

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Assistant Superintendent, Early Learning and Care	CLASSIFICATION:	Non-Represented Management, Certificated
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	9869	WORK YEAR:	12 months
DEPARTMENT:	Early Learning and Care	SALARY:	Range 24 Salary Schedule A
REPORTS TO:	Chief Academic Officer	HR APPROVAL:	04.28.2023
		CABINET APPROVAL:	11.1.2022

BASIC FUNCTION:

Under the supervision and direction of Chief Academic Officer, supervises and is responsible for the direct and indirect service for early care, health and education programs, advocacy, and policy initiatives related to early learning; provides leadership and management of the early learning and care programs and services of the District including the District's Children's Centers, before and after school childcare, Head Start Program, and State Preschool Program; provide support to center administrators and staff. Directly responsible for all areas within child development and early learning and care; and ensures the alignment and coordination of all other local, state and federal programs and initiatives for youth birth to age 8.

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 principal job elements.)

Develops, sustains, and supports districts as they develop and sustain exemplary P-12 educational programs, based on a thorough knowledge and understanding of current research in child development, curriculum, instruction, assessment, parent engagement, and program design. **E**

Supervises the collaboration between the Department and sites and local providers to establish needs and provide high-level facilitation, professional development addressing both cognitive and social emotional development. **E**

Guides the planning of curriculum philosophy, implementation, and environmental design of the early learning program that meets Department Of Children, Youth and Families (DCYF) licensing requirements for infants, toddlers, and preschoolers. **E**

Assist in the management of the facility and program to meet federal, state, and local regulations and licensing requirements, including appropriate adult/child ratios during child care hours. **E**

Collaborates with providers and families by sharing resources and community information; recruits providers to participate in program; assists in planning and delivering a developmentally appropriate professional development model, including supporting communities of practice; promotes reflective practices. **E**

Provide technical assistance to support program development, professional development, funding, facilities, parent engagement, and workforce development. **E**

Initiates, establishes, and maintains critical rapport with partnerships with local, regional, and state agencies that link with, and support District programs. **E**

Effectively work with diverse groups and points of view; listens to and communicates effectively with staff, students, and members of the community; encourage a continuous exchange of ideas and maintain positive relationships with family service advocates, staff, regional center, external early intervention(s), and mental health providers. **E**

Commits to exercising the District's Strategic Plan in working with staff, solving problems, and implementing change; identifies, selects, manages, and evaluates staff in a manner that inspires outstanding performance and morale; directs, reviews, and approves Department's personnel management functions, such as hiring and termination, staff development, employee evaluation, and discipline. **E**

Coordinates and guides the development and implementation of the site, division, and District plans based upon the early learning master plan, strategic plans, and other relevant goals and objectives; and provides leadership, directs, administers, and supervises the regular reporting of progress. **E**

Provides responsive advice, counsel, and education to administrators, faculty, and staff on early care, health, and education issues and trends; monitors research and law to forecast the impact of changes upon the delivery of early learning services by and for the District. **E**

Supervises the technology, materials, and curriculum adoption process for early learning programs. **E**

Maintains confidentiality of children, families, and providers involved in the program; attends and participates in meetings, trainings, and conferences as assigned. **E**

Assess and provide an evaluation of clients in major areas of development (i.e., social-emotional, adaptive, fine motor, gross motor, cognitive, etc.) and provide well-written professional, grammatically correct reports (Assessment, progress, termination reports). **E**

Ensures the timely preparation, maintenance, and distribution of reports and records as required by federal, state, local, and District regulations; participates in state and local activities to promote the District's interests in the area of early care, health and education; applies excellent internal and external customer service and directs staff in developing excellent customer service practices; applies and uses effective interpersonal skills (tact, patience, courtesy); informs and updates District leadership, and school administration on projects, operational changes, and service level objectives, informs senior management of potential problems before they occur and presents solutions. **E**

Collaborates with Cabinet and division staff in alignment with the vision, mission, values, and core principles of the office. **E**

Prepare extensive, frequent, detailed, and accurate bargaining unit reports; assemble confidential and sensitive information related to labor relations and negotiations. **E**

Develops, reviews, and monitors project management standards for new projects; administers and interprets statutes, regulations, and policies concerned with the legal responsibilities of the early care, health, and education providers; reviews business and administrative educational processes for the possible application of new practices. **E**

Participates at the executive level in the development and implementation of internal educational policies, procedures, and planning; represents Early Learning Services before the Board of Education as directed by Superintendent and in District division meetings; participates in the development of District plans for a wide variety of subjects. **E**

Maintains consistent and clear communications with District administrators and staff regarding plans, timelines, needs, and vision; oversees and monitors budgets and responds to auditor concerns and findings. **E**

Operate and understand system functions related to labor relations, negotiations, and assigned duties. **E**

Maintain established guidelines including confidential and sensitive records and information. **E**

Regularly communicates with District leadership and supports District leadership to implement the District's vision for early care, health, and education. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Master's degree with a major in early childhood education, parent education, or related field, five to seven years of job-related administrative experience, demonstrated competence in educational leadership, and five years experience in early childhood education. Advanced degrees are preferred.

LICENSES AND OTHER REQUIREMENTS:

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- General overall knowledge of department services and responsibilities of departments.
- Budget preparation and control.
- Labor Relations law and employee and union contracts.
- Applications, current research, and innovations in academic assessment and program evaluation.
- State and Federal accountability systems and measures and how measures are calculated.
- State and Federal legislation, and the impact on specific student groups including English Learners, low-income students, foster youth, students with disabilities, and other underperforming student groups.
- Working with the social, emotional, physical, and mental health needs of children, adolescents, and families.
- Supervision, evaluation and management of assigned staff.
- Concepts of culture and intersectional identity and an ability to relate to a variety of ethnic and cultural groups in an effective manner.
- Support services for students who are at-risk, low-income, and demonstrate low academic performance.
- Planning, organization, and coordination of all assigned programs.
- District organization, operations, policies, and objectives.
- Grant writing and budget processes.
- Applicable laws, codes, regulations, policies, and procedures related to assigned duties.
- Interpersonal skills and boundaries using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Operation of a computer and related software.

ABILITY TO:

- Plan, organize, control, direct, and provide leadership for District-sponsored student support services.
- Use the internet, Microsoft Office software, and other technology to manage data and carry out session.
- Demonstrate positive working relationships with students, staff, parents, other professionals, and community partners.
- Prepare extensive, frequent, detailed, and accurate bargaining unit reports, and assemble confidential and sensitive information related to labor relations and negotiations.
- Work confidentially with discretion, and complete work with many interruptions.

- Bargaining unit reports, labor relations, and negotiations.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Speak and present to groups, and facilitate meetings, training programs, and development discussions.
- Synthesize information, and strategically align functional areas and business needs to develop actionable content, recommendations, and results.
- Communicate effectively both orally and in writing.
- Prepare and present comprehensive narrative and statistical reports.
- Establish workload priorities and meet timelines.
- Plan and organize work.
- Direct, supervise, and evaluate the performance of assigned staff.
- Analyze situations accurately and adopt an effective course of action.
- Operate a computer, related software and other technology to manage data and carry out duties
- Work independently with little direction, and make decisions within the framework of established guidelines.
- Collaborate with District and community partners.
- Meet District standards of professional conduct as outlined in Board Policy

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office environment; Early Learning and Care sites; school campuses; and drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to exchange information and make presentations; dexterity of hands and fingers to generate reports, grant proposals, and correspondence utilizing a computer; see to monitor activities, read documents, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reaching overhead, above the shoulders, and horizontally to retrieve and store files and other items; and lift light objects.