830

Hemet Unified School District

1791 W. Acacia Ave.
 Hemet, CA 92545
 School Phone: 951-765-5100
 Search Year: 2015/16
 Enrollment: 21,000

Johnstonville Elementary School District

704-795 Bangham Lane
 Susanville, CA 96130
 School Phone: 530-257-2471
 Search Year: 2015/16
 Enrollment: 205

Lakeside Union School District

14535 Old River Road
 Bakersfield CA 93311
 School Phone: 661-836-6658
 Search Year: 2014/15
 Enrollment: 1,310

Nevada Joint Union High School District

11645 Ridge Rd
 Grass Valley, CA 95945
 School Phone: 530-273-3351
 Search Year: 2017/18
 Enrollment: 2,600

New Haven Unified School District

34200 Alvarado-Niles Rd
 Union City CA 94587
 School Phone: 510-471-1100
 Search Year: 2016/17
 Enrollment: 12,148

Newcastle Elementary School District

450 Main St.
 PO Box 1028
 Newcastle CA 95658
 School Phone: 916-259-2832
 Search Year: 2014/15
 Enrollment: 796

Old Adobe Union School District

845 Crinella Dr.
 Petaluma CA 94954
 School Phone: 707-695-6633
 Search Year: 2013/14
 Enrollment: 1,700

Oxnard Union High School District

39 S K St.
 Oxnard CA 93030
 School Phone: 805-385-2500
 Search Year: 2015/16
 Enrollment: 16,500

Parlier Unified School District

900 S. Newmark Ave.
 Parlier, CA 93648
 School Phone: 559-646-2731
 Search Year: 2017/18
 Enrollment: 3,435

Paso Robles Joint Unified School District

800 Niblick Rd
 PO Box 7010
 Paso Robles CA 93446
 School Phone: 805-769-1000
 Search Year: 2013/14
 Enrollment: 6,500

Penn Valley Union Elementary School District

14806 Pleasant Valley Rd.
 Penn Valley CA 95946
 School Phone: 530-432-7311
 Search Year: 2014/15
 Enrollment: 700

Pollock Pines Elementary School District

2701 Amber Trail
 Pollock Pines CA 95726
 School Phone: 530-644-5416
 Search Year: 2015/16
 Enrollment: 800

Red Bluff Joint Union High School District

1260 Union St.
 Red Bluff CA 96080
 School Phone: 530-529-8710
 Search Year: 2013/14
 Enrollment: 1,622

Richland School District

331 N. Shafter Ave.
 Shafter, CA 93263
 School Phone: 661-746-8600
 Search Year: 2015/16
 Enrollment: 3,504

Roseville Joint Union High School District

1750 Cirby Way
 Roseville, CA 95661
 School Phone: 916-786-2051
 Search Year: 2017/18
 Enrollment: 10,300

Saugus Union School District

24930 Avenue Stanford
 Santa Clarita, CA 91355
 School Phone: 661-294-5300
 Search Year: 2017/18
 Enrollment: 10,000

Sausalito Marin City School District

200 Phillips Drive
 Marin City CA 94965
 School Phone: 415-332-3190
 Search Year: 2015/16
 Enrollment: 524

Soledad Unified School District

1261 Metz Rd.
 Soledad, CA 93960
 School phone: 831-678-0786
 Search Year: 2016/17
 Enrollment: 4,800

Sonora Union High School District

100 School Street
 Sonora, CA 95370
 School phone: 209-533-8510
 Search Year: 2017/18
 Enrollment: 1,000

Ventura Unified School District

255 W. Stanley Ave., Suite 100
 Ventura, CA 93001
 School phone: 805-641-5000
 Search Year: 2016/17
 Enrollment: 17,000

**Winship-Robbins Elementary School
District**

4305 S Meridian Rd

Meridian CA 95957

School Phone: 530-696-2451

Search Year: 2013/14

Enrollment: 200

California Consultants

Mrs. Janice Adams

Retired Superintendent
Benicia, California

Mrs. Nicole Anderson

Educational Consultant
Vallejo, California

Ms. Aida Buelna

Retired Superintendent
Woodland, California

Mr. Robert Challinor

Retired Superintendent
Victorville, California

Mr. Julian Diaz

Retired Superintendent
Oroville, California

Mr. Robert Ferguson

Retired Superintendent
Napa, California

Mr. William Huyett

Retired Superintendent
Lodi, California

Mr. Benjamin Johnson, II

Board Member
Riverside, California

Dr. Barry Kayrell

Retired Superintendent
Murrieta, California

Dr. Steven Lowder

Retired Superintendent
Stockton, California

Dr. Michael McCoy

Superintendent
Muroc Joint USD, North Edwards
Bakersfield, California

Mr. Dennis Murray

Retired Superintendent
Murrieta, California

Dr. Marilyn Shepherd

Retired Superintendent
Friant, California

Dr. John Sugiyama

Retired Superintendent
Indio, California

Mr. Edward Velasquez

Retired Superintendent
Chino, California

Ms. Teri Vigil

Board Member
Falls River Joint Unified School Dist.
McArthur, California

Dr. Thomas Jacobson, CEO/Owner

McPherson & Jacobson, L.L.C.
Omaha, Nebraska

Dr. Steve Joel, National Recruiter

Superintendent
Lincoln, Nebraska

Transparency—The McPherson & Jacobson Difference

One of the hallmarks of McPherson & Jacobson, L.L.C. is the belief that the search for a public executive should be conducted with as much transparency as possible. We have designed a process, which keeps the board in complete control of the search, while inviting various stakeholder groups to provide input and become meaningfully involved in the process. The openness of the process has not gone unnoticed. The following article discusses McPherson & Jacobson's stakeholder involvement.

Report details what community members want in new Elk Grove district superintendent

Residents, teachers and students in the Elk Grove Unified School District are all looking for the same characteristics in a new superintendent, according to report from McPherson & Jacobson LLC, an executive search firm hired by the district.

They want someone who is collaborative, culturally competent, approachable, has integrity and strong communication skills and is visible at schools. They also want someone who can lobby for legislation, policy and resources at the state and federal level, according to the report.

...

The report, compiled from more than 20 meetings with community members and stakeholders, was distributed to board members and others at a school board workshop Wednesday afternoon.

"It's a good process – to get a feel for the community, employees and students," said board President Priscilla Cox.

The report also says that stakeholders are in sync about issues at the district that they would like a new superintendent to know about. They list the achievement gap at the top of their list of concerns, as well as institutional racism and equity in the distribution of resources between schools.

They want the new superintendent to know that there is a split on the school board that makes it difficult for staff to work with trustees and that there is a need to re-establish trust between the administration and staff, according to the report.

The report will be used to help select a superintendent and will be distributed to the candidates so they can understand the community's needs, said Bob Ferguson, a consultant for McPherson and Jacobson LLC. The new superintendent also will receive a copy as a guide to taking the helm of the district.

The process is very effective, said William Huyett, a consultant for McPherson and Jacobson. By the third or fourth meeting, common themes began to emerge.

“It’s a healthy thing to talk to your stakeholders and to find out what the issues are,” Huyett said.

The school board adjourned to a closed session with the expectation that it would identify finalists for interviews that will begin Friday.

...

The entire board will conduct formal interviews of candidates in closed sessions. Interviews could continue Monday if the board selects more than four finalists. Representatives of employee, district and community organizations have also been selected to participate in the interviews.

**Taken in part from Lambert, Diana, *Sacramento Bee*,
Wednesday, Sep. 3, 2014 - 9:30 pm**

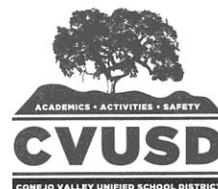
What Board Members Say About the Service of McPherson & Jacobson, L.L.C.

BOARD OF EDUCATION

Betsy Connolly, D.V.M., President
Pat Phelps, Vice President
Mike Dunn, Clerk
Peggy Buckles, Member
John Andersen, Member

SUPERINTENDENT

Jeffrey L. Baarstad, Ph.D.



June 3, 2015

To Whom It May Concern:

We have just completed a successful search for our new superintendent with the able assistance of Anita Johnson and Ed Velasquez, our consultants from the search firm McPherson & Jacobson, LLC.

The entire process was handled in a highly professional manner. Every question was answered, every concern addressed. Rather than following a scripted process, the board remained in control of the style and substance of the search but without the burden of its execution. As board president, I worked closely with our consultants and came to depend on them for insight and advice. Their experience, with the search process and with the issues faced by education agencies was invaluable.

We were on a tight timeline and, like many board members, I have a demanding schedule outside of my school board responsibilities. Anita and Ed were available to me in the evening and on weekends when questions and conflicts arose. They did the detail work and planning so that we didn't have to. The level of support and encouragement provided was extraordinary. I cannot imagine doing a search without them.

The number and quality of the applicants was reassuring to the board and spoke to the success of the initial planning process and the skillful execution of our plan. I believe that our consultants represented us enthusiastically to potential candidates, thus helping to develop a high quality candidate pool. Our board constructed a rigorous candidate assessment that no doubt placed additional burdens on our consultants. They didn't waiver or complain. During our post interview discussion of the applicants, our consultants provided insight and guidance without attempting to influence the final outcome. Honestly, with such a difficult and important decision, it was critical to have their advice and support.

That support didn't stop with the selection of a finalist. Anita kept in touch with me, and with our selected candidate, as we worked through the contract development and public announcement process. It is for these reasons, and many more, that I give our consultants and their firm, my enthusiastic endorsement.

Betsy Connolly DVM

July 2018

To Whom It May Concern:

Teri Vigil, consultant for McPherson & Jacobson, L.L.C., led our school district in the search for a new district superintendent/principal. It was my pleasure to serve as the point of contact for this endeavor.

I found Teri to be accessible, knowledgeable and professional. But, most of all, I appreciated her sincere caring for our district. Serving, as she does, on the school board of a small, rural district, Teri knows the needs and issues affecting rural districts. She truly understands the need for a special individual to lead such a district.

McPherson and Jacobson enabled our search to cover the United States.

Teri flew the position via McPherson and Jacobson, completed the paper screening of applicants, carried out the reference checks and then presented the school board with a list of possible candidates to be interviewed. Our small, rural district was presented with first-class candidates from which to choose.

Teri also contacted candidates to be interviewed, set up the interviews, provided the list of interview questions to be used and served as the facilitator of the interviews. The list of interview questions used were based on the earlier work completed with stake- holders. These questions were focused on the specific needs and concerns of those stakeholders.

The result of the work done on behalf of our district by McPherson and Jacobson, L.L.C., and most especially by Teri Vigil, has enabled us to put into place a dynamic, accomplished Superintendent/Principal.

It was a pleasure to work with Teri. Her work on behalf of our district gave me peace of mind; I did not have to worry about the quality, or thoroughness, of the superintendent/principal search. Teri always kept the children in the district as the primary focus of this search; she worked to find a candidate who would strive to do the best for the students of Fort Sage Unified School District.

Claire Schumacher

Vice President

Fort Sage Unified School District Board of Trustees

Applicant Diversity

While McPherson & Jacobson does not represent candidates, we keep a data bank of quality candidates. Once a board identifies the characteristics it desires in its new superintendent, the consultants from McPherson & Jacobson, L.L.C. will identify and aggressively recruit, on a national level, candidates who match the board's identified criteria.

Over 25 percent of McPherson & Jacobson consultants are minorities or female. We use our consultant network to track the careers of successful administrators. We also work closely with universities, colleges, and professional organizations that represent and promote minority and female applicants.

McPherson & Jacobson has placed numerous minority/female candidates; our most recent placements are listed below:

<u>Search Year</u>	<u>School District/Entity</u>	<u>Person Placed</u>
2017-2018	Foreman School District, AR	Mrs. Patricia Tankersley
2017-2018	Jackson Public Schools, MS	Dr. Errick Greene
2017-2018	McCleary School District, WA	Ms. Shannon Ramsey
2017-2018	Fort Sage Unified School District, Herlong, CA	Dr. Christopher Bonn
2017-2018	Madison County School District, Ridgeland, MS	Ms. Kimber Halliburton
2017-2018	Roseville Joint Union High School District, CA	Dr. Denise Herrmann
2017-2018	Mabton School District, WA	Mr. Joseph Castilleja
2017-2018	Saugus Union School District, Santa Carlita, CA	Dr. Colleen Hawkins
2017-2018	Denair Unified School District, CA	Dr. Teresia Chevalier-Metzger
2017-2018	Reynolds School District, Fairview, OR	Dr. Danna Diaz
2017-2018	Soap Lake School District, WA	Ms. Darnella Pray
2017-2018	East End School District, Bigelow, AR	Ms. Lori Edgin
2017-2018	Ogden Community School District, IA	Dr. Pamela Dodge
2017-2018	Webster City Community Schools, IA	Dr. Amanda Ross
2017-2018	Liberty Elementary School District, Buckeye AZ	Dr. Lori Shough
2017-2018	South Central Nebraska Unified #5, Fairfield, NE	Ms. Julie Otero
2017-2018	Ellensburg School District, WA	Mrs. Jinger Haberer
2017-2018	Parlier Unified School District, CA	Mr. Jamie Robles
2016-2017	Cold Spring School District, Santa Barbara, CA	Dr. Amy Alzina
2016-2017	New Haven Unified School Dist., CA	Dr. Arlando Smith
2016-2017	Carlsbad Municipal Schools, NM	Dr. Gregory Rodriquez
2016-2017	School District of Fort Atkinson, WI	Dr. Beverly Brown
2016-2017	Starkville Oktibbeha Consolidated School District, MS	Dr. Eddie Peasant
2016-2017	Richland School District, CA	Dr. Dagoberto Garcia

2015-2016	Oxnard Union High School Dist., CA	Ms. Penelope DeLeon
2015-2016	Alisal Union School District, CA	Dr. Hector Rico
2015-2016	Johnstonville Elem. School Dist., CA	Dr. Melanie Spears
2015-2016	East Dubuque School District, IL	Mrs. Tori Lindeman
2015-2016	Hemet Unified School District, CA	Ms. Christi Barrett
2015-2016	Ottumwa CSD, IA	Ms. Nichole Koolker
2015-2016	Charlotte-Mecklenburg Schools, NC	Dr. Clayton Wilcox
2015-2016	Rapid City Area School District, SD	Dr. Lori Simon
2015-2016	Francis Howell School District Saint Charles, MO	Dr. Mary Hendricks-Harris
2015-2016	Glendale Unified School District, CA	Mr. Winfred Roberson
2015-2016	Grand Island Public Schools, NE	Dr. Tawana Grover
2015-2016	Othello School District No. 147, WA	Dr. Kenneth Hurst
2014-2015	Penn Valley Union Elementary School District, CA	Dr. Torie England
2014-2015	Newcastle Elem. School District, CA	Ms. Denny Rush
2014-2015	Seattle Public Schools, WA (Director of Enrollment Planning)	Ms. Ashley Davies
2014-2015	Caney Valley USD 436, KS	Mr. Blake Vargas
2014-2015	Birmingham City Schools, AL	Dr. Kelley Gacutan
2014-2015	Cherokee Community School Dist., IA	Ms. Kimberly Lingenfelter
2014-2015	Chief Leschi Schools, Puyallup, WA	Dr. Amy Eveskcige
2014-2015	Colts Neck Township Schools, NJ	Ms. Mary Jane Garibay
2014-2015	Conejo Valley Unified School District Thousand Oaks, CA	Dr. Ann Bonitatibus
2014-2015	El Monte Union High School Dist., CA	Dr. Irella Perez
2014-2015	Gustine Unified School District, CA	Mr. William Morones
2014-2015	Hot Springs School District, AR	Mr. Mike Hernandez
2014-2015	San Juan Island School District Friday Harbor, WA	Dr. Danna Diaz
2014-2015	Sunnyside Unified School District Tucson, AZ	Mr. Steven Holmes
2014-2015	Unity Charter School, Morristown, NJ	Ms. Connie Sanchez
2014-2015	Watson Chapel School District Pine Bluff, AR	Dr. Connie Hathorn
2013-2014	Arkansas Arts Academy(Benton County School of Arts), AR	Mrs. Mary Ley
2013-2014	Caddo Parish Public Schools Shreveport, LA	Dr. Theodis Lamar Goree
2013-2014	Fallbrook Union High School District, CA	Dr. Hugo Pedroza
2013-2014	Gardner Public Schools, MA	Ms. Denise Clemons
2013-2014	Hermitage School District, AR	Dr. Tracy Tucker
2013-2014	Mary M. Knight School Dist., WA	Dr. Ellen Perconti
2013-2014	Winship-Robbins Elem. Schools, CA	Dr. Laurie Goodman
2013-2014	Valley Springs School Dist., AR	Ms. Judy Green



MCPHERSON & JACOBSON, L.L.C.
 Executive Recruitment & Development
in collaboration with the California School Boards Association



11725 Arbor Street, Suite 220 ♦ Omaha, Nebraska 68144 ♦ Phone: 402-991-7031/888-375-4814
 Fax: 402-991-7168 ♦ Email: mail@macnjake.com ♦ Website: www.macnjake.com

CONTRACT FOR SERVICES

This Contract for Services (“Agreement”) is made and entered into as of the date set forth below by and between **McPherson & Jacobson, L.L.C.** (hereinafter referred to as “Consultant”) and the **Albany Unified School District, Berkeley, California**, Board of (Education/Directors/Trustees, etc.) (hereinafter referred to as the “District”).

1. **Services.** The Consultant agrees to provide the following services, as specifically selected by the District in Section 3 below.

PHASE I

Working with the District, and any groups identified by the District, Consultant will:

- Using a group consensus, decision-making process with the District, identify the desirable characteristics of the future superintendent.
- Establish appropriate timelines and target dates for the selection process.
- Assist the District in establishing compensation parameters for final candidate.
- Determine with the District, media advertising venues

PHASE II

In Phase II, Consultant will:

- Identify and solicit input from various groups identified by the District.
- Prepare summaries of the various groups’ input and submit those summaries to the District.
- Develop an application form unique to your vacancy that reflects the criteria established by the District.

- Develop a promotional brochure, which will:
 - describe the demographics of the community
 - give an overview of the school district and its outstanding features
 - list the selection criteria that the District identified
 - outline the timeline for the selection process
 - outline the application procedures.
- Develop a vacancy announcement and advertise the position with the appropriate media and professional organizations.
- Post application information and notify interested applicants.
- Actively recruit applicants who will meet the district's needs.
- Keep applicants informed of their status in the selection process.

PHASE III

In Phase III, Consultant will:

- Read and evaluate all completed applicant files.
- Evaluate each applicant based upon the criteria and characteristics established by the District.
- Conduct Internet searches on the final candidates
- Conduct complete reference checks on final candidates.
- Develop a set of interview questions for the District to use that reflects the identified criteria and characteristics.
- Assist the District in establishing an interview schedule.
- Assist the District in establishing interview and visitation procedures.

PHASE IV

In Phase IV, Consultant will:

- Review the top candidates with the District.
- Assist the District members in determining which candidates it wishes to interview.
- Provide video interviews of the shortlist candidates to the District (optional).
- Review interview questions with the District and provide an interview form.
- Review the interview and visitation procedures with the District.

- Coordinate and schedule meetings with the finalists and stakeholder groups identified by the District.
- Provide a process for the stakeholder groups to submit input to the District concerning all the finalists.
- Contact all final candidates and schedule interview times.
- Notify all applicants not selected for an interview.
- Assist the District and final candidates in making arrangements for visiting the school district.
- Establish and coordinate procedures for the significant other/partner's visitation to the district, if applicable.
- Keep all candidates informed of their status in the selection process.
- After the selection has been made, personally contact each finalist not selected
- Conduct criminal/financial/credential verification background checks on the selected candidate.

PHASE V

In Phase V, Consultant will:

- Work with the District and the new superintendent to establish performance objectives for the superintendent.
- Provide a guarantee.** (Length of guarantee period: _____).

**If the District contracts for the Consultant's services through Phase V, and timely pays all amounts owing to Consultant, the Consultant will provide the following guarantee. If the candidate ultimately selected by the District ends their employment with the District within the above-referenced guarantee period, Consultant will repeat the process at no additional charge, except that all expenses incurred by Consultant shall in any event be reimbursed by the District.

If the District chooses not to hold the meeting to Establish Performance Objectives for the new superintendent, the guarantee is null and void.

2. **Expenses**. In addition to the fee referenced in Section 3 below, District shall also reimburse Consultant for all expenses incurred by the Consultant, including, without limitation:

- All expenses for advertising the vacancy.
- Office expenses for the search.

- Telephone charges for reference checks and screening candidates.
- Travel and expenses of all applicants and consultant representatives for all trips to the District.
- Preparation of video interviews of semi-finalists/finalists
- Criminal / financial / credential background checks on candidates (Note: There is no additional charge for the criminal/ financial / credential checks for the selected candidate).

All materials developed in this search shall remain the property of the District.

3. Specific services contracted by the District:

_____ **Phase I**
 _____ **Phase II**
 _____ **Phase III**
 _____ **Phase IV**
 _____ **Phase V**

TOTAL FEE FOR THE CONTRACTED SERVICES \$ _____

4. Payment. Payment of the fees and expenses shall be as follows:

- (a) One-half (1/2) of the contracted fee referenced in Section 3 above shall be due and owing upon the execution of this Agreement;
- (b) All advertising/media expenses will be due and owing when the candidates are presented to the District for consideration; and
- (c) One-half (1/2) of the fee referenced in Section 3 above shall be due and owing, plus all remaining expenses shall be due and owing, upon the completion of the services by Consultant, in no event later than sixty (60) days after receipt of invoice. All amounts not timely paid shall bear interest at a rate of ten percent (10%) per annum. Consultant reserves the right to suspend the performance services during any period of delinquency.

5. Additional Terms and Conditions. By signing below, the parties also agree to the following additional terms and conditions:

The Consultant reserves the right to use third-party services to conduct reference / background / criminal / credential checks on candidates. Consultant makes no guarantee as to the accuracy or completeness of any checks that are conducted, whether directly by Consultant or through a third-party service.

Neither party shall have the authority to enter into agreements of any kind on behalf of the other party, and neither party shall have the power or authority to bind or obligate

the other party in any manner whatsoever. This Agreement is intended solely for the benefit of the parties, and it is not intended to confer third-party beneficiary rights upon any other person.

The provisions of this Agreement shall be interpreted and construed in accordance with their fair meanings and shall not be strictly construed for or against either party, regardless of which party may have drafted this Agreement or any specific provision herein.

Each party represents that it has full power and authority to enter into and perform this Agreement, and the person executing this Agreement has been properly authorized and empowered to take such action. Each party further acknowledges that it has read this Agreement, understands it and agrees to be bound by its terms.

Regardless of the basis on which District may be entitled to claim damages from Consultant (including breach of contract, negligence, misrepresentation, or any other contract or tort claim), Consultant's liability, if any, will in the aggregate for all claims, causes of action or damages, be limited to any actual direct damages incurred by the District, subject in all events to a maximum of the total fees (but not expenses) paid by the District to Consultant hereunder. Under no circumstances shall Consultant be liable for special, punitive, incidental or indirect damages or for any consequential damages (including lost profits, loss of business, revenue or goodwill, or loss of anticipated savings), even if informed of the possibility.

CONSULTANT MAKES NO EXPRESS OR IMPLIED REPRESENTATION OR WARRANTY REGARDING ANY OF THE CANDIDATES SUBMITTED TO THE DISTRICT FOR CONSIDERATION HEREUNDER, INCLUDING, WITHOUT LIMITATION, ANY REPRESENTATION OR WARRANTY RELATING TO QUALITY, LIKELIHOOD OF SUCCESS, FITNESS, PERFORMANCE OR FITNESS FOR ANY PARTICULAR PURPOSE.

No failure or delay in the exercise of any right, power, or privilege shall operate as a waiver of such right, power, or privilege. No waiver of any default on one occasion shall constitute a waiver of any subsequent or other default. No single or partial exercise of a right, power, or privilege shall preclude the further or full exercise thereof.

The provisions of this Agreement shall be deemed severable and the invalidity or unenforceability of any of its provisions shall not affect the validity and enforceability of any other provisions and the rest of this Agreement shall continue in effect to the fullest extent possible.

This Agreement shall be governed by and shall be construed, interpreted, and enforced in accordance with the substantive laws of the State of Nebraska, without reference to principles of conflicts of law. All disputes arising out of or relating to this Agreement, or the breach or default of this Agreement, shall be determined solely by a state or federal court located in or whose jurisdiction includes Omaha, Douglas County, Nebraska. EACH PARTY HEREBY WAIVES ITS RIGHT TO A JURY TRIAL FOR ALL CLAIMS, INCLUDING COUNTERCLAIMS AND TORT CLAIMS, WHICH IN ANY WAY RELATE TO THE SUBJECT MATTER OF THIS AGREEMENT.

This Agreement is binding on the parties hereto and shall inure to the benefit of the parties and their respective successors, assigns, except District may not assign or

transfer its rights or obligations hereunder without the express prior written consent of the Consultant.

This Agreement contains the entire agreement among the parties hereto with respect to its subject matter and supersedes all prior agreements, understandings, inducements or conditions, express or implied, oral or written, and any course of dealing or usage of the trade inconsistent with its terms. This Agreement may not be modified or amended except by a written amendment signed by both parties. No terms that are additional to or different from the terms of this agreement (including, without limitation, the terms of an invoice, acceptance, or acknowledgment of the District) shall be binding on either party hereto.

In witness whereof, the parties have signed and entered into this Agreement as of the date set forth below.

Albany Unified School District, Berkeley,
California ("District")

By: _____
Its: Authorized Representative

Date

McPherson & Jacobson, L.L.C. ("Consultant")

By: _____
Its: Authorized Representative

Date

SUPERINTENDENT SEARCH FOR Albany Unified School District

GOVERNING BOARD

Kim Trutane, President

Brian Doss, Vice President

Jacob Clark, Member

Clementina Duran, Member

Sara Hinkley, Member

Michaela Weinstein, Student Member

Audrey Mallah, Student Member

February 2019

CONFIDENTIALITY, INCLUSIVENESS, TRANSPARENCY



PRESENTED BY: THE COSCA GROUP

2290 LA MER COURT

COSTA MESA, CA 92627

714-318-1826 email: thecoscagroup@gmail.com

WWW.THECOSCAGROUP.COM



TCG Leadership Development Corporation

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TCG Leadership Development Corporation

January 29, 2019

Albany Unified School District
Members of the Board of Education
819 Bancroft Way
Berkeley, CA 94170-2226

Dear Members of the Board of Education:

Thank you for the opportunity to be considered as the search firm to assist in the selection of your new superintendent. As you are keenly aware, the selection of a superintendent to lead your district is one of the most significant decisions you will make as a Board of Education. The Cosca Group is ready and eager to work with you in this important endeavor.

The Cosca Group is composed of twenty-three partners and four associates which represent a diversity of major educational leaders with experience in a range of districts from 1,000 to 57,000 California students. We believe that we are the only firm whose members provide an extensive statewide and national recruitment base serving as a vital element of any successful search process. Because of this extensive network of colleagues, our superintendent searches attract a great number of qualified applicants within the state and on the national level. We are proud of the fact that The Cosca Group (TCG) has been successful in making lasting matching relationships between superintendents and districts in the superintendent searches that we have conducted.

Pat Puleo, our CFO and Jaime Castellanos will be the search consultants if the Board selects The Cosca Group. In the attached information you will note their extensive experience with Boards as superintendents, consultants working with Boards, and leaders of administrative organizations.

The Cosca Group's team of experts brings sound operational knowledge especially in the areas of Board/Superintendent relations and school district governance. It would be an honor to work with your district in identifying the candidates who will continue to meet the District's goals and expectations.

A major aspect of our process includes the extensive involvement of the various, board-identified stakeholders through focus groups, online surveys, phone interviews, and/or one-on-one interviews to determining the unique needs of the District. This outreach effort, in past searches, will make every effort to be inclusive and truly representative of the unique nature of the Albany Unified community; parents, administrators, certificated and classified staff and their bargaining units' leadership, students, district committees (i.e. PTA Council, DELAC), community groups, business leaders, and the socio-economic and ethnic groups which comprise the district. It is the intent of community involvement not only to gain input, but to build support for the Board, District, and new superintendent. The Cosca Group, because of its wide variety of expertise in all phases of school district leadership, will work with the Governing Board in the selection of a new superintendent and in developing effective supportive working relationships designed to best meet the needs of students, employees, and the community. A review of our references on page 14 and past searches listed on page 15 will show our group's successful experiences with districts of similar size, populations, and grade levels as yours.

The Cosca Group believes that the selection of the new superintendent is the most critical decision you will make. Selecting the right firm to assist you in the decision is the all-important first step. What are the critical elements you should consider in selecting the firm?

- Longevity of TCG placed superintendents is over 93%.
- Our fee is all inclusive.
- Board members can count on strong TCG communications throughout the process.
- A wide breadth of qualified candidates results from TCG's extensive network of partners in the state.
- TCG does not use a "stable" of candidates. Candidates are recruited to match the specific needs and requirements of the Albany Unified School District.
- The TCG consultants will work only on the Albany Unified School District search and will not conduct any other searches during the assigned timeline.
- If a suitable candidate is not selected as a result of the search, TCG will conduct a second search at no additional cost.
- TCG supports the new superintendent for one year of mentoring at no extra cost.
- TCG will provide, at no extra cost, a guided workshop with the new superintendent and the Board to assist with the early coalescence of the new governance team.
- TCG guarantees the new superintendent selection for the first year. Should a new search be warranted within that time, it would be conducted for expenses only and no additional cost.
- Once a superintendent is placed, TCG will not recruit that person for any future superintendent positions.
- All paper management, advertising, screening, reference checks, interview arrangements, and facilitation to guide the Board through selection process will be done by the search team members.
- Clerical needs will be done by the Cosca Group. The team will rely on the District staff to help contact focus group participants and arrange for meeting locations.

We look forward to the opportunity to present our proposal to you and your Board and then working with you in this most important endeavor. If you have any questions, please contact either Pat Puleo at 714-318-1826 or Jaime Castellanos at 661-510-0045. Thank you for your consideration.

Sincerely,



Frank A. Cosca, Jr., Ed.D.
President
The Cosca Group



George H. Bloch, Ed.D.
Vice President
The Cosca Group

THE COSCA GROUP PROFILE

WHO WE ARE

The Cosca Group was founded in 2000 and has been involved in over 60 plus searches. We are composed of twenty-three partners, two emeritus and four associates who are located throughout key areas of the north, south and central areas of the state. While our focus is on Superintendents searches we have been involved in other cabinet and site level leadership searches.

Who is The Cosca Group?

- Our partners successfully led geographically and culturally diverse school systems across California including small, suburban and urban school districts.
- All of our partners and associates have strong networks both within the state and on the national level.
- Many of our partners are bi-lingual in Spanish.
- Our partners and associates have held leadership roles in Association of California School Administrators (President and Executive Director), California School Boards Association, American Association of School Administrators, California Association of School Business Officials and California Coalition for Adequate School Housing, California Small Schools Association, California Association of Latino Superintendents, and California Association of Bilingual Educators.
- Many of our partners and associates teach or have taught graduate courses in Educational Leadership, School Finance and other specialties within the field of school Administration.
- Three of our partners have been California Superintendents of the Year and moved on for national recognition.
- Many of our partners and associates have received awards from educational and civic organizations; one of our partners was recognized by ACSA with the prestigious “Marcus Foster” award.
- Due to our strong performance, Boards have selected The Cosca Group for subsequent searches.
- Partners have held leadership positions in the Western Association of Schools and Colleges and chaired visitations in California, Hawaii, Pacific Islands and Asia.

SEARCH CONSULTANTS BIOGRAPHIES

PAT PULEO: CFO, The Cosca Group

Pat Puleo has had a comprehensive career in education. She served as Director of Education Programs, University Extended Education, at California State University, Fullerton, for six years. As part of that responsibility, she led outreach efforts and support to districts, on behalf of the university, in several districts (K-12) throughout Southern California in the areas of district program development, evaluation, curriculum and instruction, grant evaluation, support to underperforming schools, BTSA, and administrator mentoring.

Prior to her tenure at CSUF, Pat was the Director III of Education Services in the Fullerton School District (pre K-8), principal, and coordinator of special programs. She has distinguished herself throughout her career as evidenced by her being recognized as Administer of the Year in Orange County during her tenure as K-6 principal and received the Outstanding Service to the University Award from the College of Human Development and Community Service, CSUF, in 2000.

She has been working as a private consultant for fourteen years in district strategic planning, instruction, curriculum, evaluation, and mentoring throughout California. She has been a search team member/leader for districts ranging from 3000 to 54,000 students.

JAIME CASTELLANOS

Mr. Jaime Castellanos has been an educator for more than 34 years. He received both his undergraduate and graduate degrees from Loyola University of Los Angeles.

During his career, he has served as a middle and high school teacher, assistant principal, high school principal, assistant superintendent of secondary education, and as Superintendent of the William S. Hart Union High School District. His experience as an educator has encompassed serving in small rural school districts and large suburban districts ranging in size from 3,000 to over 24,000 students.

Mr. Castellanos has served as president of the ACSA South Coast Santa Barbara Chapter, treasurer of ACSA Region 13, and as a board member of the Boys and Girls Club of Santa Clarita. He has been honored by being selected as ACSA Region 15 Superintendent of the Year, Marcus Foster Memorial Award recipient, Golden Oaks PTA award and the Latino Chamber of Commerce Educator award. He brings expertise and experience in the areas of curriculum and instruction, budgeting, school facilities and mentoring staff.

OVERVIEW OF PROPOSED SEARCH AND SELECTION PROCESS FOR SUPERINTENDENT

The following “tentative” process will be modified as a result of discussion with and preferences of the Governing Board:

Preliminary Phase:

- ❖ Meet with the Board to adjust/modify/approve the Search and Selection Process and the accompanying proposed timeline.

Phase I:

- ❖ Meet with the Board and identify the District’s strengths and needs/critical issues. Based on those strengths and needs/critical issues, identify the characteristics desired in the new Superintendent. The Board will also identify groups and individuals representing community members, students, parents, teachers, classified employees, administrators, etc. to provide input to TCG. Discuss custom strategies to engage all representative communities within the District, including non-English-proficient constituents in the process.
- ❖ Meet and/or survey the identified groups and individuals and receive input (English and Spanish) regarding the District’s strengths and needs/critical issues. Based on that information, input will be received regarding the characteristics desired in the new Superintendent.
- ❖ Meet with the Board to examine the information obtained from group and individual meetings and surveys. The Board will reexamine and prioritize its own lists of strengths, needs/critical issues, and characteristics. Using the data, TCG will create a profile and criteria and submit an electronic brochure to the Board.
- ❖ Arrange for advertisements to be published, for example, in the EdCal newspaper, and other identified publications of the Board’s preference. TCG will disseminate recruitment materials and vacancy announcements, and correspond with experts in the field for nominations of potential candidates. All thirty-five TCG principal and associate members will actively recruit candidates who best characterize the ideal candidates for the District.
- ❖ Provide a status report to the Board.

Phase II:

- ❖ Maintain all applicant files and communicate with applicants regarding the status of their files.
- ❖ Continue to proactively identify and recruit outstanding candidates who have not applied.
- ❖ Screen all materials from all applicants. Extensive reference checks will be conducted through a process of telephone conversations, appraisal of materials, and preliminary references.

- ❖ Create a panel of experts in school district administration to screen and identify the most qualified applicants. Material will be developed which will describe and assess the finalists.
- ❖ TCG will provide a status report to the Board which will include a summary of qualifications of each of the candidates and those recommended for interview. The Board will approve candidates selected for interviews.

Phase III:

- ❖ Schedule interviews, to be conducted in closed session, with the agreed upon finalists and the Governing Board.
- ❖ Schedule and assist with a second set of interviews of the top candidate(s).
- ❖ A closed session with the Governing Board will be scheduled and TCG will assist, if requested, in the identification and confirmation of the finalist.

Phase IV:

- ❖ A site visitation to the district of the top candidate will be arranged and conducted.
- ❖ In closed session, coordinate the actual selection of the successful candidate by the Governing Board.
- ❖ Assist the Board, as directed, to negotiate an employment contract based upon a current compensation study.
- ❖ If desired, the Cosca Group facilitates a free transition meeting for the new Superintendent and Board of Education.
- ❖ If so desired, assist the Board in announcing the new Superintendent of Schools for the District.

Phase V:

During the following twelve months, TCG will:

- ❖ Provide free ongoing, on-call, mentoring for twelve months from both retired and active superintendents to the newly selected superintendent
- ❖ Provide a governance workshop for the new Superintendent and the Board, focusing on goal setting, evaluations, Board-Superintendent relations, role and functions of the Superintendent and the Board, etc.

TENTATIVE TIMELINE FOR RECRUITMENT AND SELECTION PROCESS

ACTIVITY	DESCRIPTION	TIME TO COMPLETE	ESTIMATED DATES
Phase I—Pre Recruitment	<ul style="list-style-type: none"> Meet with Board to review, modify and approve recruitment/selection process and to have Board members individually identify District strengths, issues and desired characteristics of Superintendent 	One week	March 5-8
Phase I—Pre Recruitment (cont.)	<ul style="list-style-type: none"> TCG meets/surveys employee and all stakeholder groups identified by the Board to identify district strengths, issues and desired characteristics of Superintendent. A written report of these meetings will be presented to the Board 	Two weeks plus, if necessary	March 18-22
Phase I—Pre Recruitment (cont.)	<ul style="list-style-type: none"> TCG prepares draft electronic brochure that includes a District profile, District strengths, issues and desired characteristics of Superintendent and application information and deadlines 	One week	
Phase I—Pre Recruitment (cont.)	<ul style="list-style-type: none"> TCG presents draft electronic brochure at Special Board meeting to the Board members 	TBD	
Phase I—Pre Recruitment (cont.)	<ul style="list-style-type: none"> Board receives an electronic brochure and application deadline at regular Board meeting 	TBD	April 2
Phase II—Recruitment by TCG	<ul style="list-style-type: none"> Electronic brochure distributed to California schools and to national organizations Ads placed in EdCal, CASBO, national publications, etc. TCG members actively recruit candidates Continual status reports to Board 	Four to six weeks	April 8-May 6 or 20

ACTIVITY	DESCRIPTION	TIME TO COMPLETE	ESTIMATED DATES
Phase III—Selection of Applicants for Interviews	<ul style="list-style-type: none"> • TCG screens all applicants • Initial reference checks conducted by TCG • Panel convened to identify most qualified candidates • Thorough reference checks completed on most qualified candidates • TCG prepares summary of qualifications, background material, etc. for Board review • Board identifies candidates for interviews 	Two weeks	May 28
Phase III—Selection of Applicants for Interviews (cont.)	<ul style="list-style-type: none"> • Board reviews all application materials and background information of applicants and our recommendations for interviews • Board selects candidates for interviews at Special Board meeting • TCG completes compensation study of districts selected by the Board if requested 	TBD	
Phase IV—The Interview Process	<ul style="list-style-type: none"> • Interview dates and process selected by Board • TCG contacts and schedules interviews of Board selected candidates • TCG develops preliminary list of questions for Board review and approval 	TBD	Week of June 4

ACTIVITY	DESCRIPTION	TIME TO COMPLETE	ESTIMATED DATES
Phase IV—The Interview Process (cont.)	<ul style="list-style-type: none"> Board conducts initial interview of selected candidates in Closed Session Board selects candidates for final interview 	TBD	TBD
Phase V—Appointment of the Superintendent (cont.)	<ul style="list-style-type: none"> Board approves District Superintendent employment agreement at regular Board meeting TCG assists with contract development with Board, candidate, and districts legal counsel 	TBD	
Phase V—Post Appointment Services from TCG	<ul style="list-style-type: none"> On-going mentoring for 12 months for new Superintendent, as requested 	12 months	End of June

COST ANALYSIS

Albany Unified School District

Superintendent Search 2019

TOTAL FEE OF \$21,624.00 IS BASED ON A SEARCH DESIGN SPECIFIC TO THE ALBANY UNIFIED SCHOOL DISTRICT AND IS ALL INCLUSIVE AND INCLUDES ALL THE FOLLOWING:

- All expenses of the consultants
- All meetings with community at all input sessions
- Provide Board with written report of all input sessions
- All meetings with the Board
- All clerical expenses
- Development of electronic brochure for the position
- All advertising in state and national sources
- Background checks of all final candidates
- Scheduling of all interviews, notifications to all candidates, and assistance with the community visit of the successful candidate
- Preparation of a list of interview questions for the Board to review and decide what questions you want to use
- Provide the Board with guidance throughout the process
- Provide for one year of mentoring for the new superintendent
- Work shop with Board and the new superintendent

COPY OF CONTRACT

**Albany Unified School District
And
The Cosca Group**

AGREEMENT

THIS AGREEMENT made and entered into this day of , by the Albany Unified School District, a political subdivision of the State of California (hereinafter "DISTRICT") and The Cosca Group, (hereinafter, "CONSULTANT").

I.

The DISTRICT desires to retain a CONSULTANT to perform special services for the search and recruitment of the superintendent.

II.

CONSULTANT is specially trained, experienced and competent to perform such special services and render such advice.

III.

1. CONSULTANT, upon notice to proceed from the DISTRICT, shall provide to the DISTRICT such special services and advice more particularly set forth in the Proposal, which is incorporated by reference herein. CONSULTANT and DISTRICT both agree to be bound by all of the terms and conditions set forth in said Exhibit "A".
2. In consideration of the foregoing, DISTRICT shall pay CONSULTANT A FEE NOT TO EXCEED \$21,624.00. CONSULTANT shall invoice DISTRICT in three installments as follows:
 - (1) \$7208.00 at the time of the development and presentation of the profile.
 - (2) \$7208.00 at the presentation of a slate of final candidates.
 - (3) \$7208.00 at the appointment of the new superintendent.

Terms of payment shall be net 45 days.

3. CONSULTANT shall well and faithfully perform each and all of the obligations set forth in the Agreement. CONSULTANT shall at all times be deemed an independent contractor, and neither the CONSULTANT nor any of its employees shall be considered employees of the DISTRICT for any purpose.
4. At all times, CONSULTANT shall work in cooperation with, and pursuant to the direction of the Superintendent of the DISTRICT, or the Superintendent's designee.
5. The DISTRICT shall have the right to terminate this Agreement at any time upon fifteen (15) calendar days' prior written notice. Should the Agreement be terminated, the DISTRICT shall be responsible for payment related to all services provided by the CONSULTANT up to the point of termination.

WHEREFORE, the parties have executed this Agreement on the date first above written:

FOR: Albany Unified School District

Dated: By: _____
Signature

Name

Title

FOR: THE COSCA GROUP

Dated: By: _____
Pat Puleo
Partner

2290 La Mer Court
Costa Mesa, CA 92627
Phone: (714) 318-1826

Federal I.D. Number: 33-0972414

REFERENCES

Quotes from Board members and recommendation letters:

“The combined experience and personalities of our Cosca Group search leaders, as well as their guarantees to conduct a transparent, open process and provide consulting services to the newly hired superintendent during the transitional year, truly made the difference for our team.”

“There was not one stone left unturned. From parents to teachers to administration to classified staff, not to mention the input of numerous community groups, everyone had their say before the brochures were designed and the postings went out.”

“We are so pleased with the services that our Cosca Group consultants provided. Here are some of the actions that impressed us:

- Very professional behavior with our stakeholders in gathering information
- Polished skill in capturing what the stakeholders and board members were saying
- Their availability and quick response time
- The comprehensive detail in which they researched the applicants”

“From the first meeting our consultants were on the go, uniting our community, all our stakeholders, as well as members of the Board into defining our superintendent’s most desirable attributes. They spent many hours of meetings as well as phone calls to obtain their information. In no time, they had a professional brochure stating our expectations. They then interviewed candidates, checked references, and sorted through all the applications. Finally they selected their top candidates, explaining why the non-recommended were not at the standards they wanted to offer us for our new leadership.”

“We were amazed at the quality of candidates their brochure attracted.”

“They emphasized their objective of getting the right superintendent/district match for the sake of our students. They promised a winner and they delivered! The process, from beginning to end, exceeded our expectations!”

“We cannot express how thankful we are to our Cosca Group consultants for all the guidance and excellence they gave us on a tight time budget. Our Board, District, and community are thrilled with their professional work. We commend The Cosca Group for the high degree of professionalism and organizational skills demonstrated throughout this process. We recommend The Cosca Group to any district looking for a well-organized and professional firm to conduct the recruitment and hiring of a superintendent.”

“These gentlemen not only delivered what they promised in their proposal but also became our ‘eyes and ears’ throughout the process. They demonstrated their extensive experience in superintendent searches along with their strong commitment to perform the work outlined in their proposal. They came to know our board members, our staff, our community, our district, our priorities and needs with amazing depth in a relatively short period of time.”

“Since selecting our new superintendent, our consultants have continued to be available for him and for the Board. They’ve met with our superintendent to help him through the problems that he’s been confronted with as a new superintendent. They’ve also met with the board to assist in the development of a new evaluation process.”

PARTIAL LIST OF SEARCHES

Baldy View Regional Occupational Program	Bonita Unified School District (2)
Chino Valley Unified School District	Culver City Unified School District
Delhi Unified School District	Desert Sands Unified School District
El Rancho Unified School District	Eastside School District
El Segundo City Police Department	Escondido Union School District
Fillmore Unified School District	Hayward Unified School District
Hermosa Beach City School District	Huntington Beach City School District
Keppel Union School District	King City Unified School District
Laguna Beach Unified School District	Livermore Valley Joint Unified School District
Lytle Creek Development Partners	Madera Unified School District
Monrovia Unified School District	Monterey-Peninsula Unified School District
Moreno Valley Unified School District	Morgan Hill Unified School District
Mountain View-Whisman School District	National City School District
Novato Unified School District	Ocean View School District
Orange Unified School District	Palos Verdes Peninsula Unified School District
Paradise Unified School District	Redondo Beach Unified School District
Rialto Unified School District	Rosemead School District
Saint Helena Unified School District	San Bernardino Unified School District
San Gabriel Unified School District (2)	San Lorenzo Unified School District (2)
Santee School District	Silver Valley Unified School District
South Pasadena Unified School District	Sweetwater Union High School District
Sulphur Springs School District	Tahoe Truckee Unified School District
Tamalpais Union High School District	University of Southern California
Vista Unified School District	Washington Unified School District (2)
Washington Union School District	Waugh School District
Windsor Unified School District	Wiseburn School District
Woodland Joint Unified School District (2)	Yosemite Unified School District