

Association of California School Administrators Region 5

2021-22 Organization Responsibility Chart Executive Board

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| President | Provide leadership in establishing and maintaining an equitable, positive and successful organization through shared decision making while focusing on the vision and mission of the Association of California School Administrators. To lead and facilitate region meetings. To be the master of ceremonies at region events unless it pertains to one of ACSA's committees and councils. To assist charter Presidents with charter events as well as region events. To assist in ACSA recruitment. To attend all leadership assembly meetings as well as the Leadership Summit. |
| Charter Presidents | To communicate with their charter members' information of events, recruitment, ACSA Awards and chair one region activity. In addition, organize one charter event for recruitment and social interaction. |
| President Elect | To assist the President in taking minutes, meeting attendance, pictures of events, and co-chair one of the region events. Attend all leadership assembly meetings as well as the Leadership Summit. |
| Treasurer | To maintain fiscal solvency through developing a balanced budget with the region board. Give a budget report at each meeting if necessary. Complete the year end ACSA Audit report and submit to State ACSA. Support our region by being on at least one of the region committees on events. In August of each year, ensure the President, State Board representative and consultant are added as signatories to accounts. Region Treasurer and Consultant are responsible for the region credit/debit card. VP of Legislative Action To attend all VPLA meetings, consult with the representative to the Legislative Policy Committee to report to ACSA's stance on legislative recommendations to the ACSA Board that are related to school districts and school sites. Coordinate the development of regional recommendations to the region board for legislative candidate endorsements on behalf of state ACSA. Encourage and foster participation in, and understanding of, the political process by all members of ACSA; To develop and maintain local relationships with state legislators and federal representatives; coordinate with the Consultant communication about ACSA's Annual Legislative Action Day, including coordination of local member participation, attendance and logistics. Support charter Presidents and President elect by being on at least one of the region committees on events. |
| Delegate | To attend all leadership assemblies, report to the board on important information shared at the leadership assembly. Support charter Presidents and President elect by being on at least one of the region committees on events. |
| State Board Rep | To attend all leadership assembly and board meetings, and the Leadership Summit. Report to the board on important information that was reviewed at ACSA State board meetings. Assist charter Presidents by participating on one of the events. |

The Board of Directors is the governing body of ACSA whose authority includes the following functions: employ and evaluate the executive director, establish a clear strategic direction for the association, and monitor the strategic plan; establish and monitor policies; govern the operation of the association; develop, approve and monitor the budget; approve committee appointments; ratify council appointments/elections; give final approval to political candidate endorsements; approve recommendations from issue-based task forces;

evaluate, review and approve reports and recommendations from the Leadership Development Committee; approve position papers, recommend bylaw changes to the leadership assembly, and approve annual dues. (Revised January 2017, LA) 5.02 Composition and Qualifications. The board shall consist of five officers and 19 directors of the association. Annually, up to four directors-at-large may be appointed by the President, with the approval of the board, to achieve a more balanced representation in the best interests of the association. Qualifications of board members should include the following considerations: job-alike disciplines, ethnicity, age, gender, size of districts, urban/rural geographic areas of the state, demonstrated leadership abilities, and governance experience. (New: DA May 2016) 5.03 State Officers Each region shall elect a State Board Director for a three-year term, who shall be a member of their region board during their term. A State Board Director elected by a Region may serve two (2) non-consecutive terms. A State Board member who fills an open region State Board position and does not serve a complete three-year term, may serve consecutive terms and may not exceed a total of 6 years on the Board. At-large directors shall serve for a one-year term, can be re-appointed twice for one-year terms, and may subsequently serve a full three-year term as an elected State board director.

Past President

To assist the President and President elect in taking minutes (if the President elect is absent), assist with the region awards celebration. Assist with needs of the Board, including participation in region or chapter events as appropriate.

Region Consultant

The consultant will work in support of the Region President and Region Board of Directors to ensure efficient and effective operation of the Region's governance and initiatives within the framework of State-wide ACSA goals and mission.

Responsibilities and Duties

- At the direction of the Region President, prepare and timely distribute agendas and notices for meetings of the Region's Board of Directors.
- Secure facilities and meals for meetings of the Region Board of Directors, and for Region sponsored events and coordinate accounts payable for these meetings and events with the Region Treasurer.
- Facilitate the logistics of Region Board Members' attendance at ACSA Leadership Assemblies, Leadership Summit, Legislative Action Day and Committee and Council meetings.
- In coordination with the Region Treasurer, insure approved reimbursements for travel and lodging are made to eligible Members.
- Coordinate the timely update and maintenance of the Region 5 website.
- Assist the Region Treasurer in maintenance Region bank accounts and production of financial reports.
- Maintain the Region Membership Roster.
- Attend, as necessary, State ACSA meetings, trainings and conferences.

Qualifications

- The Region Consultant will possess a skill set consistent with that gained from significant experience in California TK-12 education management and leadership, and significant active membership in ACSA
- The ability to engage in active listening and collaborate collegially with diverse individuals.
- Proficiency in oral and written communications.
- Basic proficiency in the use of digital management tools like MS Word, Google Suite and others, and the ability to use these tools to facilitate member communications, and update and maintenance of the Region website.
- Ability to travel overnight 3-4 times per year.

Committees & Councils

Responsibilities of State Committee/Council Members

(Updated September 2021)

All committee and council representatives for Region 5 must commit to a 2- year term and are to give a brief of ACSA committee and council meetings (written or in person) and are encouraged to participate in assisting our committees on region events.

Committee/Council members are presumed to be active and knowledgeable practitioners in their fields. They are expected to:

- Meet obligation of membership on the committee/council by attending committee council meetings and cooperating with the other committee/council members in fulfilling committee/council charges/tasks.
- Chair the region counterpart committee/council where this is consistent with region organization.
- Periodically report to the region board or leadership assembly, and when appropriate, to members via workshops or region newsletters.
- Conduct region committee/council meetings and/or multi-region or co-region activities and workshops.
- Meet objectives specified in the region committee/council charge (mission and vision statement).
- Work with region program chair in planning and conducting “job-alike” activities, training programs, and meeting designed to meet individual member needs.
- Facilitate the work of charter program chairs and committees/councils.
- Facilitate communication among charter, region, and state committees/councils.
- Report to members within the region.

Committees

ACSA/CAPEA

The following purposes of the ACSA/CAPEA Committee will advance the interests, needs and well-being of California students so that our schools will once again be the best in the nation and the envy of education worldwide: To identify and study issues in the areas of higher education, administrator preparation and licensing, professional development providers, and legislation for the purpose of building collaboration and informing policy. To work collaboratively to identify issues and concerns of higher education and k-12 public education, professional preparation and development, and partnerships among school district, institutions of higher education, and professional development providers. To influence and contribute to the education research agenda. To identify issues and make recommendations regarding increasing diversity and membership in the ranks of education administrators and professors of educational administration. ACSA members will be practicing administrators, appointed by ACSA's President. CAPEA member will be professors of education, appointed by CAPEA.

Co-Administrators

To educate and empower co-administrators and aspiring administrators (vice –principals, assistant principals, deans, coordinators etc.) in their role as instructional leaders within their schools and communities. To promote networking and increase communication among administrators and aspiring administrators. To provide access to professional development and mentoring experiences. To increase awareness of the co-administrator's role and the importance of that role.

Equity Committee

To build capacity in cultural proficiency of all leaders, within the association and throughout the state of California in order to effectively eliminate the educational gaps that reflect large numbers of underserved African American, Latinx and Pacific Islander students.

In order to accomplish this purpose, we will:

- Identify and research issues related to equity and diversity to ensure equal access and equitable outcomes for all members and students we serve.
- Develop strong recruitment and retention policies and practices to grow membership through relevant services, products, and resources that address the needs of underserved stakeholders.
- Recommend policies, practices, and resources which lead to quality instructional/educational programs and services to ensure that all students are college and career ready.
- Assist in the development of programs, resources, and materials to help leaders effectively respond to issues that arise from religious affiliation as well as cultural, ethnic, racial, linguistic, gender, sexual orientation, and economic differences among students and communities.
- Establish partnerships and communication links with national and state administrators, teachers, parents and other educational organizations.
- Assist the board in implementing aspects of the association strategic plan goals in regards to equity and diversity issues that impact students and leaders.

Leadership Development

The Leadership Development Committee, with a representation from each region, 2 board members and chaired by the ACSA State past President, was formed as an advisory committee to the ACSA State Board to look at the governance of the organization and provide

clarity, consistency and alignment of the bylaws of state ACSA, the regions, committees and councils. In addition to this work, the state board has asked the LDC to provide recommendations to the board on how they can help with the board's responsibility to provide leadership development and best practices for the committees and councils each year. Define association leadership needs, set criteria and requirements, and then build programs. Training and orientation strategies, mentoring/coaching opportunities, and other tasks that effectively develop leadership at the region, council/committee and board levels.

Legislative Policy

To identify and study areas of needed legislation affecting ACSA members and public education. To solicit sponsorship requests from ACSA members, and to sponsor bills that improve conditions in California schools. To student proposed legislation and, based upon ACSA's position on state and federal legislation. To assist in the establishment of the ACSA Legislative Platform.

Member Services

To Recruit, retain and recognize members. To identify trends and issues with membership categories that may require changes or adjustments. To support and help grow ACSA's Partner4Purpose program in order to further meet the needs of members. To monitor and ensure that region and charter bylaws align with state ACSA bylaws and that region and charters are in compliance with these regulations.

Retirement

To provide leadership, direction, clarification, and understanding of the California State Teachers' and California Public Employees' Retirement Systems to all ACSA members. To actively work with other members of the retirement coalition to protect and enhance the benefits of the California State Teachers' Retirement System and the California Public Employees' Retirement System. To investigate and to promote legislation that positively involvement, and service of retired ACSA members in the cause of improving the benefits of the California State Teachers' Retirement System and the California Public Employees' Retirement System.

Small School District

To advocate small school district issues within ACSA. To provide the Legislative Policy Committee information on legislation that would affect small school districts in conformance with ACSA's legislative platform and positions. To provide training and information to support small school district administrators. To facilitate networking between CSBA's Small School District Council and the Small School Districts Association Executive Committee.

Urban Education

To identify and study issues relating to urban education. To emphasize the need to improve educational opportunities for children in urban school districts. To Identify and articulate the educational opportunities for children in urban school districts. To identify and articulate the unique concerns of administrators in urban school districts. To recommend solutions and/or courses of action to deal with the problems and needs of urban schools. To identify and study issues and make recommendations on practices, policies, and positions to ACSA's leadership and staff and to state agencies/ legislators related to Urban Education.

Councils

C&I and Accountability

To identify and study issues and make recommendations on practices, policies, and positions to ACSA's leadership and staff and to state agencies related to curriculum, instruction, assessment, and accountability; To identify and disseminate best practices for administrators who work in the areas of curriculum, instruction and accountability, to ensure student centered instruction and services, which prepared all students to compete in an international society; To plan, develop, and coordinate professional learning programs, electronic media, and publications related to council business; To maintain liaison with the Western Association of Schools and Colleges (WASC), including nominating WASC commissioners; To review all non-ACSA request to conduct research using ACSA records. To maintain liaison with state agencies and other organizations which impact curriculum, instruction, accountability, interventions, assessment and evaluation; To assist ACSA membership recruitment

Adult Education

To identify and study issues relating to adult education. To recommend legislative positions to ACSA and advocate for legislation that advances public adult education statewide. To actively enhance and promote adult education's role with professional organizations, government officials, state agencies, school districts, business, industry, and community at large. To plan and coordinate professional growth opportunities for administrators of adult education programs.

Business Services

To identify, study and address issues related to business services and school funding. To recommend associated state budget positions and serve as a quick response team on state budget issues that impact public education. To enhance and promote business services' role within the education community. To build skills of business officials through workshops and conferences. To enhance communications with other ACSA committees, affiliated organizations, and state agencies in support of ACSA's overarching priorities.

Career Technical Ed

The purpose of the ACSA Career Technical Education Council is to support administration and ensure relevant high quality CTE programs that prepare Pre K- adult students for successful transition to careers and post-secondary education through: core integrated curriculum, legislation, advocacy, professional development, communication and collaboration.

Classified Ed Leaders

To build and maintain a vibrant network of classified educational leaders, who share a mutual commitment to excellence in the service and support of our students, and are valued members of their leadership team. To develop and enhance professional growth opportunities for classified educational leaders, promote ACSA membership, and encourage participation in all levels of ACSA.

Ed Options Council

To explore, promote, support, and influence solutions to financial, program, accountability, and legislative issues facing alternative education in the state agencies which impact curriculum, instruction accountability interventions, assessment and evaluation. To assist in ACSA membership recruitment.

Early Education

The Early Education Council is committed to improving the learning outcomes in the lives of young children (birth to 5 years old) to transition to kindergarten with essential skills as they continue their successful educational trajectory. The Council is committed to and takes on the responsibility of serving the diverse cultural and linguistic needs of students and their families. The Council will focus on the crucial standards such as developmental milestones; social and emotional learning; cognitive and physical skills; high quality professional development for Early Education administrators; and parental and community engagement.

- Elementary Education** To identify and study issues related to elementary and pre-school administrators. To recommend best practices and policies and to serve as advocates for high quality programs for all elementary and pre-school children. To serve as a forum in which elementary and pre-school administrators may resolve issues related to their professional efforts. To serve as a representative of elementary and pre-school administrators in meeting the goals and priorities of ACSA. To provide representation and leadership from ACSA to NAESP. To assist in the recruitment of elementary and pre-school administrators as ACSA members. To plan and coordinate professional growth opportunities for elementary and pre-school administrators.
- Human Resources** To identify and study issues relating to professionals responsible for personnel, employer/employee relations and other human resources programs. To provide leadership, direction, clarification, and understanding in such areas as personnel practices, employer-employee relationships, fair and equal employment practices, contract management, negotiations, retirement, legislation, credentials, management team concept, individual rights, and staff-related issues. To plan, provide, and encourage in-service training for administrators in this area, and to maintain liaison between ACSA and the American Association of School Personnel Administrators. To assist in the recruitment of personnel, employer/employee relations and other human resources administrators as ACSA members. To assist with addressing shortages in education and work with CTC to address the staffing challenges and opportunities. To promote the training and recruitment of individuals of diverse backgrounds as human resources administrators, and to assure due process to all members of ACSA.
- Middle Grades Ed** To identify and study issues relating to middle grades administrators and to recommend practices and policies which will lead to high quality programs for young adolescents. To strengthen a network for communication among middle grade administrators. To plan, provide, and encourage professional development programs for middle grade administrators. To assist in the recruitment of middle grades administrators as ACSA members. To encourage interaction and support between ACSA, the National Association of Secondary School Principals, the California Department of Education, and other organizations and agencies promoting the interests of middle grades education.
- Secondary Education** To identify and study issues and make recommendations to ACSA board of directors related to secondary education. To recommend practices and policies that will lead to high quality programs for secondary students. To recruit secondary administrators as members and to maintain a liaison between ACSA, National Association of Secondary School Principals (NASSP), California Interscholastic Federation (CIF), and other state agencies relating to secondary education. To plan and coordinate professional development programs for secondary education. To plan and coordinate professional development programs for secondary administrators.
- Student Services and Special Education**
The Student Services and Special Education Council supports administrators in the areas of special education, student services, and coordinated youth services by:
- Advocating best practices, policies, and legislation to ensure high quality student programs.
 - Improving collaboration and communication between general education, student services, special education, and other support agencies and organizations.
 - Facilitating the development and understanding of current trends and financial issues relating to their impact on student programs and services.

- Planning and coordinating timely and meaningful professional development offerings for new and experienced school administrators.
- Assisting in ACSA membership recruitment.

Superintendency

To identify and study issues related to the role and responsibilities of superintendents and proactively advocate for solutions. To strengthen a network for communication among superintendents. To be proactive in representing the viewpoints and vision of superintendents on critical education issues with a view toward influencing policy and practice at the local, state, and national levels. To plan strategies and practices that will influence the quality of education for all California students. To voice the critical need for stable sound finance for educating California's children. To represent superintendents in ACSA's relations with the Governor's office, Legislature, and State Superintendent of Public Instruction. To plan and coordinate professional development activities for superintendent positions. To encourage the active participation of superintendents and all other management team members in ACSA. To maintain a liaison relationship with ACSA and other state organizations and agencies.

Lead Ambassador

Positively represent ACSA to new members in your local region.

- Work with ACSA Member Services in personally welcoming all new members in your area.
- Provide leadership to a pool of local ambassador volunteers.
- Act as a conduit between ACSA Member Services and local ambassadors.
- Assist in the recruitment of local ambassadors when necessary.
- Collaborate with Member Services Department to improve new member onboarding.
- Attend annual trainings for Lead Ambassadors.
- Assist with providing training to local ambassadors.
- Attend local events as necessary.

Qualifications

- Enthusiastic and positive attitude.
- Genuine desire to help ACSA remain a first-class organization.
- Willingness to be socially active.
- Comfortable using email or text messaging.
- Comfortable using video conferencing, such as Zoom.
- Ability to travel to local school sites on occasion.