



2021-2022

# academies

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page 10

access & equity for  
english learners

page 11

co-administrators

page 12

curriculum &  
instructional leaders

page 14

equity administrators

page 15

personnel  
administrators

page 17

principals

page 18

pupil services

page 19

school business

page 21

special education

page 23

superintendents

The following calendar lists the beginning dates of the individual cohorts offered for the 2021-2022 academy year.

August 2021

20-21	Co-Administrators	Victorville
20-21	Special Education	El Monte
20-21	Special Education	Redwood City
27-28	Special Education	Sacramento
27-28	Personnel Administrators	San Diego

September 2020

10-11	C & I Leaders	Visalia
10-11	Equity Administrators	Rancho Cucamonga
10-11	Equity Administrators	Woodland
10-11	Personnel Administrators	Irvine
10-11	Personnel Administrators	Roseville
10-11	Principals	Bakersfield
10-11	Principals	Rancho Cucamonga
10-11	School Business	Riverside
10-11	Special Education	Riverside
17-18	C & I Leaders	Costa Mesa
17-18	Personnel Administrators	Danville
17-18	Pupil Services	Walnut Creek
17-18	Superintendents	Cerritos
17-18	Superintendents	Fresno
17-18	Superintendents	Sacramento
24-25	C&I Leaders	Salinas
24-25	Personnel Administrators	Azusa
24-25	Pupil Services	Rancho Cucamonga
25	Access & Equity for English Learners	Los Angeles

October 2020

8-9	Personnel Administrators	Ontario
8-9	Personnel Administrators	Stockton
22-23	Principals	Sacramento

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Visit **[www.acsa.org/academies](http://www.acsa.org/academies)** to select the academy of your choice and register online. You will also find information for additional academy locations added since the publication of this catalog!

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acsa  
locations

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## Find us online:

**Web site:** [www.acsa.org](http://www.acsa.org)

**Facebook:** [www.facebook.com/acsafans](http://www.facebook.com/acsafans)

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# the mission of acsa...

The Association of California School Administrators is the driving force for an equitable, world-class education system, and the development and support of inspired educational leaders who meet the diverse needs of all California students.

acsa  
is your  
career  
partner!

The Association of California School Administrators provides a full range of academies, in ten leadership specializations, to meet your needs as a school administrator, confidential employee or classified manager. Because ACSA represents all members of the district management team, we can help you build the administrative and leadership skills needed in your current job, while preparing you to take advantage of career advancement opportunities.

ACSA's job-specific academies provide a solid foundation in the application of leadership and management fundamentals for administrators who are new or aspiring to advanced leadership positions. The academies are seen as the "fast track" into your career as a superintendent, principal, business manager, curriculum and instruction or personnel administrator, special education/pupil services director, confidential employee or classified manager. We invite you to take advantage of these exceptional high quality professional learning opportunities as ACSA continues to innovate to better meet your needs.

The academies attend to the California Professional Standards for Educational Leaders (CPSEL) and the standards for the California Commission on Teacher Credentialing's (CTC) Professional Clear Administrative Services Credential (CASC) program. The ACSA Clear Administrative Credential Program is CTC-approved (see additional information at [www.acsaorg/credentialing](http://www.acsaorg/credentialing) and on page 7).

## Benefits of academy participation

Academies offer a number of distinctive professional learning benefits including:

- Sustained, job-embedded professional learning that is supported by extensive materials and resources, and extended professional networking.
- Academy hours, if pre-approved by the credentialing program leadership and documented on the individualized induction plan (IIP), may be included in the clear administrative credential candidate's professional development plan (see additional credentialing information on page 7).

**Note:** Academies are not an independent clear administrative services credential pathway.

## Academy program resilience

Academies will preserve the long-standing hallmarks of high quality professional learning and networking through:

- Convening an uninterrupted schedule of Academy meetings throughout the school year,
- Expanding the opportunity for Academy participation statewide, and
- Enhancing the capacities of Academy Directors and presenters to lead and deliver engaging online learning.

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ONLINE AT:**  
[www.acsa.org/academies](http://www.acsa.org/academies)

# Academy specializations

ACADEMY NAME	70 HOURS	80 HOURS	100 HOURS	VIRTUAL/ONLINE
Access & Equity for English Learners	✓			✓
Co-Administrators	✓			✓
Curriculum & Instructional Leaders		✓		✓
Equity Administrators	✓			✓
Personnel Administrators	✓			✓
Principals		✓		✓
Pupil Services	✓			✓
School Business			✓	✓
Special Education	✓			✓
Superintendents	✓			✓

Academies range in duration from 70 to 100 hours and offer 10 hours of professional learning on each of 7 to 10 academy weekends (see individual academy descriptions for additional details).

## Academy program format

The academy program will continue to expand opportunities statewide for enhancing job-embedded professional learning by operating in an exclusively Virtual/Online format for one more year:

- **Our Priority:** ACSA's utmost concern is for the safety and well-being of our members and partners as participants, presenters and Directors in the Academy Program.
- **A New "Normal":** We are mindful of supporting school districts and LEAs in taking the time they will need to return to in-person operation, meetings, and events as it becomes increasingly safer and logistically possible to do so.
- **No Travel:** We are excited that participants from around the state will again be able to register for any online cohort statewide and participate without the additional demands of time and expense associated with travel.
- **Our Honor:** We are honored by the opportunity to provide participants with high quality professional learning and networking, and to be an integral part of their career preparation and advancement.

## Program structure and support

- An improved and refined ACSA Online Learning Center, powered by the Thought Learning Industries Learning Management System (LMS), will facilitate and support professional learning as ACSA's platform for online learning.
- Online Academy weekends, 10 hours of professional learning per weekend, will engage participants in effective online learning strategies and practices designed for adult learning.

## Preview for 2022-23

- Look for academies to be offered in Virtual/Online and Blended/Hybrid formats!

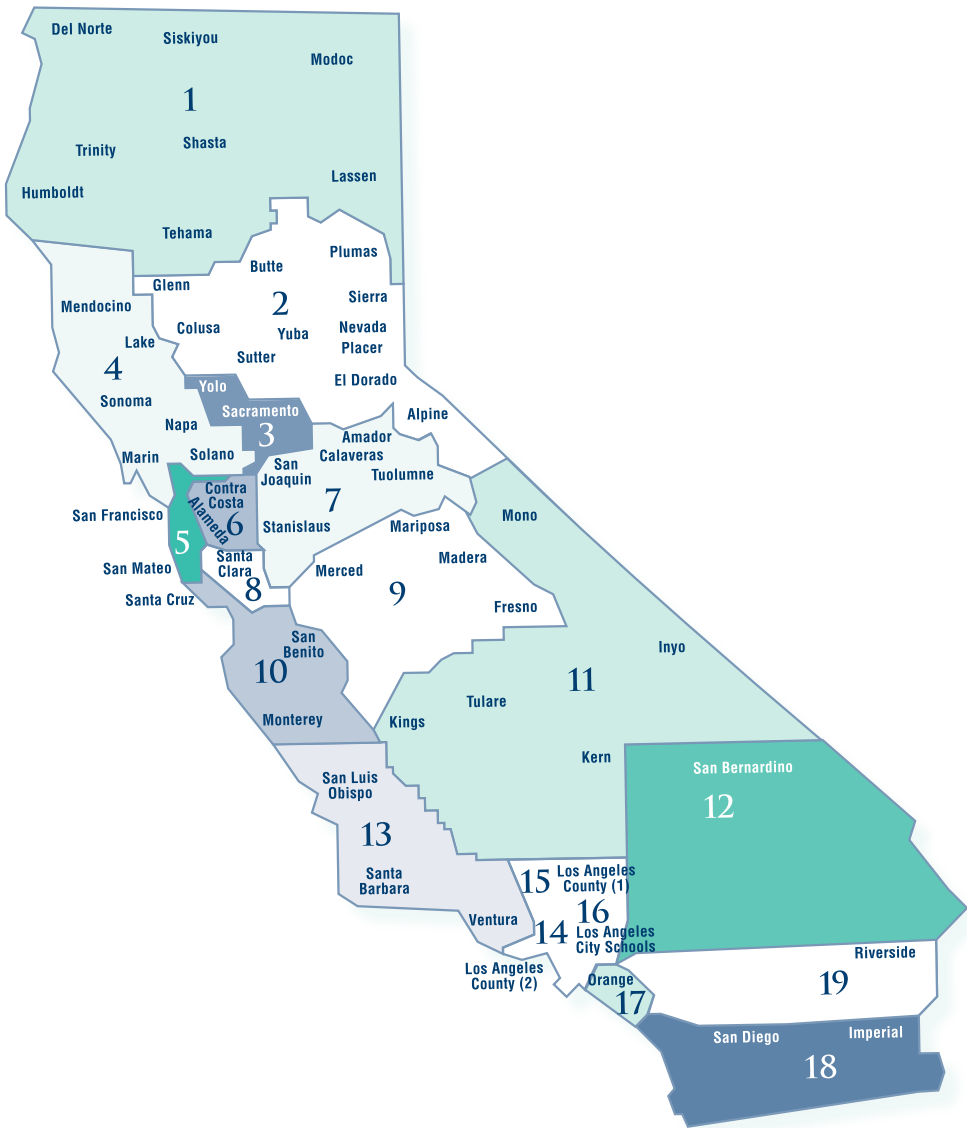
## Equity lens

At ACSA, we believe that every child deserves access and opportunity to quality teaching and learning every day, regardless of his or her ZIP code or family income. Socioeconomic conditions, race, gender, ethnic background, and other factors should not be barriers for educational attainment.

ACSA's mission statement is fundamental to our approach in being the driving force for an equitable, world-class education system, and the development of educational leaders in achieving equity. We believe that school leaders must be intentional and deliberate in disrupting inequities that continue to perpetuate the disparities among student groups. Additional information is available at [www.acsa.org/equity](http://www.acsa.org/equity).

In the ACSA academy program, in every leadership specialization, effective professional learning plays a vital role in expanding participants' capacity for equity-minded leadership.

acsa  
regions  
map



## How do I register?

Pre-registration is required for all ACSA academies. Space is limited, so early registration is a must. To register for an ACSA academy, go to [www.acsa.org/academies](http://www.acsa.org/academies) and click on Register. You may register with a credit card (Visa or MasterCard), check or purchase order. You may pay in three consecutive monthly installments using a credit card!

## Not yet an ACSA member? Double your savings!

Here's your chance to save on membership dues and on registration!

Just follow these easy steps:

1. Join ACSA today as part of the Academy registration process at [www.acsa.org/academies](http://www.acsa.org/academies). If you have not previously been a regular ACSA member, use Promo Code: **ACAD21** to become an ACSA member for just \$2 a day for the 2021-22 school year! **Please note: ACSA membership must be active at the time of registration and for the duration of the academy year to benefit from participation at the promotional ACSA member rate.** Your signature authorizing monthly payroll deduction of 2021-22 member dues must be provided on the application form. Offer limited to individuals who have not been ACSA members during the last 12 months.
2. Complete your registration online for an academy at the member rate at [www.acsa.org/academies](http://www.acsa.org/academies) using any of the following payment options for registration: credit card, check, purchase order. (Sorry, no payroll deduction for registration.)

## Questions?

For membership information, contact ACSA Member Services Department at 800.608.2272 or email at [memberservices@acsa.org](mailto:memberservices@acsa.org). For registration questions, contact ACSA's Educational Services Department at 800.608.2272.

## Will I be notified that my registration has been received?

ACSA will email you confirmation of registration and enrollment upon receipt of your completed registration which needs to include one of the following: Payment in full; payment of the first of three installments; or provision of a valid Purchase Order number.

**Please note: To avoid registration cancellation, an appropriate form of payment must be received no later than three weeks before the scheduled Academy start date. Registrants may re-register with appropriate form of payment.** All academy materials and resources will be made available during the academy.

## What if I decide to attend at the last minute?

Simply give us a call at 800.608.2272 or email Trish Elmore at [telmore@acsa.org](mailto:telmore@acsa.org). We'll do our best to accommodate you if the academy is not filled.

## What if I have to cancel at the last minute?

Cancellations must be in writing a minimum of 15 days prior to the program date to be eligible for a refund. A service fee is charged for all cancellations. The following scale will be used for all cancellation requests. **NOTE: Each cancellation notice received will be reviewed on an individual basis.**

60 days prior .....Full refund less \$50 service fee	15 days prior ..... 50% refund
30 days prior .....Full refund less \$75 service fee	14 days or less .....No refund

## Academy scholarships

ACSA academy scholarship funding is available for regular ACSA members who have a commitment to educational quality, student achievement, and professional growth, and who can demonstrate a financial need. See scholarship application information on page 25.

### What if a cohort is cancelled?

Sometimes, due to insufficient enrollment or other circumstances, ACSA must cancel an academy. Should that occur, we will transfer each registrant's registration to another academy of his/her choice or immediately process a full refund.

### Which academies should I attend?

The chart below lists which academies should be attended by administrators in specific job categories — as well as by administrators who aspire to attain a position in a job category other than their own. Use the chart and the academy calendar to plan professional learning for your career development for the upcoming school year.

	Access & Equity for English Learners Academy	Co-Administrators Academy	Curriculum & Instructional Leaders Academy	Equity Administrators Academy	Personnel Administrators Academy	Principals Academy	Pupil Services Academy	School Business Academy	Special Education Academy	Superintendents Academy
Superintendents	▲/●		▲	▲/●	▲		▲	▲	▲	▲
Principals	▲/●		▲	▲/●	●	▲	●	●	▲	●
Business Officials	▲/●			▲/●	●		●	▲/●	●	●
Deans, Pupil Services, Co-Administrators	▲/●	▲	▲	▲/●	●	●	●	●	●	●
Classified Leaders	▲/●			▲/●	▲/●		▲/●	●	●	
Personnel Administrators	▲/●			▲/●	▲		●			
District Office, Program Directors	▲/●		▲	▲/●	●	▲	●	●	▲	●
Charter School Administrators	▲/●		▲	▲/●	●	▲	●	●	▲	●

### Legend

- ▲ Academies suggested for administrators in that job category
- Academies suggested for administrators aspiring to that job category



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## California's Administrative Services

### Credential Program

The California Commission on Teacher Credentialing (CTC) has a two level process for credentialing public school administrators. Each level has eligibility criteria and the preliminary level has several optional pathways. ACSA is committed to supporting educational professionals by offering programs that support credential programs. For participants enrolled in a CTC-approved Administrative Services Clear Induction program, and with prior approval of the credentialing program leadership, Academy hours may be used toward completing annual required professional development requirements.

Detailed information regarding Administrative Services Credential requirements is available at [www.ctc.ca.gov/credentials/leaflets/cl574c.pdf](http://www.ctc.ca.gov/credentials/leaflets/cl574c.pdf). An overview of the credential program levels and requirements is outlined below:

### Preliminary Administrative Services Credential\*

1. possess a valid prerequisite credential
2. complete one of the following:
  - a. a CTC-approved program of specialized and professional preparation in administrative services, or
  - b. a one-year Commission-approved administrative services intern program, or
  - c. achieve passing score on the CA Preliminary Administrative Credential Examination (CPACE), administered by Evaluation Systems, Pearson
3. satisfy the basic skills requirement
4. complete five years of full-time experience
5. verify employment in an administrative position

**\* In partnership with the Sacramento County Office of Education's Leadership Institute, ACSA offers aspiring teacher leaders the opportunity to earn a Preliminary Administrative Services Credential (Master's degree option available). Additional information is available at [www.acsa.org/credentialing](http://www.acsa.org/credentialing).**

### Professional Clear Administrative Services Credential\*\*

- possess a valid Preliminary Administrative Services Credential
- verify a minimum of two years of successful experience in a full-time administrative position in a CA public school, non-public school, or private school of equivalent status
- complete a CTC-approved Administrative Services induction program

**\*\* The ACSA Clear Administrative Credential Program is California CTC-accredited. More information is available at [www.acsa.org/credentialing](http://www.acsa.org/credentialing).**

# California Professional Standards for Educational Leaders (CPSEL)

**Standard 1: DEVELOPMENT OF A SHARED VISION.** Educational leaders facilitate the development of a shared vision of learning and growth of all students.

- Element 1A: Student-Centered Vision:** Leaders shape a collective vision that uses multiple measures of data and focuses upon equitable access, opportunities, and outcomes for all students.
- Element 1B: Developing Shared Vision:** Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.
- Element 1C: Vision Planning and Implementation:** Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

**Standard 2: INSTRUCTIONAL LEADERSHIP.** Educational leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

- Element 2A: Professional Learning Culture:** Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.
- Element 2B: Curriculum and Instruction:** Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.
- Element 2C: Assessment and Accountability:** Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice program outcomes and student learning.

**Standard 3: MANAGEMENT AND LEARNING ENVIRONMENT.** Educational leaders manage the organization to cultivate a safe and productive learning and working environment.

- Element 3A: Operations and Facilities:** Leaders provide and oversee a functional, safe, and clean learning environment.
- Element 3B: Plans and Procedures:** Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.
- Element 3C: Climate:** Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.
- Element 3D: Fiscal and Human Resources:** Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

## Definitions

### Standards:

Organized into six broad categories, the standards represent the responsibilities of an educational leader, reflecting both professional and personal practice.

**Standard 4: FAMILY AND COMMUNITY ENGAGEMENT.** Educational leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

**Element 4A: Parent and Family Engagement:** Leaders meaningfully involve all parents and families, including underrepresented communities in student learning programs.

**Element 4B: Community Partnerships:** Leaders establish community partnerships that promote and support students to meet performance and context expectations and graduate ready for college and career.

**Element 4C: Community Resources and Services:** Leaders leverage and integrate community resources and services to meet the varied needs of all students.

**Standard 5: ETHICS AND INTEGRITY.** Educational leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

**Element 5A: Reflective Practice:** Leaders act upon a personal code of ethics that requires continuous reflection and learning.

**Element 5B: Ethical Decision-Making:** Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

**Element 5C: Ethical Action:** Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

**Standard 6: EXTERNAL CONTEXT AND POLICY.** Educational leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

**Element 6A: Understanding and Communicating Policy:** Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

**Element 6B: Professional Influence:** Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

**Element 6C: Policy Engagement:** Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

## Elements:

Elements highlight three to four areas within each standard to clarify the intention of the standard and help to organize and define key areas of leader actions within the standard.

## Indicators:

Indicators describe how an educational leader might demonstrate the standard element within his/her practice.

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## access & equity for english learners academy

### Intended audience

***Superintendents, Assistant Superintendents of Instruction; Project Directors, Curriculum Directors, Intervention Specialists; Site Administrators; District and County Office Administrators including those aspiring to central office curriculum and instructional leadership; School Board Members***

The Access and Equity for English Learners Academy, is designed to provide administrators with the most up-to-date information in order to be successful instructional and compliance administrators at all levels and areas of responsibility related to programs and services for English Learners. The academy focuses on leadership for accountability, instruction, and advocacy for English Learners by integrating the principles of:

- **organizational and cultural environment,**
- **dynamics of strategic issues management,**
- **ethical and reflective leadership,**
- **analysis and development of public policy, and**
- **management of information systems and human and fiscal resources**

within the context of local control accountability planning, the Local Control Funding Formula (LCFF) and the Every Student Succeeds Act (ESSA).

For CTC-approved Clear Administrative Services Credential programs, and with prior approval of the credentialing program leadership, academy hours may be used toward completing annual required professional development requirements. Themes are aligned to the California Performance Standards for Educational Leadership (CPSEL).

### Specific themes include:

- **Historical and statewide perspective of bilingual education.**
- **State and Federal laws.**
- **Assessments, Identification and Reclassification.**
- **Climate and Culture, Systemic Reform, Systems Thinking.**
- **Equity and Access: examination of bias and beliefs, interrupting patterns of inequity.**
- **Leading the implementation of the Frameworks.**
- **Designated and integrated ELD placement, equity and access.**
- **High Quality Instruction, RtI, intervention, prevention and Special Education.**
- **Advocacy.**
- **Current Issues and Ethical Leadership.**
- **Supervision of instruction to focus on what designated and integrated ELD instruction look like in the classroom.**

Academy sessions are particularly useful for educators managing changes that lead to the successful implementation of standards, assessment and accountability. The extensive course syllabus and materials each participant receives are exceptional resources for ongoing reference. Participant learning will be driven by a self-directed problem of practice with a cumulative artifact to be shared during the leadership practicum.

### 2021-22 meeting format

Participants experience 70 hours of professional learning over seven weekend sessions in a Virtual/Online meeting format. Synchronous online sessions will convene on Saturday mornings. Between weekend meetings, participants will complete a series of online tasks including discussion posts, self-directed activities from a menu of related material, gaming and badging.

### Access & Equity for English Learners – Los Angeles

#### ***Virtual/Online format***

*Directors – Angel Barrett & Yvonne Contreras*

**September 25, 2021**  
**October 16**  
**December 4**

**January 22, 2022**  
**February 26**

**March 19**  
**April 30**

## Registration

**ACSA members \$1,285**  
**Non-members \$2,570**

**With prior approval of the credentialing program leadership, Academy hours may be used toward completing annual required professional development requirements (see page 7).**

**Enrollment  
is limited to  
the first 30  
registrants.**

# co-administrators academy

## Intended audience

***New and aspiring co-administrators including vice principals, assistant principals, deans and other site-based entry-level administrative positions***

The ACSA Co-Administrators Academy, for new or aspiring co-administrators, is designed to build the capacity of the next generation of co-administrators for being effective in their roles and supporting the principal in the school setting. Co-administrators face constantly changing circumstances daily. The academy focuses on foundational skills and knowledge necessary for expanding flexibility and adaptability, embracing lifelong learning, and being responsive to, and building relationships with, students, staff, parents and the school community.

Presentations and interactive sessions are presented by experienced school administrators from a variety of departments involved in school and district operations who will provide a wealth of practical strategies, tools and resources. Participants will learn leadership and management skills essential for co-administrators at the elementary, middle grades and high school levels within the context of local control accountability planning and the Local Control Funding Formula (LCFF).

For CTC-approved Clear Administrative Services Credential programs, and with prior approval of the credentialing program leadership, academy hours may be used toward completing annual required professional development requirements.

## Specific themes include:

- **Navigating the Role of the Co-Administrator.**
- **Understanding Your School Site.**
- **Communication.**
- **Equity and Ethics**
- **Human Resources and the Education Code.**
- **Instructional Leadership.**
- **Student Support, Discipline and Attendance.**
- **Social Emotional Learning.**
- **Special Education.**
- **School Finance and Budgeting.**

The course syllabus and materials provided to participants are excellent resources for ongoing reference and career planning.

## 2021-22 meeting format

Participants experience 70 hours of professional learning over seven weekends in a Virtual/Online format for 10 hours per Academy weekend.

## Co-Administrators – Victorville *Virtual/Online format*

*Directors: JoAnn Baeten & Antoinette Gutierrez*

**August 20-21, 2021**

**September 17-18**

**October 15-16**

**November 19-20**

**January 21-22, 2022**

**February 25-26**

**March 18-19**

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## Registration

**ACSA members \$1,285**

**Non-members \$2,570**

With prior approval of the credentialing program leadership, Academy hours may be used toward completing annual required professional development requirements (see page 7).

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pupil services

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special education

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# curriculum and instructional leaders academy

## Intended audience

***Superintendents, Assistant Superintendents of Instruction; Project Directors, Curriculum Directors, Intervention Specialists; Site Administrators; District and County Office Administrators including those aspiring to central office curriculum and instructional leadership; School Board Members***

The ACSA Curriculum and Instructional Leaders Academy introduces participants to a variety of strategies for developing effective instructional practices based on current student learning and assessment theories. Presentations and discussion sessions are conducted by an experienced faculty of current practitioners. This academy enables new or aspiring curriculum and instructional leaders to experience and begin to develop fundamental skills needed to address standard-based reforms including assessment, curriculum, and monitoring and evaluation of instructional programs for their schools and districts within the context of local control accountability planning and the Local Control Funding Formula (LCFF).

For CTC-approved Clear Administrative Services Credential programs, and with prior approval of the credentialing program leadership, academy hours may be used toward completing annual required professional development requirements.

## Specific themes include:

- **Quality instruction for all.**
- **Meeting diverse student needs.**
- **Leading system change and transition.**
- **State and federal mandates and accountability.**
- **Personalizing learning in standards-based systems.**
- **Instructional materials selection (traditional, online, electronic, open-source).**
- **Meeting “categorical” needs with “flexible” funding (Local Control and Accountability Plan - LCAP).**
- **From transition to implementation of the California State Standards for ELA, ELD, Math, History-Social Science, and Next Generation Science.**
- **Student assessments: formative and summative (Smarter Balanced Assessment Consortium - SBAC).**
- **The changing world of teacher and program evaluation.**
- **Literacy in all subject areas.**

Academy sessions are particularly useful for educators managing changes that lead to the successful implementation of standards, assessment and accountability. The extensive course syllabus and materials each participant receives are exceptional resources for ongoing reference.

## 2021-22 meeting format

Participants experience 80 hours of professional learning over eight weekends in a Virtual/Online meeting format for 10 hours per Academy weekend.

With prior approval of the credentialing program leadership, Academy hours may be used toward completing annual required professional development requirements (see page 7).

**Enrollment  
is limited to  
the first 30  
registrants.**

**C & I Leaders – Costa Mesa** *Virtual/Online format*

Director – Darlene Messinger

<b>September 17-18, 2021</b>	<b>December 10-11</b>	<b>March 18-19</b>
<b>October 15-16</b>	<b>January 14-15, 2022</b>	<b>April 22-23</b>
<b>November 19-20</b>	<b>February 18-19</b>	

**C & I Leaders – Salinas** *Virtual/Online format*

Director – Beverly Eidmann

<b>September 24-25, 2021</b>	<b>January 21-22, 2022</b>	<b>April 1-2</b>
<b>October 22-23</b>	<b>February 11-12</b>	<b>April 29-30</b>
<b>December 3-4</b>	<b>March 11-12</b>	

**C & I Leaders – Visalia** *Virtual/Online format*

Directors – Jennifer Francone & Samantha Tate

<b>September 10-11, 2021</b>	<b>January 7-8, 2022</b>	<b>March 25-26</b>
<b>October 22-23</b>	<b>February 4-5</b>	<b>April 22-23</b>
<b>December 3-4</b>	<b>February 25-26</b>	

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**Registration**

**ACSA members \$1,395**  
**Non-members \$2,790**

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school business

special education

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# equity administrators academy

## Intended audience

***District and site administrators including Superintendents, Assistant Superintendents, Equity Administrators; County Office Administrators; those responsible for LCAP implementation, interested in educational equity, and in closing achievement gaps in their schools and districts; School Board Members***

The ACSA Equity Administrators Academy is designed to build leadership capacity and oversight for the development and advancement of systemic strategies. The Academy focuses on understanding policies and academic strategies that close the achievement gap through efforts to implement promising and proven strategies in the district. Participants learn how to conduct internal review and evaluation of existing resources and programs established to support underserved students. The academy helps participants learn how to build and embed continuous improvement processes in their own local context to support LCAP implementation. The academy is designed for administrators or individuals responsible for leading and coordinating reform efforts focused on addressing achievement gaps and implementing equitable practices to effectively address diverse student needs. Practical tools and tips are incorporated in every session.

The academy focuses on intentional and strategic efforts to provide relevant support that can be applied effectively to serve all marginalized groups. The academy is excellent preparation for administrators who are leading equity and for those pursuing equity leadership positions within districts and counties offices of education that have resulted from LCFF/LCAP initiatives. All students and student groups fall under the scope of this work: English Learners, socioeconomically disadvantaged pupils, foster youth, homeless youth, students with disabilities, racial/ethnic groups.

## Specific themes Include:

- Building cultural proficiency to advance educational equity.
- Leading and designing for equity in complex systems through setting goals and planning actions in LCAPs (Local Control and Accountability Plan) and SPSAs (Single Plan for Student Achievement).
- Using data as an equity engine to set goals, plan actions, and leverage resources to meet those goals in improving student outcomes.
- Creating a strategic plan and vision for Diversity, Equity, and Inclusion (DEI).
- Developing continuous improvement systems for aligning local, state and federal priorities, and for allocating and leveraging resources.
- Engaging family and community partners for Equity and Excellence.

## Registration

ACSA members \$1,285  
Non-members \$2,570

With prior approval of the credentialing program leadership, Academy hours may be used towards completing annual required professional development requirements, (see page 7).

**Enrollment  
is limited to  
the first 30  
registrants.**

## 2021-22 meeting format

Participants experience 70 hours of professional learning over seven weekends in a Virtual/Online meeting format for 10 hours per Academy weekend.

### Equity Administrators – Rancho Cucamonga

#### Virtual/Online format

Director – Mary McNeil

**September 10-11, 2021**  
**October 22-23**  
**November 19-20**

**January 7-8, 2022**  
**February 11-12**

**March 11-12**  
**April 8-9**

### Equity Administrators – Woodland Virtual/Online format

Directors – Andrea Lemos & Micah Studer

**September 10-11, 2021**  
**October 8-9**  
**November 12-13**

**December 10-11**  
**January 14-15, 2022**

**February 11-12**  
**March 11-12**



# personnel administrators academy

## Intended audience

***Superintendents; Assistant Superintendents and Directors of Human Resources; district and county office personnel administrators and managers; certificated and classified personnel staff; Site Administrators***

The ACSA Personnel Administrators Academy offers thorough training for new or aspiring personnel managers, human resource directors, and personnel staff. The comprehensive curriculum also gives superintendents and other top-level district administrators an excellent legal and operational foundation for managing employees. Presentations and discussion sessions are presented by experienced personnel administrators from throughout California. Participants develop the fundamental skills required for effective school personnel management and discover the resources needed to succeed on the job within the context of local control accountability planning and the Local Control Funding Formula (LCFF).

For CTC-approved Clear Administrative Services Credential programs, and with prior approval of the credentialing program leadership, academy hours may be used toward completing annual required professional development requirements.

## Specific themes include:

### Personnel Department Organization

- **Role of the personnel manager.**
- **Organizing the certificated/classified personnel office.**
- **Technology in human resource management.**
- **Job description/reclassification/compensation.**

### Employee Management

- **Evaluating employees.**
- **Staffing needs and recruitment.**
- **Employee counseling techniques.**
- **Employer-employee relations.**
- **Budget, salary, benefits.**

### Legal Aspects

- **Due process.**
- **Equal Employment Opportunity (EEO).**
- **State and federal laws and regulations.**
- **Layoff and termination.**

### Staff Development

- **Troubleshooting special personnel problems.**
- **Professional advancement opportunities.**
- **Induction, orientation.**

## 2021-22 meeting format

Participants experience 70 hours of professional learning over seven weekends in a Virtual/Online meeting format for 10 hours per Academy weekend.

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With prior approval of the credentialing program leadership, Academy hours may be used toward completing annual required professional development requirements (see page 7).

information continues on p. 16

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**Personnel Administrators – Azusa** *Virtual/Online format*  
*Director – Corey James*

<b>September 24-25, 2021</b>	<b>January 14-15, 2022</b>	<b>March 4-5</b>
<b>October 15-16</b>	<b>February 4-5</b>	<b>March 25-26</b>
<b>November 19-20</b>		

**Personnel Administrators – Danville** *Virtual/Online format*  
*Directors – Sherri Beetz & Keith Rogenski*

<b>September 17-18, 2021</b>	<b>December 17-18</b>	<b>February 25-26</b>
<b>October 22-23</b>	<b>January 28-29, 2022</b>	<b>March 18-19</b>
<b>November 19-20</b>		

**Personnel Administrators – Irvine** *Virtual/Online format*  
*Directors – Susan Kemp & Eamonn O'Donovan*

<b>September 10-11, 2021</b>	<b>December 17-18</b>	<b>February 4-5</b>
<b>October 8-9</b>	<b>January 7-8, 2022</b>	<b>March 18-19</b>
<b>October 23-24</b>		

**Personnel Administrators – Ontario** *Virtual/Online format*  
*Director – Michael Lin*

<b>October 8-9, 2021</b>	<b>January 14-15, 2022</b>	<b>March 11-12</b>
<b>November 12-13</b>	<b>February 18-19</b>	<b>April 8-9</b>
<b>December 10-11</b>		

**Personnel Administrators – Roseville** *Virtual/Online format*  
*Directors – Colleen Slattery & Jerry Jorgensen*

<b>September 10-11, 2021</b>	<b>December 10-11</b>	<b>February 11-12</b>
<b>October 8-9</b>	<b>January 7-8, 2022</b>	<b>March 11-12</b>
<b>November 12-13</b>		

**Personnel Administrators – San Diego** *Virtual/Online format*  
*Director – Cindy Frazee*

<b>August 27-28, 2021</b>	<b>December 3-4</b>	<b>February 25-26</b>
<b>October 8-9</b>	<b>January 28-29, 2022</b>	<b>March 25-26</b>
<b>November 19-20</b>		

**Personnel Administrators – Stockton** *Virtual/Online format*  
*Director – Christina Torres-Peters*

<b>October 8-9, 2021</b>	<b>January 7-8, 2022</b>	<b>March 11-12</b>
<b>November 19-20</b>	<b>February 11-12</b>	<b>April 8-9</b>
<b>December 10-11</b>		

**Registration**

**ACSA members \$1,295**  
**Non-members \$2,590**

**Enrollment  
is limited to  
the first 30  
registrants.**

# principals academy

## Intended audience

**New and aspiring Principals; Assistant and Vice Principals; Academic Coaches and new district or county office administrators responsible for supporting principals**

The ACSA Principals Academy, for new or aspiring principals, is designed to build the capacity of the next generation of principals to become transformational leaders who can identify critical paradigm shifts, create a guiding and unifying vision through inspiration, and execute essential change with site staff. Presentations and interactive sessions are presented by experienced school administrators from a variety of departments involved in school and district operations, and experienced practicing school principals. The intensive academy focus is on developing and refining applied leadership and management skills required of principals at the elementary, middle grades and high school levels within the context of local control accountability planning and the Local Control Funding Formula (LCFF).

For CTC-approved Clear Administrative Services Credential programs, and with prior approval of the credentialing program leadership, academy hours may be used toward completing annual required professional development requirements.

## Specific themes include:

- Principal leadership.
- Leadership in challenging times.
- Leading the implementation of the California State Standards.
- School climate and culture.
- High quality instruction.
- Social Emotional Learning.
- Learning assessments.
- Finance.
- Change and growth.
- Personnel/school Law.
- Communication.

The extensive course syllabus and materials provided to participants are exceptional resources for ongoing reference and career planning.

## 2021-22 meeting format

Participants experience 80 hours of professional learning over eight weekends in a Virtual/Online meeting format for 10 hours per Academy weekend.

### Principals – Bakersfield Virtual/Online format

*Directors – Blanca Cavazos & Ramón Hendrix*

<b>September 10-11, 2021</b>	<b>December 10-11</b>	<b>February 25-26</b>
<b>October 8-9</b>	<b>January 7-8, 2022</b>	<b>March 18-19</b>
<b>October 22-23</b>	<b>February 4-5</b>	

### Principals – Rancho Cucamonga Virtual/Online format

*Director – Charles “Derrick” Lawson*

<b>September 10-11, 2021</b>	<b>December 10-11</b>	<b>February 25-26</b>
<b>October 8-9</b>	<b>January 7-8, 2022</b>	<b>March 11-12</b>
<b>November 12-13</b>	<b>February 4-5</b>	

### Principals – Sacramento Virtual/Online format

*Directors – Julie Braun Martin & Karen Sakata*

<b>October 22-23, 2021</b>	<b>January 21-22, 2022</b>	<b>April 22-23</b>
<b>November 19-20</b>	<b>February 25-26</b>	<b>May 6-7</b>
<b>December 3-4</b>	<b>March 18-19</b>	

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## Registration

**ACSA members \$1,395**  
**Non-members \$2,790**

With prior approval of the credentialing program leadership, Academy hours may be used toward completing annual required professional development requirements (see page 7).

**Enrollment  
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# pupil services academy

## Intended audience

**Assistant Superintendents of Student Services; (general and Special Education) district administrators including coordinators and directors responsible for child welfare and attendance; district and county office pupil services administrators; Site Administrators, School Counselors, School Psychologists; those aspiring to pupil services leadership; School Board Members**

The ACSA Pupil Services Academy addresses what pupil services administrators, at all levels and areas of responsibility, need to understand to be successful. The academy is designed with a consistent focus on leadership, communication, prevention and intervention. The academy integrates the principles of:

- organization and cultural environment,
- dynamics of strategic issues management,
- ethical and reflective leadership,
- analysis and development of public policy, and
- management of information systems and human and fiscal resources

within the context of local control accountability planning and the Local Control Funding Formula (LCFF).

For CTC-approved Clear Administrative Services Credential programs, and with prior approval of the credentialing program leadership, academy hours may be used toward completing annual required professional development requirements.

## Specific themes include:

- Standard due process.
- Standard records.
- State and federal laws affecting standards.
- Section 504 issues.
- Advocacy for standards.
- Alternative programs.
- Enrollment processes.
- Special education issues.
- Transition from school to career.
- Human resources/credentialing.
- Multi-agency coordination/SARB (School Attendance Review Board).
- Program assessment.
- Current issues.

## 2021-22 meeting format

Participants experience 70 hours of professional learning over seven weekends in a Virtual/Online meeting format for 10 hours per Academy weekend.

### Registration

**ACSA members \$1,285**  
**Non-members \$2,570**

With prior approval of the credentialing program leadership, Academy hours may be used toward completing annual required professional development requirements (see page 7).

**Enrollment is limited to the first 30 registrants.**

### Pupil Services – Rancho Cucamonga Virtual/Online format

*Directors – Sherman Garnett & Donald English*

<b>September 24-25, 2021</b>	<b>January 14-15, 2022</b>	<b>March 18-19</b>
<b>October 22-23</b>	<b>February 18-19</b>	<b>April 22-23</b>
<b>December 10-11</b>		

### Pupil Services – Walnut Creek Virtual/Online format

*Director – Steven France*

<b>September 17-18, 2021</b>	<b>January 7-8, 2022</b>	<b>March 11-12</b>
<b>October 29-30</b>	<b>February 11-12</b>	<b>April 15-16</b>
<b>December 3-4</b>		

# school business academy

## Intended audience

***Superintendents and Cabinet members; newly appointed and aspiring Chief Business Officials; Educational Services and Human Resources administrators, Principals, and other district staff seeking an in-depth introduction to school business operations; School Board Members***

The ACSA School Business Academy provides a comprehensive, concentrated curriculum tailored to the unique demands of business management in the education setting. The academy is the only source of specialized training in all facets of school business operations available to new or aspiring school business administrators. Presentations and discussion sessions are led by seasoned professionals who use practical examples of effective business management techniques. The School Business Academy focuses on building the practical skills and understanding of organizational principles required for today's administrators within the context of local control accountability planning and the Local Control Funding Formula (LCFF).

Administrators seeking Chief Business Official certification are encouraged to complete the Business Executives Leadership Program, in its entirety, with the California Association of School Business Officials (CASBO).

For CTC-approved Clear Administrative Services Credential programs, and with prior approval of the credentialing program leadership, academy hours may be used toward completing annual required professional development requirements.

## Specific themes include:

### Leadership, organization and personnel relationships in business services

- Selection, training and supervision of staff.
- Superintendent, CBO, board relations.
- Strategic planning.
- Legislation.
- Leadership and relationships.

### Budget preparation and control

- Legal provisions and restrictions.
- Estimating attendance, enrollments, income and expenditures.
- Budget, calendar planning and development.
- Managing school district budgets including site-based and curriculum-driven budgets with an equity lens.

### School finance, accounting and auditing

- Standard account code structures.
- History of school finance.
- Financing alternatives.
- Understanding base revenue limits and Special Education funding.
- Purpose of auditing.
- Attendance accounting.

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With prior approval of the credentialing program leadership, Academy hours may be used toward completing annual required professional development requirements (see page 7).

information continues on p. 20

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## Business operations

- Facilities planning and financing.
- Purchasing.
- Pupil transportation.
- Food services.
- Technology and information management.
- Risk management.
- Maintenance and operations.

## 2021-22 meeting format

Participants experience 100 hours of professional learning over ten weekends in a Virtual/Online meeting format for 10 hours per Academy weekend.

## School Business – Riverside *Virtual/Online format*

*Director – Candace Reines*

<b>September 10-11, 2021</b>	<b>January 14-15, 2022</b>
<b>September 24-25</b>	<b>February 4-5</b>
<b>October 22-23</b>	<b>February 18-19</b>
<b>November 12-13</b>	<b>March 4-5</b>
<b>December 10-11</b>	<b>March 25-26</b>

## Registration

ACSA/CASBO  
members \$1,695  
Non-members \$3,390

**Enrollment  
is limited to  
the first 30  
registrants.**

# special education academy

## Intended audience

**Assistant Superintendents and Directors of Special Education or Student Services; program coordinators, intervention specialists; district and site administrators responsible for special education at the school, district or SELPA levels; aspiring special education administrators; those seeking to improve their knowledge and skills in service to students**

The ACSA Special Education Academy provides current and relevant training for successful special education administrators at all levels and areas of responsibility related to special education programs and services. Participants are provided essential information and resources through a consistent academy focus on leadership, communication, prevention and intervention. The academy integrates:

- **principles of organization and cultural environment,**
- **dynamics of strategic issues management,**
- **ethical and reflective leadership,**
- **analysis of public policy, and**
- **management of information systems, and human and fiscal resources**

in consideration of the larger implications of funding and accountability relevant to special education, and to local control accountability planning and the Local Control Funding Formula (LCFF). The academy highlights legal and practical implementation features related to special education topics and themes, and provides a firm foundation for working within the educational services realms of general education and special education at the district level.

For CTC-approved Clear Administrative Services Credential programs, and with prior approval of the credentialing program leadership, academy hours may be used toward completing annual required professional development requirements.

## Specific themes include:

- **Historical and statewide perspective of special education.**
- **Section 504 and ADA regulations and requirements.**
- **Multi-Tiered Systems of Support and Universal Design for Learning for all students.**
- **Assessment and procedural safeguards for ensuring a quality IEP.**
- **Facilitated IEPs and Alternative Dispute Resolution.**
- **Positive working relationships with parents and families.**
- **Preparation for mediation and due process hearings.**
- **Placement/service issues, procedural safeguards related to discipline.**
- **Special Education transitions.**
- **Curriculum, instruction and California State Standards for special education students.**
- **Behavior and discipline issues.**
- **State and federal laws affecting special education.**
- **Equity issues and special education, disproportionality and English Learners.**
- **Advocacy for students with disabilities.**
- **Current issues facing special education, including Legal Hot Topics.**
- **Funding and budget development related to LCAP and LCFF.**
- **Human resources/credentialing issues and staffing/evaluation of special education programs.**
- **Educational reform inclusive of special education.**
- **State and Federal accountability and evaluation.**

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With prior approval of the credentialing program leadership, Academy hours may be used towards completing annual required professional development requirements, (see page 7).

information continues on p. 22

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### 2021-22 meeting format

Participants experience 70 hours of professional learning over seven weekends in a Virtual/Online meeting format for 10 hours per Academy weekend.

### Special Education – El Monte *Virtual/Online format*

*Directors – Jacqueline Williams & Jennifer Yales*

<b>August 20-21, 2021</b>	<b>November 12-13</b>	<b>January 7-8, 2022</b>
<b>September 10-11</b>	<b>December 10-11</b>	<b>February 25-26</b>
<b>October 15-16</b>		

### Special Education – Redwood City *Virtual/Online format*

*Directors – Anjanette Pelletier & Rose DuMond*

<b>August 20-21, 2021</b>	<b>November 19-20</b>	<b>January 7-8, 2022</b>
<b>September 17-18</b>	<b>December 10-11</b>	<b>January 28-29</b>
<b>October 22-23</b>		

### Special Education – Riverside *Virtual/Online format*

*Director – Barbara Sorter*

<b>September 10-11, 2021</b>	<b>January 7-8, 2022</b>	<b>March 11-12</b>
<b>October 29-30</b>	<b>February 25-26</b>	<b>April 22-23</b>
<b>December 3-4</b>		

### Special Education – Sacramento *Virtual/Online format*

*Director – Diane Youtsey*

<b>August 27-28, 2021</b>	<b>December 3-4</b>	<b>February 4-5</b>
<b>September 17-18</b>	<b>January 7-8, 2022</b>	<b>February 25-26</b>
<b>October 15-16</b>		

### Registration

ACSA members \$1,285

Non-members \$2,570

**Enrollment  
is limited to  
the first 30  
registrants.**



# superintendents academy

## Intended audience

***New Superintendents and Superintendent/Principals; Assistant Superintendents and Cabinet Members; principals responsible for district operations; district and county office administrators including those aspiring to the superintendency***

The ACSA Superintendents Academy offers an excellent, intensive forum for new or aspiring superintendents to develop the fundamental skills needed to effectively lead a California school district within the context of local control accountability planning and the Local Control Funding Formula (LCFF). Presentations and discussion sessions are conducted by an experienced faculty of superintendents who blend leadership and management theory with practical applications and examples.

For CTC-approved Clear Administrative Services Credential programs, and with prior approval of the credentialing program leadership, academy hours may be used toward completing annual required professional development requirements.

## Specific themes include:

### The superintendency

- Leadership role of superintendents.
- Managing the change process.
- Ethical and reflective leadership.
- Challenges facing new superintendents.
- Keys to personal advancement.
- Equity-minded leadership.

### District management

- School district organization.
- Management skills.
- Developing a positive district climate.
- Strategic planning.

### Human relations

- Instructional/management team building.
- Shared decision making and restructuring.
- Board/superintendent relations.
- Negotiations and collective bargaining.
- Personnel management, evaluation and employee relations.

### Instructional leadership

- Staff development.
- Improving and evaluating instructional programs.
- Textbook selection, censorship and critical curriculum issues.
- Educational technology uses in management and instruction.

### Policies and procedures

- Superintendent contracts.
- California law and the superintendency.
- School finance and budgeting.
- Implementing the Ed Code and other state regulations.

The ACSA Superintendents Academy is widely regarded as the “fast track” into the superintendency. The academy helps participants avoid pitfalls, learn practical tips from seasoned superintendents, and build a resource network of colleagues. The extensive course syllabus and materials provided to each participant are exceptional resources for ongoing reference.

## 2021-22 meeting format

Participants experience 70 hours of professional learning over seven weekends in a Virtual/Online meeting format for 10 hours per Academy weekend.

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special education

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With prior approval of the credentialing program leadership, Academy hours may be used towards completing annual required professional development requirements, (see page 7).

information continues on p. 24

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administrators

principals

pupil services

school business

special education

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**Superintendents – Cerritos** *Virtual/Online format*

*Director – Mary Sieu*

<b>September 17-18, 2021</b>	<b>January 14-15, 2022</b>	<b>March 18-19</b>
<b>October 15-16</b>	<b>February 11-12</b>	<b>April 15-16</b>
<b>November 12-13</b>		

**Superintendents – Fresno** *Virtual/Online format*

*Director – Juan Garza*

<b>September 17-18, 2021</b>	<b>January 14-15, 2022</b>	<b>March 18-19</b>
<b>October 15-16</b>	<b>February 11-12</b>	<b>April 15-16</b>
<b>November 12-13</b>		

**Superintendents – Sacramento** *Virtual/Online format*

*Director – David Garcia*

<b>September 17-18, 2021</b>	<b>January 14-15, 2022</b>	<b>March 18-19</b>
<b>October 15-16</b>	<b>February 11-12</b>	<b>April 15-16</b>
<b>November 12-13</b>		

ACSA wishes to acknowledge Lozano Smith



**Lozano  
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for their support of the superintendents academies.

**Registration**

ACSA members \$1,285  
Non-members \$2,570

**Enrollment  
is limited to  
the first 30  
registrants.**

ACSA offers academy scholarship funding for members with financial need to attend job-specific academies. Academy scholarships are awarded exclusively for academy participation.

## academy scholarships

**Submit applications and  
related materials online  
by July 19, 2021.**

### Who is eligible?

Regular ACSA members who have a commitment to educational quality, student achievement and professional growth, who can demonstrate a financial need, and who have not previously been awarded an Academy scholarship.

### How do I apply?

Follow the procedures outlined below and on the Academy scholarship application form at [www.acsa.org/academies](http://www.acsa.org/academies).

### What is the deadline?

Applications and related materials must be submitted electronically by Monday, July 19, 2021. Recipients will be notified in writing by July 30, 2021.

### How are recipients chosen?

The Academy Scholarship Selection Committee comprised of representative Academy Directors will meet and review all applications, résumés, and essays submitted for consideration. Names of awardees will be forwarded to the ACSA Board of Directors.

### What is the scholarship amount?

Eight \$500 scholarships and one \$1,000 scholarship (superintendents only) will be awarded to recipients selected by the Academy Scholarship Selection Committee.

### Where does ACSA get the scholarship funds?

Scholarship funding is provided through donations from corporations and organizations that help support ACSA and its members.

### Application criteria

Highest priority will be given to ACSA members whose applications are complete and thoroughly address as many of the following criteria as possible:

- |  |   |
|--|---|
| 1. Commitment to the profession.   | 5. Actualizing ACSA's mission and beliefs.                                  |
| 2. Demonstrated contribution to the profession   | 6. Demonstrated interest in understanding and influencing education policy. |
| 3. Cultural, ethnic or linguistic diversity.   | 7. Providing leadership that enlists and engages others.                    |
| 4. Experience working in an urban or rural environment in the professional work setting. |   |

### To apply for an ACSA Academy scholarship please:

1. Complete the Academy Scholarship form at [www.acsa.org/academies](http://www.acsa.org/academies) (only one application per member).
  2. Include an up-to-date résumé.
  3. Carefully prepare an essay addressing each the following criteria:
    - a. Discuss your present position career goals including the ways that you provide leadership in your professional work setting and within the ACSA organization.
    - b. Identify the academy you would like to attend and discuss how attendance at this academy will enhance your contribution to education.
    - c. Describe your active involvement with ACSA at any of the state, region and/or charter levels.
    - d. Provide a statement that demonstrates your financial need and efforts you have made to obtain funding through other sources.
- Do not include additional materials or letters of recommendation.

**Recipients are responsible for all expenses beyond the academy scholarship amount.**

## more information?

Contact Trish Elmore in  
the ACSA Educational Services  
Department at 800.608.ACSA  
or [telmore@acsa.org](mailto:telmore@acsa.org).



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