

# Ewing Consulting, Inc.

## Human Resources Consulting

---

114 Calle Patricia

San Clemente, California 92672

(949) 369-9302

November 9, 2012

Rebekah Barakos-Cartwright  
Director of Human Resources  
Coronado Unified School District  
201 Sixth Street  
Coronado, California 92118

Dear Ms. Barakos-Cartwright:

Thank you for the opportunity to present our proposal to perform the classification and compensation study for Coronado Unified School District. We trust that our response to your request meets your needs.

Ewing Consulting specializes in providing human resources consulting services to the education industry throughout the State. We have considerable experience in the conduct of classification and compensation studies specifically for districts and will be pleased to assist Coronado Unified School District in this sensitive and important endeavor.

Our firm is uniquely qualified to perform this study for you.

1. We understand districts, their organization, programs, codes, policies and practices. Our people are specialists in district human resources matters and each has performed similar studies in several projects throughout the State. We have completed studies for over 160 school districts in the State of California.
  2. Our approach to the study is specifically designed to provide a very thorough, technically sound result. Due to the central role of the class description in the entire personnel program, it is important to take care in preparing descriptions and allocating positions in an intelligent, objective manner.
  3. The engagement will be directed by Mr. Ewing in an effort to properly control and assure the quality and responsiveness of the engagement. His style is one of establishing and maintaining rapport with people at all organizational levels. This is easily checked with former engagements in the public and private sectors. His references include work with bargaining units in several districts around the State of California. Our consultants are accustomed to dealing with management level people and are highly qualified, effective and credible before employee and management groups as well as Board of Educations.
  4. Much of our project work will be on-site. In order to enhance communications and do a proper job of understanding your organization's operations, our work will be largely at your offices and work sites where we will be accessible to classified employees and the Human Resources Department.
-

We believe our proposal meets the requirements specified in the Request for Proposal. Our proposal is divided into five sections.

Objectives and Scope  
Work Plan and Methodology  
Schedule, Staffing and Fees  
Resumes of Project Personnel  
Client List

We will be pleased to present the proposal orally and respond to any questions you might have. Thank you again for your consideration.

Very truly yours,

William A. Ewing  
President

---

## ***OBJECTIVES AND SCOPE***

Based on our understanding of your Request for Proposal, the objectives of the study will be as follows:

Prepare class descriptions which accurately describe current duties and responsibilities and requirements for about 41 classifications, covering about 150 positions.

Allocate about 150 employees to the classifications as described.

Perform a salary survey of selected public sector organizations, focusing on comparable districts.

Utilize a job evaluation technique to properly establish internal equity within the various classifications.

Assure compliance of class descriptions with the Americans with Disabilities Act.

Provide specific recommendations regarding the appropriate level of compensation for all classes.

Provide a carefully described and valid method for arriving at future determinations of base salary.

Provide recommendations to update and administer the program including training in the use of any new aspects of the overall program.

Recommend other work flow, management practices, policies and procedural changes based on this thorough review of the organization.

---

## **WORK PLAN AND METHODOLOGY**

Our experience in the conduct of similar studies indicates that the best results are achieved through a series of phases, each phase having one or more elements. The phases would be separate in performance but interdependent in overall effect and meaning. The phases and elements would be planned and carried out to maximize study value to District personnel. The phases would allow the District to properly follow study progress and assess its timeliness.

There are several features to our work plan which are key ingredients for a successful study. A classification study is very sensitive for all concerned. It is vitally important to establish methods to reduce apprehension and assure fair and responsive treatment for those employees whose jobs are being studied. Our work plan includes several steps which enhance the opportunity for a successful study.

- Advisory Committee - We have found that the use of an Advisory Committee in these studies is important to the final acceptance of the program. This is typically a group of five to nine people who represent the occupational groups and departments included in the study. The Committee is not asked to make decisions or vote on anything; rather, the Committee follows our study progress, provides feedback on employees' reactions to the study and our consultants, and assures themselves of an objective and independent report. We typically arrange four to five meetings with the Advisory Committee during the course of the study.
- Participation of Human Resource Department Staff - Our work plan includes several opportunities for discussions, training sessions and other communications to assure that the program may be maintained by the Human Resource Department.
- Participation of Union and Management Groups - Our work plan provides for meetings with the Superintendent, Human Resource Director and other key executives and the Board of Education, union leadership and others (at your request) who would have an impact on study results or input to study findings. These communications are vitally important to the ultimate acceptability of study procedures and results.

Each major phase outlined in our Work Plan and Methodology section is outlined below. The order of their presentation is approximately the order of their performance. However, several phases may be carried out simultaneously to minimize expenses and to use available time most expeditiously.

In addition, we have included a Project Schedule which shows the timing of these phases.

### **PHASE I - SCHEDULING AND INTRODUCTION OF THE STUDY**

This phase is extremely important to the ultimate success of the project. The purpose of Phase I is to introduce the study, communicate study methodologies and procedures, initiate effective communications, and explain the role and contributions of District employees. If the District desired, it would also be intended to develop a program for effective involvement of assigned persons from the District's Human Resource Department.

1. Meet with Advisory Committee and other groups to set the study in motion, reach agreement on key study procedures and methods, discuss and refine the project schedule, define roles and contributions of District employees and to clarify study scope and output.
  2. Meet with the Director of Human Resources and assigned staff to develop an effective method for including their involvement and input in the study.
-

3. Conduct meetings with the Superintendent and key department heads to introduce the study to them, to explain their function, role and contributions, to outline the study schedule, methodology and output, and to define time and effort involvement of their personnel; meet with union or other groups as necessary.

## **PHASE II - ORIENTATION TO CLASSIFICATION AND COMPENSATION PRACTICES**

The purpose of Phase II is to develop detailed familiarity with the District's organization structure and its use of various positions and classifications among its departments. We would also become well-versed in the content of current classifications and levels, study current base salary levels and pay relationships and review District policies, practices and procedures related to classification and compensation.

1. Meet with management personnel to obtain basic information on nature and diversity of services and programs (on-line as well as planned), work activities and functions, organization structure, reporting relationships, and the kinds of positions operating in each department. We would ask them to relate concerns and issues related to the current classification and pay structure and the administrative guidelines governing it.
2. Study and assess available material on the District's present system for classifying and compensating employees such as: classification, position guides or descriptions, base salary structures and related items.
3. Examine and evaluate administrative procedures and practices related to compensation, and gather data on the methods used to set and revise salaries for the classifications included in the study.
4. Review local or State rules and regulations and laws which impact on classification practices.
5. Meet with Advisory Committee to provide feedback on findings and to seek input on the format for the class descriptions and other related items.

## **PHASE III - COLLECTION AND INITIAL ANALYSIS OF POSITION INFORMATION**

The purpose of Phase III is to systematically collect information related to the basic duties, responsibilities, reporting relationships and tasks of positions of involved departments. The procedure involves the use of a standard position information questionnaire, interviews and worksite observations and conversations. We can assure you that our position analysis techniques meet the requirements of the Federal Uniform Guidelines on Employee Selection Procedures (1978) and the California Department of Fair Employment Regulations (1980).

1. Modify an existing position information questionnaire which, our experience has shown, captures position information in a reliable and efficient fashion. The form will be constructed to permit easy completion without sacrificing its value to subsequent position analysis.
  2. Review proposed questionnaire and its distribution and use with the Advisory Committee. Each participant would be asked to complete a questionnaire. Completed questionnaires would be reviewed by the employee's supervisor and sent directly to our consultants.
-

3. Distribute questionnaire and explain it and the procedure for its completion and processing to all participants through meetings held with the employees. We believe this step is especially important since it gives all employees the opportunity to meet the consultants prior to the study and the opportunity to receive careful instructions on how to complete the questionnaire. We plan to hold meetings at various locations around the District. We also provide for separate orientation sessions for supervisors who will be reviewing the questionnaires.
4. Collect and analyze completed questionnaires.
5. Conduct interviews with at least one incumbent per class, such that the total number of employees interviewed would represent about 60% of the District's positions. Interviews would normally last about thirty minutes and would consist of expansion of questionnaire responses and discussions regarding the relationships of the position to others in the organization. Some employees prefer group interviews which is fine with our consultants. We believe that any employee should be given the opportunity to be interviewed during this phase of the study.

#### **PHASE IV - REVIEW OF CURRENT CLASS DESCRIPTIONS**

The purpose of Phase IV is to complete our review of the existing class descriptions and suggest changes which better accommodate the positions described by each class description. The classifications will be prepared in such a manner as to specify the relationships between classes in a series.

1. Determine validity of current class descriptions based on questionnaire and interview analysis.
  2. Meet with the Director of Human Resources and others to determine an appropriate format for the revised class descriptions; several alternatives will be presented and the format which best meets your needs will be selected.
  3. Prepare revised descriptions as necessary, specify job duties, levels of responsibilities and skills, knowledge and abilities requirements. We will be sensitive to career ladders within and between series.
  4. Assure compliance of the class descriptions with the Americans with Disabilities Act. We will provide an assessment regarding "essential functions" together with statements regarding working conditions for each class. Working conditions refers to the environment in which the work takes place and the physical demands and hazards associated with the work.
  5. Allocate carefully all 150 employees to the proper classification and prepare an allocation listing summarizing our conclusions.
  6. Present our preliminary class descriptions and allocations to the Advisory Committee for review and discussion. We will highlight new, revised or eliminated classes with proper rationale for our recommendations. We will also provide listings of classes by family, series or occupational groups and will be sensitive to career ladders and bridge classes in the process.
-

## **PHASE V - FINALIZATION OF CLASSIFICATIONS**

The purpose of Phase V is to provide feedback to employees and their supervisors as to the classification to which they have been allocated. We believe this step is essential to the ultimate success of the program. In this way, communications will be such that any employee may appeal a classification to which he or she has been allocated. We will be pleased to adopt whatever method of dealing with appeals is customary for the District. We normally suggest the following process for consideration:

1. Provide each employee and supervisors with a copy of the class descriptions recommended for the position.
2. Provide a form to be completed by employees who do not agree with the classification recommended by the consultant.
3. Meet as necessary with employees who wish to appeal the recommendation. We would explain the reasoning behind our recommendation, listen to the employee's concerns and arrive at a conclusion regarding the appeal. This would once again be communicated to the employee in writing.

At this point, should the employee wish to carry the appeal further, we will discuss other possible steps with you relying on your own policies and practices regarding appeals. Our fee estimate includes any number of appeals received during the course of the study.

It is important to involve the consultant directly in the appeal process, and we will publish the final classifications where appropriate. We will be sensitive to career ladders and mobility as well as management succession and other organizational concerns.

## **PHASE VI - DEVELOPMENT OF INTERNAL RELATIONSHIPS**

The purpose of this phase is to examine internal relationships between classifications based on the class descriptions and comparative levels of responsibility of each class. We will utilize organization analysis and quantitative position evaluation, if necessary, to properly rank the classes. We would be careful to employ proven methods of position evaluation, and would communicate the methodology in detail to the Advisory Committee to assure understanding and acceptance of our techniques. We believe it is important to bring a wide range of technologies (from very simple to very complex) to your attention. Our firm has its own point-factor system, known as the Ewing Factor System (EFS), which has been implemented in many public sector organizations around the State.

1. Meet with the Director of Human Resources and others to discuss the full range of methods available to properly evaluate the relative level of each classification. We will be careful to propose methods which the District may utilize and maintain on an on-going basis.
  2. Evaluate all classes using the agreed-upon methodology and display the resulting rank order of all classes within families or occupational groups.
  3. Determine the appropriate relationship between classes in terms of percentages of salary and/or salary range differences.
  4. Compare recommended rankings and salary range differences with current practice.
-

5. Present preliminary recommendations to the Advisory Committee and management to encourage discussion and feedback prior to finalization.

### **PHASE VII - PREPARATION OF SALARY SURVEY QUESTIONNAIRE**

The purpose of Phase VII is to arrive at basic decisions regarding salary philosophy and pay practices. The internal relationships will be displayed and discussed with the Advisory Committee and others. Based upon acquired knowledge of the District's organization and practices, we will do the following:

1. Recommend participants to be included in a salary survey. The market surveys may differ for certain classes. We will match the District's size and service profile with that of participants, and will be specific as to which public and private sector agencies should be included. We consider three criteria in selecting participants: the geographical area, some measure of size (population, number of employees, budget) and type of business (public sector, private sector). We carefully analyze each element and recommend a list of participants based solely on these criteria. This will be discussed in detail with you.
2. Recommend benchmark classes for the survey. We will select representative and typically populous classes to be included in the survey. The benchmarks will include representation at all organizational levels and will be carefully selected to represent specific occupational groups and job families. These will be described in summary form for use in the survey questionnaire.
3. Gather published survey data which may be helpful in our analysis.
4. Prepare a survey questionnaire which will gather salary and other data if desired.

### **PHASE VIII - CONDUCT OF THE SURVEY**

The survey instrument will be distributed to all participants with appropriate explanations as to the use and confidentiality of the data. Normally, we would also provide each participant with a copy of the final product (survey) to act as an inducement for participation.

1. Follow-up in personal meetings with survey participants as necessary to encourage thorough and accurate completion of the questionnaire on a timely basis.
2. Contact participants to ask questions regarding responses which appear unusual or point to inappropriate classification matching; arrive at decisions regarding the usefulness and comparability of data.
3. Compile survey results in tabular form and analyze data in light of current pay practices.

### **PHASE IX - RECOMMENDATIONS REGARDING THE OVERALL PROGRAM**

The purpose of Phase IX is to come to well-reasoned recommendations regarding the compensation plan for the employees. Based on the data and analysis completed in earlier phases, we will do the following:

1. Recommend appropriate compensation ranges for each classification for the current year.
  2. Recommend a proper salary differential between classifications and their immediate subordinates through establishment of a complete salary range program to provide both internal equity and external competitiveness.
-



3. Recommend alternative methods to implement the program. These studies typically have a certain cost associated with their implementation. We have learned a variety of methods to implement studies within the District's financial resources. We typically provide a number of options to set the stage for negotiations.
4. Recommend districts and other organizations to be included in future surveys. We will include a recommended survey questionnaire and a list of participants based on the results of the study.
5. Recommend a method to maintain and administer the salary program.

### **PHASE X - PRESENTATION OF THE FINAL REPORT**

We will bring all the study results and recommendations together in a final report which will be presented in written form to the Advisory Committee, the Superintendent and the Board of Education if desired. It is vitally important that the District review a preliminary draft of the report to assure that the written word communicates and covers all the specific areas of concern. The final report will include the following:

1. Class descriptions covering all the participants (about 41 classes).
2. Allocation listings placing all 150 positions into final recommended classifications.
3. Internal ranking of these classes together with complete descriptions of the methodology utilized to determine internal relationships.
4. Salary survey performed by Ewing Consulting and other data collected from published sources.
5. Recommended salary ranges for each classification together with descriptive material and rationale.
6. Other recommendations resulting from the study. In the past, we have commented on such matters as total compensation practice, attitudes and morale, organizational issues or concerns, staffing, training or suggestions aimed at improving efficiency or effectiveness of District functions.

Once the final report is delivered and accepted by the District, we will be available for follow-up consultation should you desire. Whether on-site or by telephone, we will make ourselves accessible to answer questions or provide additional commentary on our recommendations. Should you require assistance in implementing study recommendations, we would be pleased to assist the District on an hourly plus expense basis.

---

## ***SCHEDULE, STAFFING AND FEES***

As indicated in our work plan, we have included a schedule which is meant to show the timing relationships of the various phases of the study. The work plan itself identifies the expected outputs for each phase and includes several ideas for the timing of meetings with the Advisory Committee and others. We anticipate that we will work closely with the Director of Human Resources throughout the course of the study. We will be pleased to meet with you whenever the need arises at your suggestion or ours.

The staffing of an assignment such as this is a very delicate matter. Due to the nature of the work and its potential impact on all personnel, it is vitally important the engagement be performed by someone with wide experience as well as someone with ability to sell ideas with credibility, integrity and independence.

For these reasons, Mr. William A. Ewing will be conducting the study on behalf of his own firm and the Coronado Unified School District. He will act as Project Manager and will have overall accountability for the technical quality of the work, its responsiveness and communication. Mr. Ewing is a seasoned professional who now enjoys his own consulting firm after three years as a Personnel Director and thirteen years as a Principal Consultant for two large personnel consulting firms. His complete resume is included for your review. He will be pleased to have you check with any number of the references provided in his resume - references in either the public or private sector. These references include only assignments for which he accepted responsibility as Project Manager. There is no attempt to include other studies conducted by someone else.

Our fee for the conduct of this study as described herein for all 150 positions in 41 classifications will be \$19,500 including out-of-pocket expenses. The estimate assumes that the District will provide graphics and printing services with respect to the questionnaires and study outputs.

---



***EWING CONSULTING, INC.***

***DESCRIPTION OF FIRM***

Mr. Ewing began his own consulting firm over 28 years ago. Prior to establishing the firm, Mr. Ewing was responsible for human resources consulting for the western region of what is now Ernst & Young and was a Director in the Los Angeles office of Hay Associates. Mr. Ewing is actively involved with his clients and personally directs the firm which continues to prosper largely due to his reputation in the fields of job evaluation, compensation planning, classification and organization planning. Over the past few years, he has especially become known for innovations in the integration of various human resources functions through the use of an integrated human resources management system, *Harmony*.

Ewing Consulting specializes in public sector organizations and is especially well-known in the organization planning, classification and compensation fields in the education field public sector. We maintain a staff of experienced consultants headquartered in Orange County, California.

Ewing Consulting has conducted several seminars for school districts on the subject of classification and compensation. We provide an overview of job evaluation programs available and focus on a variety of widely used internal equity systems.

Ewing Consulting specializes in a wide range of human resources services. The firm has performed hundreds of classification and salary studies and 60-70 organization studies and has prepared several human resources policy and procedure manuals. Another popular product has been our human resources department audits which provide some helpful suggestions to school districts on improving the efficiency and effectiveness of their human resources processes.

## ***STAFF QUALIFICATIONS***

### **WILLIAM A. EWING**

Bill Ewing, President of Ewing Consulting, began his consulting career 32 years ago with Ernst & Ernst (now Ernst & Young). He steadily moved up the professional ladder in the Denver, St. Louis and Los Angeles offices of this prestigious firm while serving major clients in the private and public sector in compensation, organization planning, human resources policies and training. He joined Hay Associates in Los Angeles as a Principal for two years before starting his own firm in 1980. Prior to his consulting career, he was Director of Human Resources for Carte Blanche Corporation, a national company with 1,000 employees headquartered in Los Angeles.

He is currently enjoying his 28<sup>th</sup> year serving primarily the education industry. Headquartered in the City of Orange, the Company's client list numbers over 200 school districts, 48 community college districts, 30 county offices of education and a number of other organizations. The firm also serves a large number of Cities, Counties and other public sector clients in California, Arizona, Kentucky and Washington as well as some very select private sector companies such as Northrop, Lockheed, Hughes, Warner Brothers and Architectural Digest.

Mr. Ewing is recognized nationally for his innovations in human resources including the Ewing Factor System, Harmony software, Organization Analysis methods (up, down, over and out) and others. He is a popular speaker at State, regional and national gatherings of educators and human resources people.

He taught for many years in the Human Resources Certificate Program at UCLA receiving recognition for his popular courses on compensation, job evaluation and general management. He also leads a variety of workshops around the country as well as his own two-day classification and compensation seminar.

Mr. Ewing holds Bachelor's and Master's degrees in psychology. He has studied with one of the great leaders in the field. He is very active in church and choral music activities and has served on the Board of Directors of both the Los Angeles Master Chorale and Pacific Chorale, two of the finest professional groups in the country. He is also a choral conductor himself having directed several choirs around the country.

Bill and his wife of 44 years, Diane, live in San Clemente and have raised three children, two of whom work for Ewing Consulting.

---

**WILLIAM (BJ) EWING**

William (BJ) Ewing will also participate as a team leader and member of the project team. Mr. Ewing is a graduate of California Lutheran University with a degree in Communication Arts with an emphasis in Business Administration. While attending the University, Mr. Ewing was a Student Senate Representative, served as Editor of the University newspaper and held office in several college organizations.

Over the past twenty years with the Company, Mr. Ewing has been involved with over 125 of our clients in classification and compensation studies. He has provided management training services and has become the firm's coordinator of ADA services.

BJ has performed over 100 salary and benefit surveys and is widely regarded for his knowledge of point factor systems, especially the EFS.

Mr. Ewing also serves as project director for numerous projects. His responsibilities include communication with clients, delegation of assignments to support staff and oversight to assure quality of work. He has established outstanding working relationships with our clients.

**MICHELLE L. STODDARD**

Michelle has been with the Company for twenty-four years and has specialized in job analysis and classification work. She has participated in over 160 studies specifically for public sector clients and serves as a Senior Human Resources Consultant with the Company.

Michelle also works with our software services practice as our Harmony Product and Support Director. She has become an expert in automated classification systems and frequently consults with our clients on maximizing use of the class description through our firm's software program. Michelle held forums with many human resources directors, analysts and assistants to incorporate their needs into the system. She was responsible for overseeing the work of our software developers to assure the system was user-friendly while maintaining high standards of quality system performance.

Mrs. Stoddard holds a bachelor's degree in Child Development and a Professional in Human Resources (PHR) Certificate issued by the Society of Human Resources Management Certification Institute. She has earned graduate-level credits in the areas of School Counseling and Human Resources.

---

**CLIENTS**

ABC Unified School District  
Acalanes Union High School District  
Adelanto School District  
Alameda Unified School District  
Alum Rock Union Elementary School District  
Anaheim, City of  
Anaheim City School District  
Anaheim Union High School District  
Antelope Valley Community College District  
Antioch Unified School District  
Apple Valley Unified School District  
Arcadia Unified School District  
Architectural Digest  
Barstow Community College District  
Barstow Unified School District  
Bassett Unified School District  
Bell, City of  
Bellflower Unified School District  
Big Creek Elementary School District  
Blue Lake, City of  
Bonita Unified School District  
Brawley Union High School District  
Brea-Olinda Unified School District  
Broad Foundation  
Buena Park Elementary School District  
Burbank Unified School District  
Bureau of Indian Affairs  
Butte County Office of Education  
Cabrillo Community College District  
Cabrillo Unified School District  
Cajon Valley Unified School District  
Calexico, City of  
Calexico Unified School District  
California Lutheran University  
Camas, City of  
Capistrano Unified School District  
Carlsbad, City of  
Carlsbad Unified School District  
Carson, City of  
Caruthers Unified School District  
Catholic Archdiocese of Los Angeles  
Central Unified School District  
Centralia Elementary School District  
Cerritos Community College District  
Chaffey Community College District  
Chaffey Union High School District  
Charter Oak Unified School District  
Chico Unified School District  
Chino Unified School District  
Chula Vista, City of  
Citrus Community College District  
Claremont Unified School District  
Clark County School District  
Clovis Unified School District  
Coast Community College District  
Colton Joint Unified School District  
Colton-Redlands-Yucaipa ROP  
Colusa County Office of Education  
Compton, City of  
Compton Community College District  
Compton Unified School District  
Contra Costa County Office of Education

---

---

Covina Valley Unified School District	Fremont Union High School District
Creative Design Consultants, Inc.	Fresno County Office of Education
Cucamonga School District	Fresno Unified School District
Culver City Unified School District	Glendale Unified School District
Del Mar Union School District	Glendora Unified School District
Del Norte County Unified School District	Glenn County Office of Education
Delano Union Elementary School District	Goleta Union Elementary School District
Delano Union High School District	Grand Canyon National Park
Department of the Interior	Grant Union High School District
Desert, College of the	Grossmont-Cuyamaca Community College District
Desert Sands Unified School District	Guadalupe Unified School District
Dixie School District	Guajome Park Academy
Downey Unified School District	Hacienda La Puente Unified School District
Durham Unified School District	Hartnell Community College District
Eagles Peak Charter School	Havasu City
Earlimart School District	Hawthorne Unified School District
Edmonds, City of	Hayward Unified School District
El Camino Community College District	Hermosa Beach City School District
El Monte Union High School District	Housing Authority of the City of Los Angeles
El Segundo Unified School District	Hughes Aircraft Company
Elk Grove Unified School District	Humboldt County Office of Education
Escondido Union Elementary School District	Huntington Beach City School District
Evergreen Elementary School District	Huntington Beach Union High School District
FCMAT	Imperial Community College District
Federal Way, City of	Imperial County
Fife, City of	Imperial County Courts
Fontana Unified School District	Imperial County Office of Education
Food Sales West	Imperial Valley Housing Authority
Foothill-De Anza Community College District	Inglewood Unified School District
Fort Wayne Community Schools	International Art Publishers
Fountain Valley School District	Irvine Unified School District
Fowler Unified School District	Jefferson Elementary School District
Franklin-McKinley Elementary School District	Jurupa Unified School District

---



---

Kaufman & Broad	Lynnwood, City of
Kent, City of	Lynwood Unified School District
Kentucky Department of Education	Madera County Office of Education
Kern Community College District	Manteca, City of
Kern County Office of Education	Manteca Unified School District
Kings Canyon Unified School District	Marin, College of
Kingsburg Joint Union High School District	Marin County Office of Education
Kiowa Casino	Mariposa Unified School District
Knapp Communications	Mendocino County Office of Education
La Mesa-Spring Valley Unified School District	Mendocino-Lake Community College District
La Puente Valley Regional Occupational Program	Merced City School District
Lake Havasu, City of	Merced County Office of Education
Lake Tahoe Community College District	Mesa Unified School District
Lake Tahoe Unified School District	Metropolitan Education District
Las Virgenes Unified School District	Metropolitan Parks District of Tacoma
Lassen County Office of Education	Midway City Sanitation District
Law Enforcement Support Agency	Mills College
Lawndale Elementary School District	MiraCosta Community College District
Le Grand High School District	Montebello Unified School District
Lewiston, City of	Monterey County Office of Education
Little River Casino	Monterey Peninsula Community College
Lockheed Corporation	Morgan Hill Unified School District
Lodi Unified School District	Morongo Band of Mission Indians
Lompoc Unified School District	Moscow, City of
Lone Pine Unified School District	Mt. Diablo Unified School District
Long Beach Community College District	Mt. San Antonio Community College District
Long Beach Unified School District	Mt. San Jacinto Community College District
Los Alamitos Unified School District	Mt. Shasta, City of
Los Angeles County Office of Education	Muckleshoot Indian Tribe
Los Angeles Olympic Organizing Committee	Muckleshoot Indian Casino
Los Angeles Unified School District	National School District
Los Rios Community College District	Needles Unified School District
Lucky Eagle Casino	New Haven Unified School District

---

---

Newhall Elementary School District	Poway Unified School District
Newport-Mesa Unified School District	Quechan Tribal Housing Authority
North Orange County Community College District	Ravenswood City School District
Northrop Corporation	Redondo Beach Unified School District
Oakland Unified School District	Redwood City Elementary School District
Ojai Unified School District	Redwoods Community College District
Ontario-Montclair Elementary School District	Renton, City of
Orange County Department of Education	Rhodes Homes
Orange County Head Start	Richland, City of
Orange County Transit District	Richmond Unified School District
Orcutt Union Elementary School District	Rim of the World Unified School District
Oxnard Elementary School District	Rio Hondo Community College District
Oxnard Union High School District	Ripon Unified School District
Pacific Autism Center for Education (PACE)	Riverside Unified School District
Pacific Sintered Metals	Rowland Unified School District
Palm Springs, City of	S.I.P.E.
Palm Springs Unified School District	Sacramento City Unified School District
Palmdale Elementary School District	Safford, City of
Palo Alto Unified School District	Saint Johns Lutheran Church & School
Palomar Community College District	San Bernardino City Unified School District
Palos Verdes Peninsula Unified School District	San Bernardino Community College District
Paramount Unified School District	San Bernardino County Office of Education
Pasco, City of	San Diego Community College District
Peralta Community College District	San Diego County Office of Education
Peter A. Lendrum Associates	San Diego Law Library
Pine Ridge Elementary School District	San Diego City Unified School District
Pioneers Memorial Hospital	San Dieguito Union High School District
Pittsburg Unified School District	San Joaquin County Office of Education
Placentia-Yorba Linda Unified School District	San Jose/Evergreen Community College District
Pleasant Valley School District	San Jose Unified School District
Point Arena Joint School Districts	San Juan Capistrano, City of
Pomona Unified School District	San Juan Unified School District
Portland Public Schools	San Lorenzo Valley Unified School District

---

---

San Luis Coastal Unified School District	South Orange County Community College District
San Luis Obispo County	Southwestern Community College District
San Luis Obispo County Community College Dist	Stockton Unified School District
San Luis Obispo County Office of Education	Sulphur Springs Union Elementary School District
San Marino Unified School District	Sunnyvale Elementary School District
San Mateo County Office of Education	Sutter County Office of Education
San Ramon Valley Unified School District	Sweetwater Union High School District
San Ysidro School District	Tacoma, City of
Sanger Unified School District	Taft, City of
Santa Ana Unified School District	Temple City Unified School District
Santa Barbara Community College District	Torrance Unified School District
Santa Barbara County Education Office	Tri-Cities Regional Occupation Program
Santa Barbara Elementary/High School Districts	Tulalip Indian Casino
Santa Clara County Office of Education	Tuolomne County Office of Education
Santa Clara Unified School District	Tustin Unified School District
Santa Maria Joint Union High School District	Union School District
Santa Maria-Bonita School District	Upland Unified School District
Santa Monica-Malibu Unified School District	Valley Regional Occupational Program
Santa Paula Elementary School District	Ventura County Community College District
Santa Rosa Junior College	Ventura County President of Schools Office
Santa Rosa Unified School District	Ventura Unified School District
Santa Ynez Valley Unified School District	Victor Valley Community College District
School Excess Liability Fund	Victor Valley Union High School District
Sequoias, College of the	Vista Del Mar Union Elementary School District
Shasta County Office of Education	Walla Walla, City of
Shasta College	Weatherly Area School District
Shasta Union High School District	Weaver School District
Sierra Sands Unified School District	West Hills Community College District
Silver Valley Unified School District	Yolo County Office of Education
Solano Community College District	Yuba Community College District
Somis Union Elementary School District	
Sonoma County Office of Education	
South Bay Union School District	

---

**A PROPOSAL TO PERFORM A  
CLASSIFICATION AND COMPENSATION STUDY  
FOR**

*CORONADO UNIFIED SCHOOL DISTRICT*

**ECI**

PRESENTED BY:

**EWING CONSULTING, INC.**

**WILLIAM A. EWING, PRESIDENT**

**114 Calle Patricia**

**San Clemente, CA 92672**

**949-369-9302**

**Fax: 856-292-0764**

November 9, 2012

**TABLE OF CONTENTS**

	<b>PAGE</b>
OBJECTIVES AND SCOPE .....	1
WORK PLAN AND METHODOLOGY .....	2
SCHEDULING AND INTRODUCTION OF THE STUDY .....	2
ORIENTATION TO CLASSIFICATION AND COMPENSATION PRACTICES .....	3
COLLECTION AND INITIAL ANALYSIS OF POSITION INFORMATION.....	3
REVIEW OF CURRENT CLASS DESCRIPTIONS .....	4
FINALIZATION OF CLASSIFICATIONS .....	5
DEVELOPMENT OF INTERNAL RELATIONSHIPS.....	5
PREPARATION OF SALARY SURVEY QUESTIONNAIRE .....	6
CONDUCT OF THE SURVEY .....	6
RECOMMENDATIONS REGARDING THE OVERALL PROGRAM.....	6
PRESENTATION OF THE FINAL REPORT .....	7
SCHEDULE, STAFFING AND FEES .....	8
DESCRIPTION OF FIRM .....	10
STAFF QUALIFICATIONS.....	11
WILLIAM A. EWING .....	11
WILLIAM (BJ) EWING .....	12
MICHELLE L. STODDARD.....	12
CLIENT LIST .....	13