

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

From: Tim Brooks, Associate Superintendent, Human Resource Services

Date: June 24, 2020

Board Item: Consider and Approve Job Descriptions, Salary Range and Title Page for
Classified and Certificated Management

HISTORY

The Superintendent is responsible for the administrative organization of the District. Board Policy 4111, 4211, 4311, *Recruitment, Selection and Appointment*, states that the Superintendent shall hire all managers except Principals, Executive Directors, Assistant Superintendents and Deputy Superintendents subject to ratification by the Board. With the priority on streamlining operations and building the capacity of site leadership, staff has updated job descriptions to reflect this focus.

BACKGROUND INFORMATION

To support the Board and Superintendent's goals of:

1. Planning and implementing innovative practices that support Twenty-first Century learning in our schools and functionality in the District office departments.
2. Providing support and building the leadership capacity of site leaders to hold them accountable for improvement of educational, social and emotional student outcomes with particular attention to pre-K through elementary, and low to middle performing students

Staff is recommending the following job descriptions be approved to support this work. Both the elementary and secondary Assistant Superintendent of Curriculum and Instruction job descriptions have been updated to refocus the positions on providing effective support, evaluation and feedback to site principals with the goal of improving outcomes for all students preschool through adult transition. The Coordinator of Charter Schools and Strategic Initiatives has been updated to reflect oversight of District programs (i.e. primary/block music) as well as the complaints management system and process. The creation of the Manager, Early Childhood Programs position collapses the Supervisor and the Director II, Early Childhood Program management positions into one job description. The Manager position will oversee central office compliance, licensing, enrollment, quality and operational requirements, while the evaluation and professional learning of preschool staff will transition to site administration. The addition of the Chief Academic Officer and Chief Administrative Officer increase efficiency in support of leadership and learning throughout the District.

CURRENT CONSIDERATIONS

This agenda item presents for Board consideration the approval of job descriptions for the Assistant Superintendent, School Leadership and Instruction, Elementary; Assistant Superintendent, School Leadership and Instruction, Secondary; Chief Academic Officer, Education and Support Services; Chief Administrative Officer, Education and Support Services; Coordinator II Charter Schools and Strategic Initiatives; and Manager, Early Childhood Programs.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

It is recommended the Board of Trustees approve the job descriptions for:

- Assistant Superintendent, School Leadership and Instruction, Elementary;
- Assistant Superintendent, School Leadership and Instruction, Secondary;
- Chief Academic Officer, Education and Support Services;
- Chief Administrative Officer, Education and Support Services;
- Coordinator II Charter Schools and Strategic Initiatives;
- Manager, Early Childhood Programs.

PREPARED BY: Tim Brooks, Associate Superintendent, Human Resource Services

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

**ASSISTANT SUPERINTENDENT,
SCHOOL LEADERSHIP AND INSTRUCTION, ELEMENTARY**

DEFINITION

Under the direction of the Chief Academic Officer, Education and Support Services, the Assistant Superintendent, School Leadership and Instruction, Elementary, supports the educational programs of the District by serving as an executive member of the Superintendent's cabinet and by providing leadership and assuming management responsibility with the development, selection, implementation, evaluation and continual refinement of the District's Preschool through grade 5 academic program, curricula, and assessment system in order to accelerate and enhance student achievement for all students to be college and career ready. Provides direct supervision and support to principals for the purpose of ensuring the achievement of all students.

EXAMPLES OF DUTIES

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

1. Provide direction and leadership to school administration with the planning, implementation, and evaluation of curriculum development and instructional goals and processes.
2. Provide direction and accountability for principals and site administration by monitoring, assessing and evaluating school effectiveness to ensure high-quality instructional programs are provided for all students.
3. Direct and monitor assessment of student achievement of each school. Is visible in schools to support coaching, feedback and accountability to principals to achieve District mission and goals.
4. Structures calendar so that at least 60% of a week is dedicated to coaching, feedback and leadership to principals.
5. Evaluate principal performance in terms of school's productivity in achieving the District's priorities and expected results.
6. Develop principal capacity through timely and differentiated support based on individual needs and prioritize principal professional development focusing on quality teaching and learning for all.
7. Advocate and provide principal voice when working in partnership with District departments and District leadership teams.
8. Advise and assist principals and school leadership teams in developing and evaluating programs.
9. Engage in meaningful dialogue with principals to address instructional, social and emotional and other needs of students and families.
10. Assist the educational community in understanding District, state, and federal goals and objectives, and the strategies utilized for achieving them. Expand public awareness and outreach to broaden support of public schools.
11. Establish a results-based culture through continuous collection, examination, and use of data to develop long and short-range plans to improve the instructional process providing assistance to school sites with on-going monitoring and analysis of the curriculum.
12. Plan, develop, and implement effective administrative support systems and delegate appropriate areas of responsibility to subordinates.

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13. Assist in the development, implementation, interpretation, and administration of policies, rules and regulations, and negotiated employee agreements.
14. Serve on community organizations and school and District committees to ensure the interests of the school are properly served.
15. Participate in budget planning activities, and develop expenditure review and control procedures to ensure an appropriate and cost beneficial/effective operations. May be responsible for managing, monitoring, and evaluating specially funded programs to ensure compliance with funding agency standards and guidelines.
16. Collaborate with a variety of District staff responsible for elementary programs (i.e. GATE, Advanced Placement, AVID, music, intervention support, physical education, music and performing arts, etc.) ensuring a comprehensive educational experience for elementary students.

EXAMPLES OF DUTIES (Continued)

17. Provide support to the Superintendent and/or Associate Superintendent with one-time, long-term or on-going special projects as needed.
18. Prepare and maintain a variety of reports, records, and files related to assigned activities and personnel.
19. Participate in personnel management systems, including the recruitment, selection, retention, and separation of personnel.
20. Attend professional learning and conference opportunities regarding District business and other topics relevant to this position, and other professional meetings.

QUALIFICATIONS

Knowledge of: Applicable sections of State Education Code and other applicable laws and collective bargaining agreements; the State and Federal Framework in all subjects taught and District curriculum standards as appropriate; principles, theories, practices, methods and techniques used in curriculum development and classroom instruction; current trends and research concerning the growth and development of school-age students; practices and procedures of efficient organization and supervision; child guidance principles and practices; practices, procedures, techniques, and strategies for determining operational effectiveness; principles and practices of supervision and training; result and performance evaluation techniques pertaining to program and personnel performance effectiveness; human relations, conflict resolution strategies and team building principles and techniques; record-keeping and report preparation techniques; effective oral and written communication skills; instructional technology; student and program assessment systems; budget development and management.

Ability to: Lead, plan and implement efforts in the area of elementary instruction; demonstrate effective, organizational, and administrative leadership; assist elementary schools in the implementation of the District Strategic Plan; read, interpret, apply, and explain rules, regulations, policies, and procedures; supervise, evaluate and discipline subordinates; establish and maintain professional relationships with pupils, parents, community members, colleagues and staff; analyze and evaluate data for specific use; demonstrate organizational, time management, analytical and problem solving skills; communicate effectively both orally and in writing using tact and diplomacy; train and instruct others in performance of their duties; understand and carry out oral and written instructions; use interpersonal skills with tact patience and courtesy; maintain

confidentiality; prioritize workload and conflicting demands; establish and maintain records; comply with the District's customer service standards, as outlined in Board Policy.

Education: Master's degree from an accredited college or university in a related field.

Experience: Eight years of progressively responsible management experience in public education including five years of successful teaching experience, **and three years Principal experience.**

Credential: Valid California Teaching Credential; Valid California Administrative Services Credential.

01/17; 06/17

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

**ASSISTANT SUPERINTENDENT,
SCHOOL LEADERSHIP AND INSTRUCTION, SECONDARY**

DEFINITION

Under the direction of the Chief Academic Officer, Education and Support Services, the Assistant Superintendent, School Leadership and Instruction, Secondary, supports the educational programs of the District by serving as an executive member of the Superintendent's cabinet and by providing leadership and assuming management responsibility with the development, selection, implementation, evaluation and continual refinement of the District's Grades 6-12, academic program, in order to accelerate and enhance student achievement for all students to be college and career ready.

EXAMPLES OF DUTIES

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

1. Provide direction and leadership to school administration with the planning, implementation, and evaluation of curriculum development and instructional goals and processes.
2. Provides direction and accountability for principals and site administration by monitoring, assessing and evaluating school effectiveness to ensure high-quality instructional programs are provided for all students.
3. Directs and monitors assessment of student achievement of each school.
4. Is visible in schools to support coaching, feedback and accountability to principals to achieve district mission and goals.
5. Structures calendar so that at least 60% of each week is dedicated to providing coaching, feedback, and leadership to principals.
6. Evaluates principal performance in terms of school's productivity in achieving the District's priorities and expected results.
7. Develops principal capacity through timely and differentiated support based on individual needs and prioritizes principal professional development focusing on quality teaching and learning for all
8. Advocates and provides the voice of principals when working in partnership with district departments and leadership.
9. Advises and assists principals and school leadership teams in developing and evaluating programs.
10. Engages in meaningful dialogue with principals to address instructional, social and emotional and other needs of students and families.
11. Assist the educational community in understanding District, state, and federal goals and objectives, and the strategies utilized for achieving them. Expand public awareness and outreach to broaden support of public schools.
12. Establish a results-based culture through continuous collection, examination, and use of data to develop long and short-range plans to improve the instructional process providing assistance to school sites with on-going monitoring and analysis of the curriculum.
13. Plan, develop, and implement effective administrative support systems and delegate appropriate areas of responsibility to subordinates.
14. Assist in the development, implementation, interpretation, and administration of policies, rules and regulations, and negotiated employee agreements.

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15. Serve on community organizations and school and District committees to ensure the interests of the school are properly served.
16. Participate in budget planning activities, and develop expenditure review and control procedures to ensure an appropriate and cost beneficial/effective operations. May be responsible for managing, monitoring, and evaluating specially funded programs to ensure compliance with funding agency standards and guidelines.
17. Collaborate with a variety of District staff responsible for educational programs (i.e. GATE, Advanced Placement, AVID, music, intervention support, physical education, music and performing arts, etc.) ensuring a comprehensive educational experience for secondary students.

EXAMPLES OF DUTIES (Continued)

18. Provide support to the Superintendent and/or Associate Superintendent with one-time, long-term or on-going special projects as needed.
19. Prepare and maintain a variety of reports, records, and files related to assigned activities and personnel.
20. Participate in personnel management systems, including the recruitment, selection, retention, and separation of personnel.
21. Attend professional learning and conference opportunities regarding District business and other topics relevant to this position, and other professional meetings.

QUALIFICATIONS

Knowledge of: Applicable sections of State Education Code and other applicable laws and collective bargaining agreements; the State and Federal Framework in all subjects taught and District curriculum standards as appropriate; principles, theories, practices, methods and techniques used in curriculum development and classroom instruction; current trends and research concerning the growth and development of school-age students; practices and procedures of efficient organization and supervision; child guidance principles and practices; practices, procedures, techniques, and strategies for determining operational effectiveness; principles and practices of supervision and training; result and performance evaluation techniques pertaining to program and personnel performance effectiveness; human relations, conflict resolution strategies and team building principles and techniques; record-keeping and report preparation techniques; effective oral and written communication skills; instructional technology; student and program assessment systems; budget development and management.

Ability to: Lead plan and implement efforts in the area of secondary instruction; demonstrate effective, organizational, and administrative leadership; assist secondary schools in the implementation of the District Strategic Plan; read, interpret, apply, and explain rules, regulations, policies, and procedures; supervise, evaluate and discipline subordinates; establish and maintain professional relationships with pupils, parents, community members, colleagues and staff; analyze and evaluate data for specific use; demonstrate organizational, time management, analytical and problem solving skills; communicate effectively both orally and in writing using tact and diplomacy; train and instruct others in performance of their duties; understand and carry out oral and written instructions; use interpersonal skills with tact patience and courtesy; maintain confidentiality; prioritize workload and conflicting demands; establish and maintain records; comply with the District's customer service standards, as outlined in Board Policy.

Education: Master's degree from an accredited college or university in a related field.

Experience: Eight years of progressively responsible management experience in public education including five years of successful teaching experience, and three years Principal experience.

Credential: Valid California Teaching Credential; Valid California Administrative Services Credential.

01/17; 06/17

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

**CHIEF ACADEMIC OFFICER
EDUCATION AND SUPPORT SERVICES**

DEFINITION

Under the direction of the Superintendent, the Chief Academic Officer, Education and Support Services, supports the educational programs of the District by serving as an executive member of the Superintendent's cabinet, providing leadership and assuming management responsibility to facilitate implementation of the mission, vision, values and goals in accordance with the balanced fundamental principles of a professional learning community.

EXAMPLES OF DUTIES

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

1. Plan, develop, and implement effective administrative leadership support systems and delegate appropriate areas of responsibility to subordinates in order to develop capacity in site and district administrators.
2. Develop, plan, collaborate, implement, direct and evaluate General and Special Education instructional goals and processes, designed to meet the unique needs of students and community in compliance with state and federal laws and regulations, Board policies, and collective bargaining agreements.
3. Develop, implement and, when necessary, update instructional policies and procedures and administrative regulations ensuring compliance with state and federal laws and regulations and collective bargaining agreements.
4. Assist the educational community in understanding the District, state and federal goals, District objectives, programs, support services for students, philosophy, and policies and the strategies utilized for achieving them. Expand public awareness and outreach to broaden support of public schools.
5. Develop a system that regularly reviews and monitors policies, procedures, and practices to ensure all operational systems and academic endeavors are continuously aligned and improved.
6. Present to the Board of Trustees, Superintendent and/or cabinet regarding educational related activities.
7. Establish a results-based culture through the continuous collection, examination and use of data to develop long and short-range plans to improve systems and processes.
8. Serve as an advisor to the Superintendent on matters related to educational programs.
9. Provide support to the Superintendent with one-time, long-term or on-going special projects as needed.
10. Serve as the Superintendent's designee in matters regarding educational matters, parent complaints, conflict resolution, grievance or disciplinary actions, in both general education and special education.
11. Develop a sound departmental fiscal management system to ensure resources are aligned to educational goals and objectives, including alignment and integration of categorical funds.
12. Promote alignment and continuity of systems and processes and identify and encourage leadership potential.
13. Evaluate, supervise and counsel members of staff to improve employee performance ensuring staff adheres to District, state, and federal educational and professional standards.

14. Prepare and maintain a variety of reports, records and files related to assigned activities and personnel.
15. Attend professional learning and conference opportunities regarding District business and other topics relevant to this position, and other professional meetings.
16. Oversee litigation and compliance complaints for students with disabilities under the Individuals with Disabilities Act (IDEA) and consult with American Disabilities Act (ADA) and Section 504 litigation.
17. Collaborate with the Special Education Local Plan Areas (SELPA) Governance Council in the development and modification of legislation and participate in Due Process Hearings, Mediations and Resolution Session conferences, and attend Individual Education Plan (IEP) meetings as needed.
18. Provide guidance for all student placements outside of the District and/or in other restrictive settings; oversee all nonpublic school and nonpublic agency placement, invoicing, payments and services rendered from these sources.
19. Develop and implement proactive measures to build positive relationships with parents and minimize due process activity.
20. Collaborate with other school districts in developing programs to avoid costly duplication of special education services.

QUALIFICATIONS

Knowledge of: Applicable sections of State Education Code and other applicable laws and collective bargaining agreements; the State and Federal Framework in all subjects taught and District curriculum standards as appropriate; principles, theories, practices, methods and techniques used in curriculum development and classroom instruction; current trends and research concerning the growth and development of school-age students; practices and procedures of efficient organization and supervision; child guidance principles and practices; practices, procedures, techniques, and strategies for determining operational effectiveness; principles and practices of supervision and training; result and performance evaluation techniques pertaining to program and personnel performance effectiveness; human relations, conflict resolution strategies and team building principles and techniques; record-keeping and report preparation techniques; effective oral and written communication skills; instructional technology; student and program assessment systems; budget development and management.

Ability to: Lead, plan and implement efforts in the area of elementary instruction; demonstrate effective, organizational, and administrative leadership; assist elementary schools in the implementation of the District Strategic Plan; read, interpret, apply, and explain rules, regulations, policies, and procedures; supervise, evaluate and discipline subordinates; establish and maintain professional relationships with pupils, parents, community members, colleagues and staff; analyze and evaluate data for specific use; demonstrate organizational, time management, analytical and problem solving skills; communicate effectively both orally and in writing using tact and diplomacy; train and instruct others in performance of their duties; understand and carry out oral and written instructions; use interpersonal skills with tact patience and courtesy; maintain confidentiality; prioritize workload and conflicting demands; establish and maintain records; comply with the District's customer service standards, as outlined in Board Policy.

Education: Master's degree from an accredited college or university in a related field; doctoral degree preferred

Experience: Eight years of progressively responsible management experience in public education including five years of successful teaching experience, **and three years Principal experience.**

Credential: Valid California Teaching Credential; Valid California Administrative Services Credential.

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

**CHIEF ADMINISTRATIVE OFFICER
EDUCATION AND SUPPORT SERVICES**

DEFINITION

Under the direction of the Chief Academic Officer, the Chief Administrative Officer, Education and Support Services, supports the educational programs of the District by serving as an executive member of the Superintendent's cabinet, providing leadership and assuming management responsibility to facilitate implementation of the mission, vision, values and goals in accordance with the balanced fundamental principles of a professional learning community.

EXAMPLES OF DUTIES

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

1. Develop, plan, collaborate, implement, direct and evaluate curriculum and instruction, health services, counseling programs, college and career planning structures and co-curricular and athletic programs, instructional goals and processes, designed to meet the unique needs of students and community in compliance with state and federal laws and regulations, Board policies, and collective bargaining agreements.
2. Oversee student placements, student discipline, District expulsion process, volunteer program, the school safety and security programs, Student Records and Child Welfare and Attendance procedures.
3. Oversee categorical programs, charter school programs, and assessment and accountability programs.
4. Develop, implement and, when necessary, update instructional policies and procedures and administrative regulations ensuring compliance with state and federal laws and regulations and collective bargaining agreements.
5. Assist the educational community in understanding the District, state and federal goals, District objectives, programs, support services for students, philosophy, and policies and the strategies utilized for achieving them. Expand public awareness and outreach to broaden support of public schools.
6. Develop a system that regularly reviews and monitors policies, procedures, and practices to ensure all operational systems and academic endeavors are continuously aligned and improved.
7. Present to the Board of Trustees, Superintendent and/or cabinet regarding educational related activities.
8. Establish a results-based culture through the continuous collection, examination and use of data to develop long and short-range plans to improve systems and processes.
9. Serve as an advisor to the Superintendent on matters related to educational programs.
10. Provide support to the Superintendent with one-time, long-term or on-going special projects as needed.
11. Serve as the Superintendent's designee in matters regarding related educational matters, parent complaints, conflict resolution, grievance or disciplinary actions, in both general education and special education.
12. Develop a sound departmental fiscal management system to ensure resources are aligned to educational goals and objectives, including alignment and integration of categorical funds.

13. Promote alignment and continuity of systems and processes and identify and encourage leadership potential.
14. Evaluate, supervise and counsel members of staff to improve employee performance ensuring staff adheres to District, state, and federal educational and professional standards.
15. Prepare and maintain a variety of reports, records and files related to assigned activities and personnel.
16. Attend professional learning and conference opportunities regarding District business and other topics relevant to this position, and other professional meetings.
17. Plan, develop, and implement a system of social emotional support for students by delegating responsibilities to direct reports credentialed in these areas, with support and accountability.
18. Performs other job duties as assigned.

QUALIFICATIONS

Knowledge of: Applicable sections of State Education Code and other applicable laws and collective bargaining agreements; the State and Federal Framework in all subjects taught and District curriculum standards as appropriate; principles, theories, practices, methods and techniques used in curriculum development and classroom instruction; current trends and research concerning the growth and development of school-age students; practices and procedures of efficient organization and supervision; child guidance principles and practices; practices, procedures, techniques, and strategies for determining operational effectiveness; principles and practices of supervision and training; result and performance evaluation techniques pertaining to program and personnel performance effectiveness; human relations, conflict resolution strategies and team building principles and techniques; record-keeping and report preparation techniques; effective oral and written communication skills; instructional technology; student and program assessment systems; budget development and management.

Ability to: Lead, plan and implement efforts in the area of elementary instruction; demonstrate effective, organizational, and administrative leadership; assist elementary schools in the implementation of the District Strategic Plan; read, interpret, apply, and explain rules, regulations, policies, and procedures; supervise, evaluate and discipline subordinates; establish and maintain professional relationships with pupils, parents, community members, colleagues and staff; analyze and evaluate data for specific use; demonstrate organizational, time management, analytical and problem solving skills; communicate effectively both orally and in writing using tact and diplomacy; train and instruct others in performance of their duties; understand and carry out oral and written instructions; use interpersonal skills with tact patience and courtesy; maintain confidentiality; prioritize workload and conflicting demands; establish and maintain records; comply with the District's customer service standards, as outlined in Board Policy.

Education: Master's degree from an accredited college or university in a related field; doctoral degree preferred

Experience: Eight years of progressively responsible management experience in public education including five years of successful teaching experience.

Credential: Valid California Teaching Credential; Valid California Administrative Services Credential

COORDINATOR II, CHARTER SCHOOLS AND STRATEGIC INITIATIVES

DEFINITION

Under direction of the Executive Director, State and Federal Programs, the Coordinator II, Charter Schools and Strategic Initiatives supports the educational programs of the District by overseeing and monitoring all charter schools operating in the District ensuring compliance with District, state and federal policies, laws, and regulations as well as providing support to administrators in achieving school and District strategic initiatives. Provides support and guidance to assigned District programs as well as facilitates and oversees complaint management system.

EXAMPLES OF DUTIES

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification

1. Provide support in the charter petition and renewal/non-renewal process.
2. Monitor the instructional programs, regulatory and compliance aspects of all charter schools operating in the District ensuring compliance with charter law.
3. Serve as liaison between charter schools and District office.
4. Conduct annual charter school site review visits.
5. Ensure that each charter school within the District complies with all reports required of charter schools by law, including the required annual update to the charter school's annual goals and annual actions.
6. Assist with monitoring the fiscal condition of each charter school.
7. Serve as a liaison between the District and the Orange County Department of Education and California Department of Education regarding charter renewals, revocations and charter schools that cease operations.
8. Provide guidance and assistance with the handling of general complaints.
9. Participate in conflict resolution with complainants and oversee complaints management system.
10. Manage the file management and communications with principals and family leads.
11. Support the investigation of internal / external complaints.
12. Supports and provides guidance to principals at Level 1 and family leads Level 2, and responds to Level 3 complaints.
13. Coordinate and communicate with legal counsel, when necessary, on behalf of the District with approval from supervisor.
14. Plan, organize, and deliver professional learning opportunities to support the strategic initiatives and programs.
15. Collaborate with district administration, school site administration, and teachers to meet identified district goals related to the strategic initiatives (i.e. STEM/STEAM, CHROMEBOOK, VAPA, etc.).
16. Collaborate with educational leadership teams to implement STEM/STEAM programs, professional development and curriculum alignment.

17. Support schools in developing relationships with local business and institutions to provide and develop professional knowledge of Science, Technology, Engineering/Arts and Math (STEM & STEAM) initiatives.
18. Prepare and maintain a variety of paperwork and reports, records and files related to assigned activities.
19. Participate in personnel management systems, including the recruitment and selection of personnel.
20. Attend professional learning and conference opportunities regarding District business and other topics relevant to this position, and other professional meetings.

QUALIFICATIONS

Knowledge of: Applicable sections of California Education Code and other applicable laws and collective bargaining agreements; practices, procedures, techniques, and strategies for determining operational effectiveness; human relations, conflict resolution strategies and team building principles and techniques; record-keeping and report preparation techniques; effective oral and written communication skills; result and performance evaluation techniques pertaining to program effectiveness; principles and practices of training; school operations; instructional practices, research-based best practices, standards-based curriculum implementation and professional development.

Ability to: Oversee the functions and activities of charter schools operating in the District and the programs supporting the District's strategic initiatives; demonstrate effective, organizational, and administrative leadership; read, interpret, apply, and explain rules, regulations, policies, and procedures; establish, maintain and nurture professional relationships with management, colleagues, staff, and related outside agencies; analyze and evaluate data for specific use; demonstrate organizational, time management, analytical and problem solving skills; communicate effectively both orally and in writing using tact and diplomacy; understand and carry out oral and written instructions; use interpersonal skills with tact patience and courtesy; maintain confidentiality; prioritize workload and conflicting demands; establish and maintain records; comply with the District's customer service standards, as outlined in Board Policy.

Experience: Three years of successful teaching experience.

Credential: Valid California Teaching Credential; Valid California Administrative Services Credential.

MANAGER II, EARLY CHILDHOOD PROGRAMS

DEFINITION

Under the direction of the Executive Director, Elementary, the Manager, Early Childhood Programs supports the educational programs of the District by directing, managing, supervising and coordinating the preschool program including state funded, fee based and transitional kindergarten programs. Supports the operational oversight of enrollment, licensing and implementation of Early Childhood Programs.

EXAMPLES OF DUTIES

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

1. Design, plan, manage and administer early learning programs from ages zero to five including Transitional Kindergarten (TK), State and Fee-Based Preschool programs and Learning Link.
2. Ensure, review and evaluate new and current programs to determine efficiency, effectiveness, and compliance with state, local, and federal regulations.
3. Inform governmental agencies, businesses and community groups about educational needs, available programs, and program policies.
4. Participate in meetings with parents, teachers, staff members, and the general public to demonstrate or explain child development, early educational curriculum, practices, and preschool programs.
5. Attend various meetings related to early childhood education, the School Readiness Initiative, Quality Rating Improvement System and the District to comply with all State and Federal performance standards
6. Assist with the planning, organization and coordination of accountability activities, such as data compilation, storage, retrieval, and analysis.
7. Develop and manage annual program budget; direct the forecast of funds for staffing, equipment, materials, facilities and supplies.
8. Coordinate and ensure the submission of all related state and federally required reports, including compliance and State quality assurance programs and grants.
9. Review, evaluate, purchase and allocate instructional resources, supplies, and equipment to enhance programs and support schoolwide goals.
10. Develop, submit and manage grant applications, funding proposals and contracts as necessary.
11. Plan, develop, and implement effective administrative support systems and delegate appropriate areas of responsibility to subordinates.
12. Monitor and review licensing and certification requirements for facilities and staff.
13. Supervise recruitment of students in various programs.
14. Partner with site administrators providing technical expertise and assistance.
15. Collaborate with site administration on coordinating school programs, staff evaluations and performance feedback.

16. Partner with site and district office administration to provide Pre-K and TK teacher training commensurate to other teaching levels
17. Partner with Special Education and site administration on MTSS supports, SST processes, and appropriate interventions and assessments.
18. Maintain and monitor all student achievement data including State annual assessment, grades and District assessment results.
19. Support site facilitators, teachers and instructional assistants.
20. Act as Preschool Teacher in absence of staff and unavailability of substitutes as necessary.
21. Supervise and evaluate classified staff to ensure staff adhere to District, state, and federal educational and professional standards.
22. Participate in personnel management systems, including the recruitment, selection, retention, and separation of personnel.
23. Attend professional learning and conference opportunities regarding District business and other topics relevant to this position, and other professional meetings.
24. Perform other duties as assigned.

QUALIFICATIONS

Knowledge of: Applicable sections of the State Education Code and other applicable laws and collective bargaining agreements; practices and procedures of efficient organization and supervision; practices, procedures, techniques, and strategies for determining operational effectiveness; principles and practices of supervision and training; result and performance evaluation techniques pertaining to program and personnel performance effectiveness; human relations, conflict resolution strategies and team building principles and techniques; record-keeping techniques and report preparation techniques; effective oral and written communication skills; child development principles and practices, with emphasis on infant and toddler care, family life education; theories, practices, methods and techniques used in curriculum development and classroom instruction; child guidance principles and practices; current trends and research concerning the growth and development of school-age students.

Ability to: Direct, supervise and lead the functions and activities of an Early Childhood Program for a school district; demonstrate effective instructional, organizational, and administrative leadership; read, interpret, apply, and explain rules, regulations, policies, and procedures; supervise, evaluate and discipline subordinates; establish, maintain and nurture professional relationships with parents, community members, students, management, colleagues, staff and school related outside agencies; analyze and evaluate data for specific use; demonstrate organizational, time management, analytical and problem solving skills; communicate effectively both orally and in writing using tact, and diplomacy; train and instruct others in performance of their duties; understand and carry out oral and written instructions; use interpersonal skills with tact, patience and courtesy; maintain confidentiality; prioritize workload and conflicting demands; comply with the District's customer service standards, as outlined in Board Policy.

Education: Bachelor's Degree from an accredited college or university in a related field.

Experience: Five years of progressively responsible professional experience in Early Childhood Education, including two years of successful experience in a management or supervisory position. Experience in public sector or educational environment preferred.

Permit: Valid California Child Development Program Director Permit.

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