

*An Invitation to Apply for the Position of*  
*Superintendent*  
**Folsom Cordova**  
**Unified School District**



Rancho Cordova, California

# The Position

The **Folsom Cordova Unified School District, Rancho Cordova, California**, Board of Education, is seeking an effective leader and fully qualified **Superintendent**. The Board wishes to have the successful candidate assume the responsibilities of the position on **July 1, 2024**.

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 Education in identifying and screening the candidates.

**Enrollment:** 21,000

**Location:** 14 miles east of Sacramento

## Qualifications:

The candidate must have the background, skills, and abilities essential for excellence in student centered leadership. They must be committed to supporting the whole child to include programs that nurture a healthy life, social emotional well-being and development of the creative talents of our students. Our next superintendent must be able to recognize and support a vision around students demonstrating achievement in diverse ways and must be able to provide agency for students to access resources they need to achieve both academic and social success. Ultimately, they empower students, families, and the community to be involved in a transparent decision-making process that results in equitably benefiting all students.

The board recognizes that selecting a superintendent is one of the most important decisions it will make. The board desires candidates that have a proven ability and demonstrated accomplishments for the following position criteria:

- 1) An effective educator** who is committed to student excellence and achievement and understands the unique, diverse needs of students, including our underserved and vulnerable youth and families. As the district instructional leader, the Superintendent must know how to guide the implementation of research-affirmed practices around culturally responsive curriculum and instruction and assist in the selection of purposeful professional development while employing multiple assessments that result in increased achievement for all students. This instructional leader should have demonstrated how they have implemented strategies to close achievement, opportunity, and access gaps for target student groups, including a focus on race and gender.
- 2) An operational manager** who has the ability to understand and implement solutions to complex issues of California school finance, education law, collective bargaining and strategic planning. The superintendent must be a leader who has the knowledge and skills of all aspects of district and site leadership while demonstrating operational expertise and the ability to implement long-range educational and fiscal plans that benefit students. This specifically includes budget development, bond management, and the ability to prioritize and equitably direct resources based on student needs through utilizing the Local Control Accountability Planning (LCAP) and/or strategic planning process. This leader has demonstrated the ability to manage and monitor personnel practices of evaluation, hiring, and discipline to ensure a healthy culture for all employees. They have strong management skills and enthusiastically approach the daily operations of the district with flexibility while prioritizing key issues in the district centered around student needs.



## The Position (continued)

**3) A visionary and innovative leader** who has the ability to effectively articulate and model a clear vision for the school district and supports the staff through a unique leadership style that yields systemic and sustainable change. This Superintendent interacts with all district partners in order to advance educational initiatives that serve students and families. This leader employs innovative strategies through strong team-building skills, empowering staff by developing their knowledge and skills, delegating responsibilities, building leadership from within, and providing ongoing professional development. This leader has demonstrated a history of being an innovative problem solver in the arenas of fiscal management, collective bargaining, facilities, and other operational functions to ensure the district is on the cutting edge of educational advancements.



**4) An educational equity leader** who has the moral compass and courage to act upon all decisions through an equity, diversity, and inclusion lens. This proven equity leader must be passionate, yet emotionally intelligent in the demonstration of intentional and strategic leadership driven by data and research to systemically address educational equity gaps. This person is culturally proficient and values diverse cultures, genders, and ethnicities while assessing their needs in order to respond effectively in classrooms and amongst staff. This equity leader understands how to ensure resources are allocated to students based on their individual needs to support them reaching their full academic and social potential. This leader actively engages in the interruption of inequitable policies, practices, and structures that perpetuate racism and all forms of oppression.

**5) Communicator and collaborator:** The superintendent is a compassionate listener who thinks about and works to incorporate the thinking of others before making any final decisions. This leader communicates often and with purpose through strong verbal, written and digital communication skills that are accessible to all. This superintendent is a team builder who is able to unify people through establishing trusting, transparent, inclusive, and respectful relationships with the board, administration, staff, students, parents, and community. This empathetic leader demonstrates willingness, understanding and ability to engage with all stakeholders and to be visible in the schools and in the community in a meaningful and discernible way. This person can competently engage diverse cultures, enjoys engaging with different people, and effectively listens to diverse perspectives.

### Requirements:

- Any combination of education, training and experience equivalent to a master's degree and five years increasingly responsible management experience in a school district setting.

### Preferences:

- The ability to speak Spanish
- Possess or be able to obtain a California Administrative Credential
- California administrative experience at the cabinet level
- Successful experience as a teacher and leader at the classroom, site and district levels
- Has a strong working knowledge of best business practices and budget development
- Hold a Doctoral Degree in their chosen field

## School Board

The School Board consists of five members, elected to serve four-year terms. The incumbency of the members ranges from 2 to 7 years.

Name	Occupation	Years Served
Mr. Tim Hooey	Mental Health and Wellness Coordinator	4 years
Mrs. Jennifer Laret	Vice President of A4 Promotions & Incentives	2 years
Mr. David Reid	Legal Attorney	5 years
Mr. Chris Clark	Program Manager	7 years
Ms. Kara Lofthouse	Owner Education Support Business	2 years



### APPLICATION

available at

[www.macnjake.com](http://www.macnjake.com)

11725 Arbor Street, Suite 220

Omaha, Nebraska 68144

Phone: (888) 375-4814

Fax: (402) 991-7168

E-mail: [mail@macnjake.com](mailto:mail@macnjake.com)



California School Boards Association



An application for superintendent should include:

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

Candidates are asked not to directly contact board members. 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 school board may visit the district where the candidate is employed, but will not proceed without the knowledge and consent of the candidate.

### Selection Time Line

- ♦ Closing date for applications: **March 14, 2024 (11:30p.m. central time)**
- ♦ School Board selects finalists to interview: **April 10, 2024**
- ♦ Interviews with the School Board: **April 20-21, 2024**
- ♦ Selection of new Superintendent: **May 2 or 16, 2024**
- ♦ Start date: **July 1, 2024**

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