

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Deputy Chief of Schools	CLASSIFICATION:	Non-Represented Management, Certificated
SERIES:	Deputy Chief	FLSA:	Exempt
JOB CLASS CODE:	9928	WORK YEAR:	12 Months
DEPARTMENT:	Deputy Superintendent	SALARY:	Range 27 Salary Schedule A
REPORTS TO:	Chief Academic Officer	BOARD APPROVAL:	6/26/2025
		HR APPROVAL:	6/17/2025, 8/30/2023
		CABINET APPROVAL:	6/17/2025, 8/09/2023

BASIC FUNCTION:

Under the direction of the Deputy Superintendent, the Deputy Chief of Schools is responsible for providing leadership and direction for the planning, integration, implementation of leadership development with site leaders, including but not limited to, the Instructional Assistant Superintendents, Enrollment Center, Student Hearing and Placement, and Student Support and Health Services. The incumbent works collaboratively with the Assistant Superintendents to ensure the effective operation of the academic program by delivering, managing and supporting all resources essential to increasing student achievement and providing leadership in developing, achieving and maintaining the highest quality educational programs and services.

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.)

Collaborate with Chief Officers, Instructional Assistant Superintendents, Assistant Superintendents, District administrators, department personnel, and other interested parties to coordinate activities and initiatives, resolve issues and conflicts, exchange information, and ensure proper implementation and communication of curriculum and professional development activities with the appropriate instructional personnel. **E**

Participate in district-wide strategic planning, development, and evaluation with all district leaders and enable them to make effective evidence-based decisions. **E**

Collaborate with other departments to create a seamless TK-12 learning community. Create a climate of professional collaboration and sharing of best practices by establishing structures that foster shared learning, information and resource exchange across departments and schools. **E**

The Deputy Chief of Schools will work with Instructional Assistant Superintendents with a key focus on leadership development with school and district leaders. **E**

- Assess leadership capacity and develop individualized leadership goals for each principal, which includes conducting regular formal and informal evaluations to support the achievement of their performance plans and goals.
- Develop school leaders through principal leadership meetings and individual job-embedded coaching—focused on instructional leadership.

- Identify, recruit, and engage in the selection of new principals that are committed to a standard of excellence and can bring results.
- Develop a high-performing team of principals who leverage one another's strengths and support one another in achieving shared goals.
- Work with Instructional Assistant Superintendents to assess the needs of their schools through the analysis of implementation data and student outcomes and then develop goals; a targeted theory of action and action plan.
- Work with Instructional Assistant Superintendents to closely monitor school improvements and make adjustments accordingly.
- Work with Instructional Assistant Superintendents to support principals in developing site-based professional learning plans that are aligned with the district's professional learning and principal leadership goals.
- In collaboration with the Instructional Assistant Superintendent and Chief Officers, develop communication and collaboration systems that ensure a smooth flow of information, both vertically and horizontally, to enable all resources to be focused on high-priority goals for each school and ensure the sharing and implementation of best practices across schools.

The Deputy Chief of Schools will work with the Enrollment Center and lead the District's strategic efforts to identify and address inequities in student enrollment and school assignment, including registration, open enrollment and ConCap, among other areas. **E**

- Oversee research, policy development, cross-departmental coordination, and the implementation of equity-centered initiatives that ensure all students – regardless of race, income, language, or housing status – have equal access to school enrollment and placement options.
- Work closely with the Enrollment Center, Transportation Department, Special Education, Communications, Business Services, and IT/Data Services to develop coordinated and equitable systems for registration and school assignment, along with regular communication with and alignment of District supports of schools.
- Review existing District and school communications regarding registration, open enrollment, ConCap, school tours, volunteer needs as school and school fees to develop a plan for creating template communications. Develop communication protocol designed to ensure consistency and oversight of communications sent by school sites related to these topics.

Work collaboratively to manage operations in adherence to district policy, state law, and in the best interests of all children. This includes making sure that all team members are held accountable for meeting clear expectations. **E**

Foster meaningful relationships with families and community partners to provide holistic support for students under your charge within and across schools; respond to opportunities and challenges presented by an ethnically and culturally diverse community, and create a strong neighborhood structure to support all students. **E**

Partner with other Assistant Superintendents to evaluate existing programs, services, and practices to expand those that are most effective and reduce or eliminate those that are less effective. Utilize resources (e.g. professional development tools, coaching resources, vetted materials, and vendors) to provide appropriate professional development and coaching for schools/principals. **E**

Communicate and collaborate with other administrators, personnel, and outside organizations to develop, implement, and coordinate activities and programs, resolve issues and conflicts, and exchange information; develop policies and procedures to encourage effective and efficient management controls; and model district standards of ethics and professionalism. **E**

Develop and prepare appropriate annual budgets; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines, and provide direction for the monitoring of all general and categorically funded programs to assure compliance with applicable state and federal laws and

regulations. **E**

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

Provide a positive climate of interaction and communication between school staff, families, and the community. **E**

Compile, prepare, and disseminate a variety of informational reports, concepts and policy papers, status reports, studies, brochures, and material for the Board of Education, district staff, parents, and other groups in the areas of department responsibility; prepare and submit applications, contracts, and reports to funding agencies and operate a computer to input data and generate reports. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview, select employees, and recommend transfers, reassignments, termination, and disciplinary actions; and plan, coordinate, and arrange for appropriate training of assigned staff. **E**

TRAINING, EDUCATION AND EXPERIENCE:

Minimum of a master's degree in education and seven years increasingly responsible for managing within a complex educational organization, as well as experience teaching urban youth and/or coaching, teaching, and mentoring educators for a minimum of five years.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance; and Administrative Services Credential.

KNOWLEDGE, SKILLS, AND ABILITIES:

KNOWLEDGE OF:

- State frameworks, curriculum, instruction, assessment, and school improvement initiatives.
- National, state, and district educational goals and standards.
- Learning theory, program planning, curriculum development, and management of instructional programs that increase academic rigor for all students.
- Effective school concepts and principles.
- Educational research and evaluation, especially measurement theory, statistics, computer systems, research design, and evaluation theory.
- Principles of educational reform, research and evaluation program monitoring, data analysis, and reporting.
- District educational initiatives, programs, and policies.
- Educational administration, performance and project management, resource alignment, and strategic planning goals.
- District policies related to standards, assessment, accountability, planning, promotion/retention, curriculum and instruction, data access and confidentiality, and related areas.
- Large-scale student information data systems.
- State-of-the-art research and proven best practices in areas of closing the achievement gaps and meeting the diverse needs of students.
- Leadership skills, and developing and supporting a professional learning community.
- Culture, life styles, education, and social needs of ethnically diverse families.
- Research methods, report writing, and presentation.
- Effective staff development programs and strategies.
- Instructional methodologies, strategies, and curriculum standards.

- Academic accountability systems and services.
- Report writing and presentation.
- Budget preparation and control.
- School district organization, operations, and objectives.
- Applicable state and federal laws, codes, regulations, guidelines, policies, procedures, and state frameworks.
- Effective oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Effective management principles, practices, and supervision techniques.
- Evaluation approaches, strategies, and techniques.
- Operation of a computer and related software.

ABILITY TO:

- Design, organize, and lead a systemic change process in a large urban school district.
- Provide data and interpretation to support decisions related to the improvement of instructional and operational programs.
- Deliver high quality and high-efficacy services.
- Assist with the integration of professional learning and curriculum implementation.
- Analyze statistical data for trends and student performance in various programs, and develop strategies for student improvement.
- Keep current about related educational research, innovations, and trends, as well as applicable federal, state, and district laws, rules, regulations, and procedures.
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups.
- Work independently, coordinate multiple activities simultaneously, and work flexible hours.
- Prepare and deliver effective presentations to diverse audiences.
- Communicate effectively, both orally and in writing.
- Establish and maintain effective working relationships with district staff and administrators, students, parents or guardians, outside agencies, and the public, in a multicultural community.
- Exercise effective decision-making and problem-solving.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Analyze situations accurately, and adopt a legally sound, effective course of action.
- Plan and organize work to meet schedules and timelines.
- Prepare comprehensive narrative and statistical reports.
- Supervise and evaluate the performance of assigned staff.
- Operate a computer and related software.
- Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard; inspect information and prepare a variety of financial and statistical documents, records and reports; stationary position for extended periods of time; retrieve and store files; and move light objects.

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