

March 3, 2022

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Ms. Carmen Diaz Ghysels
Superintendent Chief Learning Officer
Tahoe Truckee Unified School District
11603 Donner Pass Road
Truckee, CA 96161

Dear Ms. Diaz Ghysels:

School Services of California Inc. (SSC) is pleased to respond to Tahoe Truckee Unified School District's (District) request for a proposal for a Special Study. Our staff is qualified to provide an expert, impartial analysis of the internal job hierarchy and compensation structure for the District's certificated, classified, and executive management job classifications as well as a Total Compensation Study for the certificated, classified, and executive management and certificated and classified nonmanagement job classifications in the District (provided in Attachment A) as compared to other school districts in the geographical area or with similar characteristics (provided in Attachment B).

Special Study

Phase 1 will consist of an internal analysis of the District's management job hierarchy and compensation structure for its certificated, classified, and executive management job classifications (see Attachment A) and include the following:

- Review of the District's internal job structure to determine the management hierarchy, which defines the level of responsibility and accountability given to managers
 - The review will evaluate job titles by group—analyst, assistant manager, assistant principal, coordinator, director, executive director, manager, principal, and supervisor—to then determine the hierarchical structure of the individual job classifications within each group (individual job classifications not included in the larger job title groups will be evaluated separately, relative to their respective placement within the organization)
 - Span of control (i.e., number of subordinates reporting directly to the position), level of responsibility within the District, assigned essential functions, and education and experience requirements will be analyzed for each job classification under review

- Examination of work calendars for job classifications included in the study, including internal practices which determine the appropriate work calendar, and the influence of workdays on position compensation
- Analysis of the current structure of the salary schedules to evaluate if compaction exists between job classification ranges affecting the District’s ability to attract and retain staff as well as create promotional opportunities for existing management employees

Phase 2 will consist of an external Total Compensation Study and include the following:

- Four to six school districts either in the geographical area or with similar characteristics for comparing job classifications and compensation will be included in the final comparative group (full list of districts to be contacted provided in Attachment B)
- Identification and analysis of the job descriptions, workdays, and salary levels offered for each job classification under review (provided in Attachment C)
- Identification of the total compensation for the certificated, classified, and executive management, and classified nonmanagement job classifications at the beginning and maximum scheduled salary, excluding longevity—for the District and the comparative districts
- Identification of the total compensation for the certificated nonmanagement job classifications at three benchmarks: BA+30, Step 1; BA+60, Step 10; and maximum scheduled salary for the District and the comparative districts
- Determination of how each job classification compares to that of the other districts in terms of duties and salary levels
- Determination of other benefits offered by each district in the study, including health and welfare benefit contributions and stipends offered
- Comparative ranking of the maximum total compensation, which includes salary, health and welfare benefits, stipends, and other identifiable elements of compensation, provided by each school district in the study

Methodology

We rely on the following sources of information to support our work:

Existing Documentation: This process may include the review and analysis of the District’s job descriptions, organizational charts, employment agreements, salary and benefit schedules,

administrative regulations, board policies, and other documents as determined necessary for the scope of this study.

Data from Comparative Districts: This process includes collecting sufficient data from the comparative districts in the study related to the Total Compensation Study. The data will be used to determine which job classifications are comparable to the District’s job classifications. We will analyze salary schedules, benefit schedules, organizational charts, job descriptions, and other documents as necessary to determine the compensation that each district offers to the District’s job classifications.

Following is an overview of the major task areas that comprise the study activities.

Project Orientation

This step will be critical for establishing clear expectations for the project and ensuring that our plan for the work will meet the District’s needs. An initial conference call with the District project leaders will be held to review the study’s scope, objectives, and approach; revise the proposed work plan as needed; and develop a protocol for future communication. We recognize that the success of this project is dependent on regular communication with the District, and we will work collaboratively and communicate regularly with the project contact(s) to ensure that project goals are met.

Phase 1: Internal Analysis of the District’s Management Job Hierarchy and Compensation Structure

Step 1: Data Collection and Analysis

Information will be collected from the District, including organizational charts, job descriptions, salary schedules, and work year information in order to evaluate the management job hierarchy and compensation structure.

We will answer the following questions:

- What is the job hierarchy in the District?
- Do the current certificated, classified, and executive management salary schedules establish a compensation structure with clear delineation between ranges of job classifications and respective employment rights of members of the certificated and classified services?
- Do the current certificated, classified, and executive management salary schedules allow for District staff to promote from within the organization and achieve appropriate increases in

compensation that reflect a higher level of responsibility, broader span of control, and greater education or experience requirements?

- How do the salaries measured at a daily rate (or per diem) for certificated management job classifications compare in the hierarchy when considering the education and experience requirements and subordinate job classifications?
- Do the District policies and procedures relative to placement on the salary schedule reflect a clear, consistent methodology that is equitably applied to reward experience and education relative to the requirements of a job classification?

Step 2: Consultant’s Summary of Analysis

Our analysis is expected to be organized in the following manner:

- **Study Objectives and Methodologies:** Detailed discussion of the study objectives in relation to key job description and salary schedule issues identified. This section will also include an overview of our methodology in conducting the study.
- **Analysis:** The results of our analysis of the management job hierarchy and compensation structure, including any compaction between management job classifications. Additionally, the results of our analysis of the District policies related to compensation and placement on salary schedules will be included.

Phase 2: Total Compensation Study (External)

Step 1: Total Compensation Data Analysis

We will gather the necessary information for the Total Compensation Study from the comparative districts identified in Attachment B and we will perform the analysis to create a comparative report for the District’s use. The job classifications included in this part of the study will be those identified in Attachment C.

Information will be collected from the District, including organizational charts, job descriptions, and salary and benefit schedules, to determine the salaries and benefits offered to each job classification under review.

Step 2: Comparison of District Total Compensation to Other Districts

We will review the data collected in Steps 1 and 2 and make observations about the District’s current salary and benefit schedules when compared to the school districts in the geographical area or with similar characteristics. We will answer the following:

- For all employee groups under review in the District and the comparative districts, a determination of the salary placement procedures and practices, specifically:
 - Salary placement for initial hires
 - Salary placement for internal promotions
- How do the essential duties of these job classifications in the District compare with those of the comparative districts?
- How do the salary levels offered for these job classifications compare to those of other districts examined?
 - For the salary levels, how do the number of days in an assigned work year affect the daily rate for a management and certificated nonmanagement job classification?
- What are the other benefits provided that affect the total compensation?
- What is the District's comparative ranking of the maximum total compensation offered as compared to other districts in the comparative group for each of the job classifications in the study?

We will discuss the preliminary study results with the Superintendent or designee.

Step 3: Comparative Analysis of Certificated Nonmanagement Working Conditions and Other Compensation

We will complete a comparative analysis of certificated nonmanagement working conditions from either the collective bargaining agreement or comparative district survey:

From collective bargaining agreement:

- Class size
- Length of professional workday/work hours (including extra supervision hours, duty-free lunch)
- Extracurricular Stipends (list provided in Attachment D)
- Certificated stipends including:
 - Special education credential or resource specialist certification
 - BCLAD certification

- Site leadership team compensation
- Home/hospital and translation services hourly or stipend rate
- Middle and high school music teacher
- Rate of pay for extra duties including:
 - Nonacademic extracurricular duties
 - Curriculum development and committee work
 - Student instruction related planning, preparation, and presentation
 - High school/middle school athletics scorekeeping and clock (volleyball and basketball) and clock (football)
 - Overnight educational field trip (excludes athletic fieldtrips)
 - Committee participation or in-service outside the normal workday
 - Teacher coverage in lieu of a substitute

From comparative district survey:

- Collect information about enhanced instructional support provided, including, but not limited to staffing for teachers on special assignment, intervention teachers/supplemental teachers, English language development teachers, counselors, and certificated librarians

Step 4: Consultant’s Report

Our report is expected to be organized in the following manner:

- **Study Objectives and Methodologies:** Detailed discussion of the study objectives in relation to key job description, compensation, and salary schedule issues identified. This section will also include an overview of our methodology in conducting the study.
- **Assessment and Comparative Rankings of Total Compensation:** For each of the job classifications under review, a table will be provided listing the similar job classifications in the comparative districts. The District’s offered salary, along with the salary offered by each of the comparative districts, will be listed in the table. For the management and classified nonmanagement job classifications under review, the beginning and the maximum scheduled salary will be included in the table and the total compensation will be calculated with the beginning and maximum salary. For the certificated nonmanagement job classifications

salaries at the following three benchmarks: BA+30, Step 1; BA+60, Step 10; and maximum scheduled salary will be included and the total compensation will be calculated at each of the three benchmarks. Analysis will be ranked according to maximum total compensation.

Each of the total compensation elements identified (health benefit contributions, stipends, etc.) will be added to the salary for each job classification to arrive at a total compensation calculation. A comparison will then be made of the District's maximum total compensation to that of the other districts in the study. We will provide a written assessment of the comparative information on the total compensation for each of the job classifications identified. Additional analysis related to the effect of work year on compensation will be completed, providing the daily rate for the job classifications under review in the District and the comparative districts.

- **Comparative Analysis of Working Conditions:** Our recommendations will be provided based upon the comparative analysis above for the Total Compensation
- **Recommendations:** Our recommendations will be provided based upon the comparative analysis above for the Total Compensation Study.

Final Report and Follow-up

We believe that any consulting study should become a working tool for the agencies we serve.

A draft report for each phase will be provided to the Superintendent, or designee, for comment upon completion of the analysis. Once the District has had an opportunity to review the initial draft reports, we recommend a conference call with SSC staff and the Superintendent, or designee, to discuss the draft reports and receive the District's feedback. Following any feedback received on the draft reports, we will make the reports final for the District's use.

Study Timeline

We will commence work on the proposed services on a mutually arranged date. The draft report for each phase of work is expected to be completed within six to eight weeks after all requested documentation has been received. The Total Compensation Study relies on participation of the districts selected for the study. The final reports will be completed on a mutually agreed-upon schedule.

SSC's Consultants

Staff for this project will be managed by two to three consultants from SSC. Each portion of the project will be led by a member of our firm with special expertise in the assigned area:

Danyel Conolley, Director, Management Consulting Services, has many years of school district administrative experience in the areas of human resources management and labor relations. Danyel has extensive experience in all aspects of school district operations and brings expertise in employee recruitment and selection, professional learning and development, employment and personnel management, compensation and employee benefits, workplace investigations, facilitation, and collective bargaining expertise to School Services of California Inc. Danyel holds a Bachelor of Psychology with a minor in Women’s Studies from Humboldt University. She also earned a Master of Human Resource Management from National University. For more than 18 years, Danyel has served school districts in California and most recently served as the Senior Director of Human Resources at Woodland Joint Unified School District.

Brianna García, Vice President, has worked with school districts to strengthen their organizations by conducting organizational reviews, comparative analyses of school district resources and staffing, facilities reviews, and charter petition reviews. She has provided guidance to and completed studies for school districts looking to reorganize and those seeking to consolidate or surplus school sites through the 7–11 process. Brianna has extensive experience related to planning and development of public school facilities, including charter schools and Proposition 39 (2000). She has more than 15 years of professional experience in public K–12 education, has worked as a Facilities Development Manager for the Los Angeles Unified School District, and has completed the University of Southern California Rossier School of Education School Business Management Program earning designation as a certified Chief Business Official. Brianna graduated from the University of Southern California with a Bachelor of Architecture, a Master of Planning, and a Master of Real Estate Development.

John Gray, President and CEO, contributes tremendous practical experience to the management consulting team and serves the clients of School Services of California Inc. (SSC) by conducting fiscal health analyses, providing collective bargaining assistance, preparing multiyear financial projections, performing school district efficiency studies, conducting internal control reviews, administering district office organizational reviews, and directing executive search services. John is an established speaker for the California Association of School Business Officials (CASBO), the Association of California School Administrators (ACSA), and the California School Boards Association (CSBA) and routinely presents at their events and conferences. He is an instructor at the University of Southern California Rossier School Business Management Certificate program, the CSBA Masters in Governance program, and the CASBO Chief Business Official Certification courses. He also served as Chairman of the Board for EdSource. Prior to joining SSC, John served as the Director of Fiscal Services for Fresno Unified School District. John received his Bachelor of Science in Accounting from California State University, Fresno, and a Master of Administrative Leadership from Fresno Pacific University.

Dave Heckler, Director, Technology and Governmental Relations, provides clients with valuable information on what is happening in the State Capitol regarding legislative and State Budget matters. Dave also shares his expertise in education funding as a consultant to several statewide education coalitions, providing detailed revenue analyses and funding projections for special education. Prior to joining SSC, Dave served in the legislative and constituent affairs office for the Secretary of State and represented the Secretary before policy committees. In addition, while working in the Legislature, one of Dave’s major accomplishments was successfully working out various changes to the 2005 federal special education conformity bill (Assembly Bill 1662 [Chapter 653/2005]). Dave is a graduate of California’s public school system and received his Bachelor of Arts degree from San Jose State University.

Wendi McCaskill, Director, Management Consulting Services, has two decades of broad experience in K-12 education finance and fiscal policy. Wendi is an expert in the attendance accounting and instructional time requirements of local educational agencies (LEAs), which play a critical role in independent study as well as the Local Control Funding Formula, other apportionments for LEAs, and the impacts of emergencies such as fires, floods, and the pandemic on LEA budgets. Immediately prior to joining SSC, she served as the Associate Director of the School Fiscal Services Division at the California Department of Education (CDE) where she oversaw the apportionment of over \$50 billion to LEAs through the Principal Apportionment and the CDE’s guidance on attendance accounting and instructional time. Wendi holds a Bachelor of Arts degree and a Master of Arts degree in Political Science, both from San Francisco State University.

Anjanette Pelletier, Director, Management Consulting Services, brings 25 years of special education experience to SSC, including program development, professional learning networks, Alternative Dispute Resolution training, and expertise in special education legislation and fiscal policy. She has advanced training in dispute prevention and resolution techniques, facilitation strategies, and uses these skills to lead professional learning and improvement teams. Anjanette is a Licensed Educational Psychologist and has supported LEAs in roles from school psychologist to Associate Superintendent for the San Mateo County SELPA. She obtained a Bachelor of Science degree in Psychology from UC Berkeley, and a Master of Science degree in Clinical Child and School Psychology from Cal State Hayward.

Matt Phillips, CPA, Director, Management Consulting Services, provides support to school districts for fiscal-related matters such as budget reviews, salary schedule analyses, organizational reviews, and negotiations, including factfinding services. He also participates in presenting workshops across the state on a variety of topics including collective bargaining, district budgeting, federal compliance, and auditing. His accounting and auditing background, experience working in a school district, attainment of Certified Public Accountant license, and completion of the Fiscal Crisis & Management Assistance Team Chief Business Official (CBO) Mentor Program resulting in the California Association of School Business Officials (CASBO) CBO certificate all provide

the foundation for his expertise. Matt graduated from the California State University, Chico, with a Bachelor of Business Administration with emphasis in Accounting.

Charlene Quilao, Assistant Director, Management Consulting Services, brings over a decade of experience to School Services of California Inc. (SSC), providing extensive technical and professional services to local school agencies and community colleges to help them implement and maintain effective and efficient operations. As an integral member of SSC’s Management Consulting Services team, Charlene prepares research and data analysis in order to conduct organizational reviews, efficiency studies, comparative analyses of school district resources and staffing, special education studies, statewide workshops, informative publications, and other client services. She also serves as an SSC search advisor to support local educational agencies in chief business official search services. Charlene received her bachelor’s degree from San Francisco State University, focusing on social sciences and research and is an American Bar Association Certified Paralegal.

Suzanne Speck, Executive Vice President, provides support to school districts, county offices of education, and community college districts in governance, management, collective bargaining, employer-employee relations, human resources, special education, and general consulting. Before joining School Services California Inc. in 2009, Suzanne served school districts in California for more than 20 years as a special education teacher, principal, and assistant superintendent of human resources. She brings a wealth of experience in the area of employment, personnel management, strategic planning, and organizational development. She served on the Fiscal Crisis and Management Assistance Team for human resources in South Monterey Joint Union High School District, Compton Community College District, and Inglewood Unified School District. Suzanne has received advanced training in mediation and facilitation strategies and also has extensive experience leading large and small groups on various topics, including strategic planning, special education allocation plan development, budget advisory committees, and health benefit committees. As a seasoned and skillful facilitator, she is often asked to lead governance teams in the evaluation of superintendents, to mediate conflicts between individual employees and/or groups of employees, and to assist local educational agencies in building more collaborative labor relations.

Kathleen Spencer, Vice President, works with school districts, charter schools, county offices of education, and community colleges to implement effective and efficient operations through innovative strategies. She serves educational agencies in strengthening operations and resource management through organizational reviews, shared services and efficiency studies, budget reviews, comparative analyses of school district resources and staffing, total compensation studies, and facilities reviews. She specializes in the impacts of federal health care reform and the demands on employers to provide cost effective and legally compliant benefits. Kathleen also provides negotiations support to local educational agencies (LEA) and has prepared and presented

many school district factfinding cases, resulting in positive and improved labor relations for both the LEA and employee group. Kathleen received her bachelor's degree from California State University, Sacramento, focusing on social sciences and research.

Project Fees

(To be determined after District's confirmation of the scope.)

We propose conducting the project for the following fees:

- **Option 1**—Special Study with 88 job classifications: \$107,500, plus expenses
- **Option 2**—Special Study with 70 job classifications (CSEA benchmarks): \$93,700, plus expenses

“Expenses” are defined as actual, out-of-pocket expenses necessary for the completion of the project, such as travel, meals, shipping, and duplication of materials.

If additional meetings or presentations are required that are not described in this proposal (for example, a board presentation), a charge of \$310 per hour, per consultant, will be billed in addition to actual and reasonable expenses. We will submit monthly billings for services associated with the project.

If the proposal meets with your approval, please indicate which option you'd like to include in the scope of the study, and we'll send you the finalized proposal and Agreement for Special Services via DocuSign for your electronic signature. Our proposal is valid for 60 days from the date of this letter.

We appreciate the confidence you have in our firm and would be pleased to discuss our proposal at more length. Please call if you have any questions.

Sincerely,



Kathleen Spencer
Vice President

**Tahoe Truckee Unified School District
Special Study
Attachment A—List of Job Classifications Under Review for Internal Review of
Compensation Structure and Total Compensation Study**

41 Job Classifications Under Review

18 Job Classifications
Certificated Management
Administrative Intern
Assistant Principal Elementary School
Assistant Principal High School
Assistant Principal Middle School
Coordinator of English Language Development and Accountability
Coordinator of Special Education
Curriculum, Instruction and Assessment Coordinator
Director of Human Resources
Director of Technology and Information Services (Principal of Donner Trail Elementary School) ¹
Expanded Learning Opportunities Coordinator (ELO)
Manager of College and Careers, Career Technical Education, and Adult Education
Occupational Therapist
Principal Elementary
Principal High School
Principal Middle School
Principal SHS/Alternative, Educational Options
Program Specialist Special Education
School Psychologist

¹Note: For this job classification, the comparison will be based on the Director of Technology and Information Services functions as Elementary Principal is also listed as a separate job classification.

19 Job Classifications
Classified Management
Assistant Manager Tahoe Truckee Media Services
Bond Program Fiscal Contract Analyst
Coordinator of District Communications
Coordinator of Fiscal Services
Coordinator of Maintenance and Operations
Coordinator of Technology, Information and Systems Administration
Coordinator of Translations and Community Bilingual Services
Director of Facilities, Maintenance, and Operations
Director of Food Services
Director of Transportation
District Operations Supervisor
Early Learning Manager
Fiscal Specialist
Food Service Operations Manager
Manager of Tahoe Truckee Media Services

**Tahoe Truckee Unified School District
Special Study
Attachment A—List of Job Classifications Under Review for
Internal Review of Compensation Structure**

19 Job Classifications
Classified Management
Project Manager
Supervisor Fleet Maintenance
Wellness Manager
Workability Manager

4 Job Classifications
Executive Management
Executive Director Business Services
Executive Director Educational Services
Executive Director Student Services
Superintendent Chief Learning Officer

**Tahoe Truckee Unified School District
Special Study
Attachment C—List of Job Classifications Under Review for
the Total Compensation Study**

County	District	ADA ¹	UPP ²
Monterey	Carmel Unified	2,387	15.55
El Dorado	Lake Tahoe Unified	3,626	58.66
Placer	Placer Union High	3,720	24.1
Placer	Rocklin Unified	11,720	20.14
Marin	San Rafael City High	2,651	52.68
Sonoma	Sonoma Valley Unified	3,531	61.52
Los Angeles	Beverly Hills USD	3,399	21.49
Placer	Tahoe-Truckee Unified	3,685	41.67

Note: Group includes Basic Aid school districts located statewide with 2,000 to 6,000 ADA

¹Average daily attendance (ADA)

²Unduplicated pupil percentage (UPP)

**Tahoe Truckee Unified School District
Special Study
Attachment C—List of Job Classifications Under Review for
the Total Compensation Study**

**88 Job Classifications Under Review; or,
70 Job Classifications Under Review Using Classified Nonmanagement
(Benchmark Job Classifications)**

18 Job Classifications
Certificated Management
Administrative Intern
Assistant Principal Elementary School
Assistant Principal High School
Assistant Principal Middle School
Coordinator of English Language Development and Accountability
Coordinator of Special Education
Curriculum, Instruction and Assessment Coordinator
Director of Human Resources
Director of Technology and Information Services (Principal of Donner Trail Elementary School) ¹
Expanded Learning Opportunities Coordinator (ELO)
Manager of College and Careers, Career Technical Education, and Adult Education
Occupational Therapist
Principal Elementary
Principal High School
Principal Middle School
Principal SHS/Alternative, Educational Options
Program Specialist Special Education
School Psychologist

¹Note: For this job classification, the comparison will be based on the Director of Technology and Information Services functions as Elementary Principal is also listed as a separate job classification.

19 Job Classifications
Classified Management
Assistant Manager Tahoe Truckee Media Services
Bond Program Fiscal Contract Analyst
Coordinator of District Communications
Coordinator of Fiscal Services
Coordinator of Maintenance and Operations
Coordinator of Technology, Information and Systems Administration
Coordinator of Translations and Community Bilingual Services
Director of Facilities, Maintenance, and Operations
Director of Food Services
Director of Transportation
District Operations Supervisor
Early Learning Manager
Fiscal Specialist

**Tahoe Truckee Unified School District
Special Study
Attachment C—List of Job Classifications Under Review for
the Total Compensation Study**

19 Job Classifications
Classified Management
Food Service Operations Manager
Manager of Tahoe Truckee Media Services
Project Manager
Supervisor Fleet Maintenance
Wellness Manager
Workability Manager

4 Job Classifications
Executive Management
Executive Director Business Services
Executive Director Educational Services
Executive Director Student Services
Superintendent Chief Learning Officer

3 Job Classifications
Certificated Nonmanagement
Counselor
Nurse
Teacher

44 Total Job Classifications or 26 Benchmark Job Classifications (noted in bold text)
Classified Nonmanagement
A/P Technician
Admin Assistant to Executive Director
Administrative Assistant, District Department
Administrative Secretary, District Department
Bilingual Translator/Interpreter
Budget Technician
Bus Driver
Bus Driver-Instructor
Campus Monitor
Carpentry Craftsperson
Community Liaison
Cook
Credentials Technician
Curriculum Data Assessment Technician
Custodian
Data Management Specialist
Dispatcher, Transportation
Electrical Technician

Tahoe Truckee Unified School District
Special Study
Attachment C—List of Job Classifications Under Review for
the Total Compensation Study

44 Total Job Classifications or 26 Benchmark Job Classifications (noted in bold text) Classified Nonmanagement
Employee Benefits Clerk/Substitute Technician
Enhancement Paraprofessional
Equipment Operator
Food Services Worker
Groundskeeper
Head Custodian
Health Aid
Heavy Duty Diesel Mechanic
High School Attendance Secretary
High School Registrar
Instructional Assistant
Instructional Assistant, Bilingual
Instructional Assistant, Special Education
Lead Dispatcher/Scheduler
Library Media Assistant
Maintenance Craftsperson
Maintenance Person
School Secretary
Tech Services Specialist
Technology and Information Services Technician
Technology Help Desk
Vehicle Service Worker
Warehouse Delivery Driver
Warehouse Operations Specialist
Wellness Center Specialist
Yard Duty Supervisor

Tahoe Truckee Unified School District
Special Study
Attachment D—List of Certificated Nonmanagement Extracurricular Stipends

16 Selected Certificated Nonmanagement Extracurricular Stipends

- High School Athletics:
 - Varsity Men’s Basketball
 - Junior Varsity Men/Women Basketball
 - Cheerleading Coach
 - Varsity Golf
 - Intramural Athletic Director
- High School Music/Drama/Athletics:
 - Drama production director
 - Musical production director
 - Musical production assistant director
 - Coordinator of Student Activities
 - Music-Instrumental
- Middle School Athletics:
 - Athletic Director
 - Basketball 6/7
 - Basketball 8
 - Assistant Cross Country
- Middle School Academic Extra Pay Schedule:
 - Student Activities Coordinator
 - Yearbook