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PROFESSIONAL EXPERIENCE OVERVIEW

Superintendent of Schools <i>Alvord Unified School District (ADA ~18,500)</i>	2018 – present
Superintendent of Schools <i>Duarte Unified School District (ADA ~3,400)</i>	2015 - 2018
Assistant Superintendent & Chief Instructional Officer Acting Superintendent 2014-15 <i>Centinela Valley Union High School District (ADA ~7,000)</i>	2012 - 2015
Part Time Faculty, Education Leadership Doctoral Program Doctoral Program Board of Directors <i>California State University, Fullerton</i>	2009 - present
Principal, El Toro High School <i>Saddleback Valley Unified School District</i> California Distinguished School 2012-13	2007 - 2012
Principal, La Paz Intermediate School <i>Saddleback Valley Unified School District</i> California Distinguished School 2003-04 & 2006-07 National Blue-Ribbon School 2004-05	2000 - 2007
Principal, Ensign Intermediate School <i>Newport-Mesa Unified School District</i> California Distinguished School 2000-01	1994 - 2000
Mathematics Teacher/Department Chair <i>Millikan High School, Hoover Middle School Long Beach Unified School District</i>	1989 - 1994

EDUCATIONAL PRACTICE

Superintendent of Schools

Alvord Unified School District (July 2018 – present)

Currently serving as the Superintendent of Schools and Chief Administrative Officer of a PK-12 school district with ~18,500 ADA, ~2,500 employees, a \$225 million annual budget, and 23 schools serving the western portion of the City of Riverside, the eastern portion of the City of Corona, and segments of unincorporated communities of Riverside County.

- ◆ Worked collaboratively with the Board of Education and stakeholder groups to lead the district through the COVID-19 era by providing stable leadership and crisis management.
- ◆ Worked collaboratively with the Board of Education and stakeholder groups to lead a Reopening Schools Task Force to engage all stakeholders in the reopening schools process.
- ◆ Worked collaboratively with the Board of Education and stakeholder groups to lead the planning, development, and implementation of a Reopening Schools Plan.
- ◆ Worked collaboratively with the Board of Education and stakeholder groups to lead the planning, development, and implementation of a Learning Continuity and Attendance Plan

(Learning Continuity Plan).

- ◆ Worked collaboratively with the Board of Education and stakeholder groups to lead the district following a lengthy period of instability including a high level of turnover among the senior-level leadership team and in the superintendent's office.
- ◆ Worked collaboratively with the Board of Education and stakeholder groups to lead the district through a period of unrest (2016-2018) punctuated by my predecessor being terminated, a board member recall, and changeover among 2/5 of the 5-member board.
- ◆ Established a presence in all 23 schools, built relationships with key internal stakeholder groups, and evaluated the effectiveness of the district's instructional programs and delivery models as measured by student achievement.
- ◆ Established a presence in the Riverside leadership community by building relationships with key political, social, and community leaders as well as with other education leaders throughout the region.
- ◆ Established performance objectives pursuant to Article XIV of the superintendent's employment agreement with the governing board of the district.
- ◆ Established a positive and high-functioning relationship with all trustees individually and as a Board in the interest of making decisions necessary to the proper function of the district.
- ◆ Conducted numerous governance workshops to establish roles and build trust among the governance team.
- ◆ Established a Budget Advisory Committee as a sub-committee of the Board to provide recommendations from a variety of viewpoints representing all stakeholder groups related to the district's budget and financial future.
- ◆ Established technology, curriculum and instruction, VAPA, and social-emotional support committees as sub-committee of the Board to provide recommendations from a variety of viewpoints representing all stakeholder groups related to the key strategic areas.
- ◆ Established a governance calendar to fulfill governance responsibilities in a logical sequence as well as update Board policies and monitor the effectiveness of district practices and programs.
- ◆ Contracted with the Fiscal Crisis Management Team (FCMAT) to identify operational and data management challenges and help build capacity in the district.
- ◆ Worked closely with Riverside County Office of Education officials and FCMAT officials to conduct a fiscal health risk analysis (FHRA) given a downgrade of an interim certification by the county superintendent and "lack of going concern" designation which led to significant budget reductions.
- ◆ Restructured the district's leadership team to better meet student needs.
- ◆ Managed a supplemental early retirement plan for about 200 certificated and classified employees.
- ◆ Worked closely with senior-level and all management team members to establish a culture of collaboration and continuous school improvement.
- ◆ Worked closely with senior-level and all management team members to evaluate the effectiveness of programs, practices, and policies related to operations.
- ◆ Worked closely with senior-level and all management team members to establish a performance management system.
- ◆ Worked closely with senior-level and all management team members to establish meeting protocols to increase the efficiency and effectiveness of meetings.
- ◆ Established board sub-committees in the areas of technology, school safety/social emotional learning, visual and performing arts, budget practices, and curriculum & instruction to inform the strategic planning process.
- ◆ Established partnerships with key higher-education leaders in the region to build joint programs.

Superintendent of Schools

Duarte Unified School District (July 2015 – June 2018)

Served as the Superintendent of Schools and Chief Administrative Officer of a PK-12 school district with 3,425 ADA, 550 employees, a \$45 million annual budget, one K-6 elementary school, four K-8 magnet schools, one comprehensive high school, one charter arts magnet 7-12 school, and one alternative high school serving the San Gabriel Valley cities of Bradbury and Duarte, and segments of unincorporated parts of Los Angeles County.

- ◆ Worked collaboratively with the Board of Education and stakeholder groups to create the Competitive Advantage Plan, a five-year strategic plan to reimagine, rebrand, and restructure the district, fundamentally alter its culture, and become a destination school district.
- ◆ Worked collaboratively with bargaining unit officials to improve compensation and attract and retain the highest quality staff.
- ◆ Worked collaboratively with City of Duarte officials to build a school district that compliments the city, provides education options for residents, and attracts students and their families from throughout the region.
- ◆ Worked collaboratively with local legislators and teams of lobbyists to enact legislation friendly to Duarte schools and in the best interest of public education.
- ◆ Increased enrollment for the first time in 17 years, reversing a trend that left the district fiscally unstable and at-risk of severe programmatic cuts and a reduction in force.
- ◆ Transformed the district into a destination district with students from 86 cities in the region attending as of 2017-18.
- ◆ Repurposed the middle school and reconfigured the district into K-8 magnet schools focused on STEAM, Dual-language immersion, International Baccalaureate, Computer Science, and Artful Learning.
- ◆ Co-founded the California School of the Arts™, a unique district/charter regional hybrid school model housed on the repurposed middle school campus.
- ◆ Worked collaboratively with LACOE officials to evaluate our academic programs, implement PBIS, craft an effective and inclusive LCAP, and improve student achievement.
- ◆ Developed a new Facilities Master Plan utilizing G.O. bonds and State funding to align with the new direction and reconfiguration of school campuses.
- ◆ Worked collaboratively with the Board of Education to develop Board goals and to ensure that the vision, mission, and strategic priorities of the organization are visible, ingrained in the culture of the organization, and aligned with the Dashboard and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
- ◆ Utilized AB288 to create a 4-year degree-bearing Early College Program in partnership with Citrus College in Computer Science and Administration of Justice.
- ◆ Utilized AB288 to create National Academy Foundation (NAF) CTE academies in hospitality/culinary arts and biotechnology in partnership with The City of Hope, Citrus College, and Mount San Antonio College.
- ◆ Worked collaboratively with the Board of Education to develop strategic guidelines and tools (e.g. governance calendar, a parking lot, self-evaluation) for decision-making filters to create a mechanism where decisions are self-evident and time is not wasted on unproductive arguments.
- ◆ Facilitated a citywide effort to change the District's image by leading a comprehensive rebranding effort that has inspired trust, modeled transparency, and reduced by 40% the number of families requesting inter-district permits out of DUSD in 2016-17 and 80% in 2017-18.
- ◆ Led the 7-11 process utilizing Kepner-Tregoe analytic methodology to study boundaries, enrollment, real property, and ultimately repurposing our middle school campus.
- ◆ Set and enforced rigorous standards for student achievement and ensured the academic

program met or exceeded yearly student outcome goals defined by the Board of Education.

- ◆ Created a culture of continuous improvement driven by data-driven decision making, reflected in all decisions, including course and classroom assignments and implementation and discontinuance of programs.
- ◆ Created an assessment plan to drive current instructional methodologies and best practices, high quality curricular training and resources, consistency of instruction and practice, a culture of professionalism among teachers and staff, and monitoring progress of all students.

Assistant Superintendent/Acting Superintendent, Educational Services

Centinela Valley Union High School District (July 2012 – June, 2015)

Served as Chief Instructional Officer and Acting Superintendent (2014-15) of a school district with 7,000 students, 750 employees, an \$80 million annual budget, 3 comprehensive high schools, one alternative high school, one independent study charter school, a Community Day charter school, an adult school, and 2 charter schools serving male and female students incarcerated in Los Angeles County jails.

- ◆ Worked closely with the Board of Education, staff, and stakeholder groups to stabilize the District as its face and primary spokesperson during a time of great unrest and uncertainty after the superintendent was terminated.
- ◆ Worked closely with the LACOE RSDSS team to lift the District out of PI.
- ◆ Increased the overall graduation rate from 65.4% to 80.1%. Increased the graduation rate of African American students from 64.3% to 82.3%; Students with Disabilities from 49.75 to 77%; and Low-Income students from 67.6% to 83.3%. Increased from 32.2% to 34.5% the percentage of graduates with UC/CSU required courses.
- ◆ Worked closely with the four-feeder elementary school district superintendents to build a vertical articulation networks and transition program for each district.
- ◆ Administered the development, implementation, and assessment of educational programs consistent with Board policy and state and federal requirements.
- ◆ Led the effort to secure Assembly Bill 790 Linked Learning Pilot Program grant. Awarded grants totaling approximately \$2 M for College and Career Readiness, including California Career Pathways Trust Grants for Media Arts (\$579,000); Advanced Manufacturing and Engineering Technology (\$540,000); Work Based Learning and post-secondary credit options (\$480,000); Health Care (\$432,480); and Foster Youth Career Pathways.
- ◆ Advised the Board on all educational matters requiring Board action.
- ◆ Coordinated the work of schools and departments to ensure the District's mission, vision, and goals are achieved.
- ◆ Provided leadership as the Chief Negotiator during the collective bargaining process.
- ◆ Represented and advocated for the Board in relationships with the city, county, and state governments, private agencies, and the school community.
- ◆ Provided a vision and leadership in the development and implementation of the Local Control and Accountability Plan and budget.
- ◆ Built effective and productive relationships and repair fractured relationships with feeder districts, and external stakeholders, including community groups, higher education partners, and County and State officials.
- ◆ Oversaw the design, construction, and occupation of \$150M of 21st Century Classrooms and Learning Centers.
- ◆ Designed and implemented educational services in LA County Jails through a contract with the LASD.
- ◆ Initiated Professional Learning Communities (PLC) to energize the focus on student learning.
- ◆ Supervised and evaluated Student Services, Special Education, Curriculum & Instruction, State

& Federal Programs, and Information Technology Directors.

- ◆ Supervised and evaluated all site principals.
- ◆ Screened, interviewed, and hired key instructional and leadership positions.
- ◆ Initiated the adoption of Common Core Standards to ensure that graduates are prepared to take credit-bearing college courses or enter the workforce.
- ◆ Initiated a systematic process and structural foundation to ensure a school response when students do not learn.
- ◆ Initiated Linked Learning (AB 790) to connect interests and career aspirations with education.
- ◆ Initiated the implementation of Advancement Via Individualized Determination (AVID) district-wide to increase the number of students completing UC/CSU a-g requirements.
- ◆ Initiated the expansion of Advanced Placement in all schools and initiated the International Baccalaureate Diploma Program at Hawthorne High School to strengthen college-going culture.

Principal, El Toro High School

Saddleback Valley Unified School District (July 2007 – July 2012)

Responsible for all operations at a large comprehensive high school in a diverse middle-class community with 2,700 students, 200 employees, a 2 million annual budget, and thriving athletic, arts, and academic programs.

- ◆ Restructured the bell schedule to embed professional learning.
- ◆ Initiated a 4-year Early College Program with Irvine Valley College. The first program of its kind in the region.
- ◆ Worked with all California Environmental Quality Act (CEQA) process stakeholders to build an on-campus stadium.
- ◆ Initiated co-teaching SPED instructional model.
- ◆ Authored and awarded a \$3M career pathway grant to construct and implement a CTE advanced technology academy for engineering, robotics, and manufacturing.
- ◆ Initiated Sheltered Academic Instruction to provide support services for ELL.
- ◆ Initiated Positive Behavior Intervention and Support (PBIS)
- ◆ Initiated Response to Intervention (RTI) framework
- ◆ Initiated freshmen transition program.
- ◆ Initiated Professional Learning Communities.
- ◆ Managed and supervised the expansion of Advancement Via Individualized Determination (AVID), Advanced Placement and International Baccalaureate.
- ◆ Earned a full 6-year WASC accreditation and a California Distinguished School Award, in 2012- 13.

Principal, La Paz Intermediate School

Saddleback Valley Unified School District (August 2000 – July 2007)

Responsible for all operations at a large comprehensive intermediate school in a diverse middle-class community with 1,200 students, 100 employees, a \$.75 million annual budget, and thriving athletic, arts, and academic programs.

- ◆ Earned two California Distinguished School Awards (2003, 2007) and a National Blue Ribbon (2004).
- ◆ Professional Learning Community model school.
- ◆ Initiated de-tracking and heterogeneous grouping.
- ◆ Initiated Positive Behavior Intervention and Support.

- ◆ Initiated Response to Intervention (RTI) framework.

Principal, Ensign Intermediate School

Newport-Mesa Unified School District (August 1994 – August 2000)

Responsible for all operations at a large comprehensive intermediate school in a recently integrated middle-class community with 1,100 students, 90 employees, a \$.5 million annual budget, and thriving athletic, arts, and academic programs.

- ◆ Assimilated low socioeconomic students bussed into a high socioeconomic neighborhood school.
- ◆ Initiated a school foundation with community stakeholders to support all students.
- ◆ Initiated an integrated content language approach for English Language Learner students to develop English language skills in content classes.
- ◆ Initiated Advancement Via Individualized Determination (AVID) program.
- ◆ Initiated the implementation of co-teaching model for Special Education program delivery.
- ◆ School earned California Distinguished School status (2001).

Mathematics Teacher/Department Chair

Millikan High School, Jordan High School, Hoover Middle School, Long Beach Unified School District (August 1989 – August 1994)

- ◆ Mathematics Department Chairperson.
- ◆ Restructured mathematics curriculum to integrate problem-based learning.
- ◆ Improved student outcomes by differentiating instruction.
- ◆ Worked closely with colleagues in interdisciplinary team.
- ◆ Accepted into the LBUSD Leadership Pool for future administrators.

OTHER EXPERIENCES

- ◆ Education Partners – COVID-19 Task Force (2020)
- ◆ Education Leadership Task Force (2019)
- ◆ CSU, Fullerton Ed.D. Program Executive Board (2015-present)
- ◆ Foothill Unity Center Board of Directors (2015-present)
- ◆ Foothill Family Center Advisory Board (2015-present)
- ◆ Budget Reduction Committee (2009)
- ◆ Western Association of Schools and Colleges Committee Member (2008-present)
- ◆ Leadership Academy Planning Team (2005-06)
- ◆ Saddleback Valley Management Team Association President (2005)
- ◆ Strategic Planning Steering Committee (2004)
- ◆ Teacher Evaluation Steering Committee (2003)
- ◆ Peer Assistance and Review Committee (2002-2007)
- ◆ Bond Measure B Steering Committee (2002)
- ◆ Bond Measure A Strategic Planning Team (1999-2000)
- ◆ Strategic Planning Team (1997)
- ◆ Mathematics Curriculum Committee Chairperson (1995-2000)

UNIVERSITY TEACHING EXPERIENCE

*Part Time Faculty, Educational Leadership Doctorate Program
California State University, Fullerton (August 2009 – present)*

Published courses authored and taught:

- ◆ Methods of Collection and Analysis of Assessment Data
- ◆ Applications of Research: Forecasting and Planning (Strategic Planning)
- ◆ Ethical and Legal Dimensions of Leadership
- ◆ Leadership of Curricular and Instructional Practices
- ◆ Transforming Teaching and Schools through Resource Optimization
- ◆ Organizational Theory

PROFESSIONAL SCHOLARLY PUBLICATIONS/ACADEMIC PRESENTATIONS

- ◆ Leading Leaders: A Superintendent's Primary Responsibility. The College of Education and the Center for Research on Educational Access and Leadership Research Symposium (2009-2016) School Climate and Student Engagement Symposium, ACSA South Bay Administrators Association (2015)
- ◆ Organizational Theory and Challenges for Leadership (2020) California State University, Fullerton (CSUF) Doctoral Studies Program Course
- ◆ Leadership of Curricular and Instructional Practices (2019) California State University, Fullerton (CSUF) Doctoral Studies Program Course
- ◆ Transforming Teaching and Schools through Resource Optimization (2019) California State University, Fullerton (CSUF) Doctoral Studies Program Course
- ◆ STEM Facilities and Their Contribution to a Successful STEM Instructional Program, STEM Symposium San Diego (2014)
- ◆ Ethical and Legal Dimensions of Leadership (2014) California State University, Fullerton (CSUF) Doctoral Studies Program Course
- ◆ Applications of Research: Forecasting and Planning (2011-17) California State University, Fullerton (CSUF) Doctoral Studies Program Course
- ◆ Methods of Collection and Analysis of Assessment Data (2010-18) California State University, Fullerton (CSUF) Doctoral Studies Program Course
- ◆ Job Satisfaction of High School Principal (2007) Doctoral Symposium, NOVA Southeastern University, Fort Lauderdale, FL.
- ◆ Best Practices of Award-Winning Secondary School Principals (2004) Orange County Department of Education (OCDE) Leadership Summit

AWARDS AND PROFESSIONAL ACTIVITIES

- ◆ Leadership Riverside, Chamber of Commerce, Class of 2020
- ◆ Meritorious Service Award, State Senator Anthony Portantino, 2018
- ◆ Meritorious Service Award, Assemblywoman Blanca Rubio, 2018
- ◆ Meritorious Service Award, Duarte City Council, 2018
- ◆ Visionary Leadership Award, Duarte Chamber of Commerce 2018
- ◆ Institutional Biosafety Committee, City of Hope Comprehensive Cancer Center 2016-18
- ◆ Board of Directors, California State University, Fullerton Education Doctoral Program 2015-18
- ◆ Board of Directors, Foothill Unity Center non-profit support organization (2015-2018)
- ◆ Board of Advisors, Foothill Family Center non-profit support organization (2015-2018)
- ◆ Principal Excellence Award, 1999 – Orange County – Irvine Foundation Award Meritorious
- ◆ Service Award, 2007 Santiago Canyon Fire – OC Sheriff's Department President of the
- ◆ Saddleback Valley Management Team Association President
- ◆ Association of California School Administrators member

PROFESSIONAL/LEADERSHIP PREPARATION

Leadership Riverside <i>City of Riverside/Chamber Leadership Development Program</i>	Class of 2020
ACSA Superintendent's Academy <i>Leader of Leaders Series</i>	2015-16
The Superintendent's Collaborative <i>Azusa Pacific University</i>	2015 - 2018
The Leadership & Learning Center <i>Data-Driven Decision-Making Certification</i>	2011
Education Leadership Doctoral Program <i>California State University, Fullerton</i> Accredited Course Author and Faculty Member	2009 - present
Doctor of Education, Education Leadership <i>Nova Southeastern University</i> <i>Fischler School of Education and Human Services</i>	May, 2007
Master of Education, Educational Administration <i>California State University, Dominguez Hills</i> <i>Graduate School of Education</i>	May, 1994
Bachelor of Arts, Psychology <i>California State University, Long Beach</i>	December, 1984
CREDENTIALS	
Single Subject Teaching, Mathematics	CTC # 090212446
Administrative Services Credential	CTC # 090212090
CASC Coach Certification	Current Certification
California Administrative Services Credential Program	2020-21

REFERENCES FURNISHED UPON REQUEST