

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

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<b>TITLE:</b>	Director, College & Career Readiness	<b>CLASSIFICATION:</b>	Non-Represented Management, Certificated
<b>SERIES:</b>	Director III	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	9702	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Continuous Improvement and Accountability	<b>SALARY:</b>	Range 19 Salary Schedule A
<b>REPORTS TO:</b>	Chief Continuous Improvement and Accountability	<b>CABINET APPROVAL:</b>	07-30-09
		<b>CABINE REVISION:</b>	06-22-10; 02-17-11; 07-30-15 10-15-2021

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**BASIC FUNCTION:**

Plan, organize, control, direct, and provide administrative leadership for a broad range of issues and activities that relate to college and career readiness. Under general direction, the Director is accountable for improving student academic achievement through access and opportunity in the overall direction, planning, implementation, and effective management of college, career, school counseling, and master scheduling processes. The director will develop, coordinate, implement, and evaluate the District’s K-12 School Counseling program and will support sites to better define, direct, and plan the District’s Master Scheduling Process in support of broadening students’ post-secondary options.

The director will undertake necessary activities relating to fiscal management, control and analysis of area under supervision in support of educating students at a high level; develop, control and monitor the budgets and accounts of the District to ensure the financial viability of the District; and supervise, providing clear work direction and evaluate the performance of assigned personnel.

**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.)**

Coordinate, facilitate, direct, and assist high schools in the full execution of their college/career-ready implementation plans included in their Single Plan for Student Achievement (SPSA) and reflected in the District-wide Local Control Accountability Plan (LCAP) to: meet site and District goals, improve the quality of instruction, enhance student learning, strengthen family participation to better prepare students for both post-secondary education and careers, connect academics to real-world applications, and improve student achievement. **E**

Align redesign initiatives that support and will result in graduates meeting or exceeding the expectations outlined in the District’s Graduate Profile including but not limited to: Common Core State Standards (CCSS) for English Learning Arts and Math; Next Generation Science Standards (NGSS); Social Emotional Learning (SEL); Linked Learning Pathways; Science Technology Engineering and Math (STEM) initiatives; Career Technical Education (CTE), Advanced Placement (AP) coursework; and programs to support special needs such as Special Education, English Learners, GATE, and Foster Youth. **E**

Monitor, evaluate, and support activities including clearly defined teaching expectations and academic rigor, and counseling activities to provide students and families with multiple supports to achieve academic success and full preparation for college and career. **E**

Collaborate with Technology Services to certify year-end California Longitudinal Pupil Achievement Data System (CALPADS) data related to A-G, graduation, dual enrollment, and CTE Pathway completion. **E**

Collaborate with higher education institutions, college access partners, and college and career readiness platforms to identify data needs and monitor the seamless exchange of data. **E**

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files related to assigned services, activities, and operations; respond to community and parent concerns; prepare a variety of documents and correspondence; and operate a computer.

Develop, coordinate, implement, and evaluate the District's K-12 School Counseling program. **E**

Develop and ensure the effective implementation of the District-wide School Counseling Internship Program. **E**

Develop and uses relative evaluative findings to determine the extent to which goals and objectives are met and to provide the basis for continuous program improvement. **E**

Use the mission of the District, program evaluation outcomes, school site and District leader input to provide effective professional learning opportunities for school site administrators, school counselors, and teachers. **E**

Communicate and collaborate with other administrators, District personnel, university partners, outside organizations, business and industry partners to coordinate activities, programs, and contracts, resolve issues and conflicts, and exchange information; model district standards of ethics and professionalism. **E**

Develop and implement methods to compile and maintain written records and reports as required and/or as desirable for continued improvement of the guidance program. **E**

Collaborate and plan with the Academic Office, school site administration, District departments, i.e. Technology, Human Resources, and Budget departments, in key information including, enrollment projections, allocation of FTEs, curriculum alignment, and District's student information system. **E**

Develop and recommend Board policies and administrative regulations District's guidance and counseling program and master scheduling; make recommendations to district leaders regarding potential organizational improvement opportunities to accomplish stated goals, provide technical expertise regarding assigned function. **E**

Develop, control and monitor the Department's budgets and accounts to ensure the financial viability of the District; analyze and review budgetary/financial data to ensure accuracy of information. **E**

Prepare, review, and direct the maintenance of comprehensive narrative and statistical reports, records and files related to programs, projects, and activities. **E**

Direct, control, and monitor appropriate work flow, office procedures and protocols, staff development, priorities, and work assignments to meet the needs of the District and the community. **E**

Collaborate and communicate with a variety of District administrators, personnel and outside agencies to coordinate activities, resolve issues or concerns, and exchange information to expand practices proven to raise student achievement. **E**

Perform various duties related to payroll, financial accounting, student attendance, accounting, and administration of the financial computer system as assigned; prepare and present financial projections according to established procedures. **E**

Supervise, provide clear work direction and evaluate the performance of assigned staff; recommend performance improvement plan, disciplinary and other personnel-related actions; and train personnel in assigned areas. **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**

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to the District's Guidance and Counseling program. **E**

Direct the District implementation of policies, procedures, and administrative regulations related to college/career-readiness. **E**

Assume responsibility for critical district projects that occur on a periodic basis. **E**

Perform related duties consistent with the scope and intent of the position.

### **EDUCATION AND EXPERIENCE:**

Bachelor's degree required; Master's degree in Education and/or School Counseling preferred. Full time experience as a teacher or school guidance and counselor preferred; and minimum of four years' K-12 administrative management experience.

### **LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license; provide personal automobile and proof of insurance; and valid California Commission on Teacher Credentialing Pupil Personnel Services Credential required. Administrative Services Credential preferred.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

K-12 public school guidance and counseling programs and master scheduling process.

Planning, organization, and direction of business functions of a department.

Utilizing data and assessment results to inform instruction and provide effective interventions for improved student achievement.

District Curriculum, District content standards, and the California Standards for the Teaching Profession.

State and federally identified school improvement models and requirements.

Effective decision-making and accountability.

District's Local Control Accountability Plan (LCAP).

California Professional Standards for Education Leaders (CPSEL) Standards.

California Standards for the Teaching Profession (CSTP).

Planning, organization, and direction of high school initiatives.

Evaluation approaches, strategies, and techniques.

Finance, budget development and implementation of state and federal special grants.

Evaluation approaches, strategies, and techniques.

Public schools and their structure.

Cutting edge trends in education reform.

Computer hardware systems, mainframes, software applications, and languages utilized by the District.

Accurate budget preparation and control.

Analytical and problem solving abilities.

Effective oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Principles and practices of management.

Applicable laws, codes, regulations, policies and procedures.

District organization, operations, policies, objectives and goals.

Principles and practices of effective administration, supervision, and training.  
Operation of a computer and related software.

**ABILITY TO:**

Develop, coordinate, implement, and evaluate a K-12 Guidance and Counseling program.  
Define, direct, and plan a District's master scheduling process and parameters for school sites.

Work independently and effectively with minimum direction.  
Plan, organize and administer business functions of the District.  
Negotiate skillfully in difficult situations and create solutions to promote compromise.  
Plan and organize work to meet schedules and time lines to provide timely delivery of high quality services. Think outside the box and develop new methods or solutions inspiring others to reach a common goal.  
Analyze situations accurately and timely, and adopt or recommend effective courses of action.  
Focus and appropriately allocate resources toward identified goals.  
Manage change and design an effective system of reporting progress and monitoring results.  
Set clear, realistic, time-bound, and measurable objectives and goals.  
Analyze and prepare comprehensive narrative and statistical reports.  
Effectively establish and maintain cooperative and collaborative working relationships.  
Read, interpret, apply and ensure compliance with applicable rules regulations, policies and procedures.  
Supervise and evaluate staff performance and support performance improvements throughout the organization.  
Assist in sustaining and monitoring the financial viability of the District.  
Actively participate in meeting District goals and outcomes.  
Apply integrity and trust in all situations.  
Meet State and District standards of professional conduct as outlined in Board Policy.  
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.  
Communicate effectively, both orally and in writing.  
Communicate using patience and courtesy in a manner that reflects positively on the organizational unit.  
Prepare and deliver oral presentations.  
Read, interpret, apply, and explain rules, regulations, policies, and procedures.  
Meet State and District standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:****SAMPLE ENVIRONMENT:**

Office environment; school setting, drive a vehicle 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, and reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

*(Former Classification: Director III, High School Initiatives; Director III, Linked Learning)*