

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Principal, Superintendent's Priority Schools	CLASSIFICATION:	Certificated Management (UPE)
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	0127: Elementary School 0249: K-8 0133: Middle School 0134: High School	WORK YEAR:	12 Months: Elementary 12 Months: K-8 12 Months: Middle 12 Months: High
DEPARTMENT:	Elementary, Middle, or High Priority School Site	SALARY: (Ranges shown to the right include a 10% differential.)	Range 34: Elementary Range 35: K-8 Range 35: Middle Range 39: High Salary Schedule B
REPORTS TO:	Associate Superintendent	BOARD APPROVAL: CABINET REVISION:	04-22-10 07-31-14

BASIC FUNCTION:

Provide transformational leadership and plan, launch, and manage an elementary, middle, or high priority school. Implement a model which focuses on high student achievement; build a positive school climate that supports the whole student; leverage research and data to drive initiatives and instruction; build a high performing staff and leadership team to achieve the school's vision and goals. Collaborate with parents, community members, the Office of Priority Schools, as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems, tools, and other resources to accelerate student achievement.

The Priority School Principal should have successful leadership experience and deep knowledge of current turnaround research and practice. An important expectation is that Priority Schools will be incubators of innovation with the intent of transferring effective practices to the entire District, which will require a high degree of collaboration with other site principals.

PRIORITY SCHOOL PRINCIPAL COMPETENCIES: Priority School 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.
- Align school resources, and prioritize activities to achieve maximum results based on vision and goals.
- 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.
- Formulate and execute an action plan while addressing ambiguity, obstacles, or resistance.

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.
- Anticipate and respond to stakeholder concerns, and identify and engage key influencers and community resources for success.
- Influence others to take action and demand change.

Develop and Lead High Performing Teams

- Effectively build and organize adult teams to mirror vision and produce maximum results.
- Understand team strengths and gaps.
- Select assignments to build team capacity.
- Effectively delegate to others, and engage team in decision making.
- 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.
- Analyze complex information to formulate strategic vision and develop action plans.
- 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 right balance of strategic and tactical plans to achieve immediate success while maintaining long-term vision.
- 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, control, direct, and evaluate instructional activities, special programs, and plant operations at a district elementary, middle, or high priority school; confer with District Office personnel regarding staff, programs, students, finances, and legal requirements; implement, modify, and evaluate the school's mission, vision, goals, objectives, and programs as needed. **E**

Interview, select, direct, evaluate, counsel, and supervise certificated and classified personnel; facilitate staff innovation to improve instructional practices; identify and encourage individual teachers with leadership potential; assign faculty and staff as appropriate to meet school objectives. **E**

Develop school plans and organizational procedures for the health, safety, discipline, and conduct of students as established in District procedures; oversee attendance, behavior management, counseling, guidance, and other support services; provide individual academic and personal counseling to students and parents. **E**

Analyze school achievement data, and lead the staff in constantly studying, evaluating, and modifying current instructional practice to accelerate students' academic achievement; coach teachers in the implementation of strategies which lead to improvement of instruction. **E**

Direct and participate in a planned program of classroom visitations and observations; recommend discipline, reassignment, or termination action as appropriate; document evidence of substandard performance. **E**

Enforce applicable State and District codes, policies, and laws; administer, monitor, and evaluate District and school site discipline policies and safety programs. **E**

Plan, supervise, and direct the business and fiscal operations of the school, including management of all assigned District and specially funded budgets; develop and administer site-based budgets; assure proper allocation of funds for instructional and non-instructional equipment and materials. **E**

Direct the evaluation and revision of curricular and instructional programs in cooperation with appropriate District administrators; communicate with teachers to assure instructional programs meet students' needs and District requirements. **E**

Conduct articulation activities with elementary or middle feeder schools and other District high schools; develop and direct orientation programs for new students. **E**

Establish, coordinate, and maintain communication with community and parent groups, city officials, PTA representatives, and law enforcement officials. **E**

Prepare and write correspondence, bulletins, and other communications on behalf of the school; arrange for school-level public relations and publicity for special events and achievements as appropriate. **E**

Plan, implement, direct, and evaluate instructional and categorical programs in accordance with State and Federal laws, District regulations, and other specially funded program requirements. **E**

Coordinate the maintenance operations of the school plant; assure proper management, maintenance, and inventory of materials, equipment, buildings, and grounds. **E**

Identify, provide, and coordinate staff development and in-service training for personnel within the school; update staff on revised policies and procedures, and implement changes. **E**

Attend, conduct, and chair a variety of meetings with faculty and classified staff, parents, and community representatives; coordinate and meet with school site advisory groups; conduct student/parent appeals; respond to

and resolve parent, student, and staff complaints; represent the school at Board, District, and community functions. **E**

Direct the preparation and maintenance of a variety of district, county, state, and federally mandated records and reports regarding student attendance, welfare, discipline, safety, academic achievement, and certification for graduation. **E**

Direct the maintenance of comprehensive and complex files pertaining to school personnel, plant facilities, inventories, financial information, and contracts; direct the maintenance of student and staff records at the site. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree, and proven, entrepreneurial school leadership experience with demonstrated success driving high performance, raising student achievement, and improving underperforming student achievement. Experience building effective teams along with exceptional coaching skills is essential. Strong curriculum knowledge, including implementing literacy and math strategies, is required. Knowledge of early childhood (elementary) and response to intervention (RTI) strongly desired. Possession of a Master's degree strongly preferred. Preference given to Education Leadership or related field.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile. California Administrative Services Credential or transferable Principal certification received from another state is required. 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.

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.

Public speaking techniques.

Operation of a computer and related software.

ABILITY TO:

- Provide transformational leadership and plan, launch, and manage an elementary, middle, or high priority school.
- Implement a model which focuses on high student achievement.
- Build a positive school climate that supports the whole student.
- Leverage research and data to drive initiatives and instruction.
- Build a high performing staff and leadership team to achieve the school's vision and goals.
- Implement new educational programs, capital improvements, systems, tools, and other resources to accelerate student achievement.
- Direct activities regarding personnel, the physical plant, budget, student services and activities, curriculum and instruction, and communications and articulation.
- Train, supervise, and evaluate certificated and classified personnel.
- Plan and direct the budget and business operations of the school.
- Establish, coordinate, and maintain communication with community and parent groups.
- Plan, implement, direct, and evaluate instructional and categorical programs in accordance with applicable laws.
- Plan and organize work.
- 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:

School site office environment; subject to constant interruptions; subject to driving 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 and 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 dissatisfied or abusive students, parents, and staff.

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

APPROVALS:

Union Signature	Date
Ken A. Forrest, Chief Business Officer	Date
Sara Noguchi, Ed.D., Interim Superintendent	Date