

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

|                        |  |                          |   |
|------------------------|--|--------------------------|---|
| <b>TITLE:</b>          | Assistant Principal,<br>Superintendent's Priority<br>Schools                     | <b>CLASSIFICATION:</b>   | Certificated Management<br>(UPE)  |
| <b>SERIES:</b>         | None   | <b>FLSA:</b>             | Exempt  |
| <b>JOB CLASS CODE:</b> | 0139: Elementary School<br>0246: K-8<br>0140: Middle School<br>0141: High School | <b>WORK YEAR:</b>        | 211 Days or 12 Mo*: Elem<br>211 Days or 12 Mo*: K-8<br>211 Days or 12 Mo*: Mid<br>12 Months: High |
| <b>DEPARTMENT:</b>     | Elementary, Middle, or High<br>Priority School Site                              | <b>SALARY:</b>           | Range 29: Elementary<br>Range 31: K-8<br>Range 31: Middle<br>Range 32: High<br>Salary Schedule B  |
| <b>REPORTS TO:</b>     | Assigned Principal   | <b>HR APPROVAL:</b>      | 05-27-10  |
|                        |  | <b>CABINET REVISION:</b> | 02-08-11, 07-31-14  |

**BASIC FUNCTION:**

Work with the principal and staff to support instructional programs at an elementary, middle, or high priority school. Assist with the implementation of a model which focuses on high student achievement, and build a positive school climate that supports the whole student. Assist with the interpretation of data; identify scientifically, research-based instruction strategies; coordinate and provide professional development for instructional staff; evaluate effectiveness of instructional practices.

The Priority School Assistant Principal should have successful leadership experience and deep knowledge of current turnaround research and practice. Supervise and evaluate the performance of assigned personnel; promote a positive work and learning environment.

**STATEMENT OF ACCOUNTABILITY:**

Student achievement is a shared responsibility involving the student, family, educators, and the community. The Assistant Principal's leadership is essential. As a leader the Assistant Principal, in collaboration and under the supervision of the Principal, is accountable for the continuous growth of students and increased academic performance as measured over time by State standards and locally determined indicators. The Assistant Principal will have opportunities, under the Principal's direction, to develop leadership skills and knowledge.

**PRIORITY SCHOOL ASSISTANT PRINCIPAL COMPETENCIES: Priority School Assistant Principals must demonstrate additional competencies that are critical to succeeding in a turnaround school.**

Results Orientation

- Set high performance goals for themselves and others to establish stability, high expectations, and a culture of success.

- Create a sense of urgency, and take immediate action to ensure early successes.
- Establish and monitor high standards for excellence with students, teachers, staff, and other stakeholders.
- Relentlessly focus school activities on student achievement.

#### Action Orientation

- Effectively plan and take action to achieve goals and objectives without direction.
- Consistently identify potential issues and obstacles, and take action to create and implement solutions.

#### Impact and Influence

- Establish a culture of learning and achievement.
- Act consistently to influence others' thinking and behavior to achieve results.
- Communicate a clear vision of success and benefits to engage others.
- Effectively identify and engage stakeholders (e.g., parents, community) to build trust, drive consensus, and facilitate change.
- Influence others to take action and demand change.

#### Develop and Lead High Performing Teams

- Understand team strengths and gaps.
- Encourage learning, and consistently provide instruction, expectations, feedback, and other development activities to encourage leadership and build capacity.
- Consistently inspire excellence, and promote high morale.

#### Planning and Problem Solving

- Quickly recognize patterns and trends related to school performance.
- Identify appropriate metrics, and use qualitative and quantitative data to assess performance and drive goals and decision making.
- Recognize cause and effect between instructional activities and results.
- Develop effective processes to achieve desired results.

#### Confidence to Lead

- Consistently take on challenging situations and believe in ability to effect change.
- Demonstrate strong commitment to others, and present ideas with confidence.
- Take risks to achieve vision and goals, even if they deviate from the norm.
- Take personal responsibility for mistakes and learn from them, while consistently following up with analysis and correction action.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Plan, organize, and participate in programs and activities related to the operation of an elementary, middle, or high school, including instruction and special education programs; enforce applicable State and District codes, policies, and laws; administer District and school site policies and safety programs. **E**

Organize, coordinate, and articulate with staff the various extended day activities. **E**

Serve as a resource to design, plan, implement, monitor, and evaluate instructional programs to include regular monitoring of classroom instruction, analyze and report student achievement data, identify priorities, and plan for focuses and targeted instruction. **E**

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Assist in the development of implementation of early intervention programs that address special needs of at-risk students. **E**

Identify target students, define intervention plans, and coordinate support and monitoring plans; organize and coordinate plans to improve student attendance. **E**

Provide support for the alignment of standards with curriculum, instruction, and assessment; identify best instructional practices, coordinate appropriate staff development training, and provide follow-up support. **E**

Perform a variety of administrative duties to assist the Principal; assume the duties of the Principal as assigned. **E**

Assist the Principal in the development, implementation, and evaluation of efforts related to student academic achievement; support the school's efforts to meet District, State, and Federal achievement targets. **E**

Supervise and evaluate the performance of designated certificated and classified personnel; model District standards of ethics and professionalism; assign duties to faculty and staff as appropriate to meet school objectives; assist with recruiting, interviewing, and selecting new faculty and staff. **E**

Establish, coordinate, and maintain communication with community and parent groups; attend a variety of meetings and events to represent the school; develop correspondence, publicity, and other public relations media to promote school activities, special events, and achievements. **E**

Assist in interpreting the educational program of the school district and the school to the community. **E**

Provide direction to a variety of faculty, staff, and student programs and services; participate in informal and formal classroom visitations and observations, and provide recommendations and suggestions as appropriate. **E**

Develop and coordinate articulation programs with feeder schools and other schools; assist students with college scholarship information, applications, and awards. **E**

Direct the preparation and maintenance of a variety of district, county, state, and federally mandated records and reports regarding student attendance; test scores, cumulative records, and academic achievement; operate a computer to prepare and maintain correspondence, records, and reports. **E**

Maintain current professional knowledge through professional organizations and professional literature as to current trends, innovative practices, and other changes in educational programs. **E**

Perform related duties as assigned.

#### **TRAINING, EDUCATION, AND EXPERIENCE:**

Bachelor's degree, and three years of successful, full-time teaching, pupil personnel work, librarianship, health services, or clinical or rehabilitative services experience in public or private schools. Experience in staff training and leadership roles required. Demonstrated success driving high performance, raising student achievement, and

improving underperforming student achievement is required. Preference will be given to persons working with comparable segment level experience or compensatory education programs, as well as additional experience in a school system in an administrative, supervisory, or specialist capacity.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license; provide personal automobile and proof of insurance. Administrative Services Credential or must be enrolled and show proof of enrollment in an Administrative Internship Program and be eligible for the Administrative Internship Credential upon appointment to the position. Prefer Cross-Cultural Language and Academic Development (CLAD) Certificate or Bilingual Cross-Cultural Language and Academic Development (BCLAD) Certificate.

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

High leverage, research-based instructional strategies, and models for improving instructional practice.  
Transformational leadership styles that lead to positive changes in those who follow.  
Comprehensive organization, activities, goals, and objectives of a district elementary, middle, or high school.  
School law administration, applicable sections of the State Education Code, and other applicable laws.  
Program assessment, including analysis and reporting of achievement data.  
Professional development for adults.  
State and local curriculum requirements.  
Board and District policies, procedures, and regulations.  
Labor relations law and employee contracts.  
State plant facility requirements.  
Coach teachers in the implementation of strategies which lead to improvement of instruction.  
Possess the skill and insight to analyze school achievement data, and lead the staff in constantly studying, evaluating, and modifying current instructional practice to accelerate students' academic achievement.  
Budget preparation and control.  
Principles and practices of administration, supervision, and training.  
Interpersonal skills using tact, patience, and courtesy.  
Effective oral and written communication skills and public speaking techniques.  
Operation of a computer and related software.

**ABILITY TO:**

Assist with providing transformational leadership, and assist with planning, launching, and managing an elementary, middle, or high priority school.  
Assist with the implementation of a model which focuses on high student achievement.  
Build a positive school climate that supports the whole student.  
Assist with the interpretation of data, development of instructional strategies, and evaluation of effective practices.  
Assist with the implementation of new educational programs, capital improvements, systems, tools, and other resources to accelerate student achievement.  
Organize, coordinate, and administer assigned programs and activities related to attendance, instructional improvement, and improvement of climate and culture.  
Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.  
Establish, coordinate, and maintain communication with community and parent groups.  
Plan and implement professional development for instructional staff.  
Direct, evaluate, and supervise assigned certificated and classified staff.  
Assist with the development, implementation, and evaluation of a positive learning and work environment.  
Plan and organize work to meet schedules and timelines.  
Analyze situations accurately, and adopt an effective course of action.  
Complete work with many interruptions.

Read, interpret, apply, and explain rules, regulations, policies, and procedures.  
Communicate effectively, both orally and in writing; prepare and deliver oral presentations.  
Operate a computer and related software.  
Meet State and District standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Office and school environment and outside supervising students; subject to constant interruptions; drive a vehicle to off-site locations to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

**SAMPLE HAZARDS:**

Contact with distraught, dissatisfied, or abusive students, parents, and staff.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits through District-offered plans.