Position: Assistant Superintendent - School Leadership	FLSA: Exempt	Work Days: 223
Reports to: Superintendent or Designee	Salary: Certificated Management Salary Schedule – Range A	

Job Descriptions are intended to present a descriptive list of the range of duties performed by employees in the class. Job Descriptions are not intended to reflect all duties performed within the job.

OVERALL OBJECTIVE AND SUMMARY:

The Assistant Superintendent - School Leadership provides leadership and guidance to school administrators and instructional staff in promoting excellence in teaching and learning across the District. This position serves as a key leader in advancing the District's vision for student success by fostering effective school leadership, strengthening instructional practices, and aligning curriculum, assessment, and professional development. The Assistant Superintendent builds the capacity of principals and school teams to create equitable, inclusive, and high-performing schools where every student can thrive. Through collaboration with District and site leaders, this role drives continuous improvement, innovation, and coherence in educational programs from preschool through adult education.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities may include, but are not limited to, the following:

- Supervise, support, and evaluate staff as assigned; foster a culture of accountability, collaboration, and professional growth.
- Provide leadership aligned with the District's Vision, Goals, Core Values, and Theory of Action for Student Success.
- Plan, organize, and oversee assigned functions to support effective operations, continuous improvement, and alignment with district priorities.
- Use data and evidence to inform decision-making, monitor progress, and drive outcomes through the Cycle of Continuous Learning and Improvement (CCLI).
- Promote equitable access to programs and services and inclusive practices that support the success of all students.
- Maintain compliance with applicable laws, regulations, policies, and collective bargaining agreements
- Oversee and/or support budgeting, resource allocation, and strategic planning efforts to advance district goals (as applicable).
- Promote safe, positive, and productive learning and working environments.
- Provide leadership and direction in curriculum implementation, instructional improvement, and articulation across all grade levels.
- Support school sites in restructuring and improvement efforts to raise student achievement and decrease any disproportionality in outcomes.
- Develop, implement, and evaluate educational programs and services based on student achievement data, surveys, observations, and state or federal reports.
- Support analysis of District and State assessment data for principals, teachers, and instructional staff to guide program evaluation and continuous improvement.
- Supervise, coach, and evaluate all principals.
- Assist in the recruitment, screening, selection, and development of school administrators.
- Identify professional learning needs and collaborate with Ed Services staff on the design, implementation, and evaluation of strategic staff development programs for teachers and administrators.
- Support site principals with fiscal and human resource allocation and monitoring.
- Develop and implement program changes and initiatives resulting from new or revised legislation and state recommendations.
- Provide leadership in the development of equity and cross-cultural training to create inclusive, supportive environments for all students and staff, regardless of background, identity, or ability.
- Collaborate with the Superintendent and District Leadership Team to promote equity, fairness, and diversity throughout the District, ensuring that all students and adults are treated with dignity and respect.
- Establish and maintain partnerships with businesses, community organizations, and post-secondary institutions to enhance educational opportunities and career readiness.
- Lead planning and review of educational delivery models and programs to meet the needs of students requiring nontraditional or alternative services.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Principles and practices related to the technical aspects of the assigned department.
- Federal, State, and local laws, regulations, Education Code provisions, and collective bargaining agreements applicable to assigned departments.
- District organization, operations, policies, goals, and objectives.
- Recordkeeping, office organization, and standard administrative practices.
- Proper English usage, including grammar, spelling, punctuation, and vocabulary.

Ability to:

- Communicate effectively orally and in writing and build effective working relationships with diverse audiences, including staff, students, families, community partners, and stakeholders.
- Exercise sound judgment in problem-solving, conflict resolution, and decision-making.
- Adapt to changing priorities and organizational needs with flexibility and professionalism.
- Manage budgets and allocate resources in alignment with district priorities, as applicable.

PHYSICAL ABILITIES

Positions in this classification typically require the following physical abilities to successfully perform the essential functions of the job, with or without reasonable accommodation:

- **Mobility:** Ability to sit, stand, and walk for extended periods of time. Ability to move throughout district facilities, school sites, offices, warehouses, and community locations as required.
- **Manual Dexterity:** Sufficient fine motor skills to operate a computer, keyboard, mouse, tablet, telephone, and other standard office equipment. Ability to write, type, review, and prepare documents accurately.
- **Vision:** Ability to read printed materials and electronic documents, review data, and analyze reports. Adequate visual acuity to utilize computer screens for extended periods and observe site conditions.
- **Hearing and Speech:** Ability to hear and understand conversations in person, over the telephone, and through virtual platforms. Ability to speak clearly to participate in meetings and direct communication with individuals and groups.
- **Lifting/Carrying:** Ability to occasionally lift, carry, push, or pull materials and equipment typically up to 25 pounds.
- **Reaching/Bending/Stooping:** Ability to bend, stoop, reach, and stretch as required.
- **Travel:** Ability to travel between district sites, community locations, and external meetings. May require operation of a personal or district vehicle.
- **Work Environment Tolerance:** Ability to work in standard office settings as well as school, operational, warehouse, or outdoor environments, which may include moderate noise levels and varying temperatures.
- **Extended Work Hours:** Ability to work extended hours, evenings, and occasional weekends as required for meetings, events, emergencies, or operational needs.

EDUCATION AND EXPERIENCE

Any combination of experience and training that would likely provide the required knowledge and abilities could qualify someone for this position. A typical way to obtain the knowledge and abilities would be:

- Education: Equivalent to a Master’s degree from an accredited college or university with major course work in education, educational administration, curriculum and instruction, public administration, or a related field.
- Experience: Five years of increasingly responsible experience in public education, including at least three years of administrative experience at the Principal level or higher (or equivalent school-site leadership experience), with demonstrated experience in instructional leadership, supervision of certificated staff, and school improvement initiatives.

LICENSES AND CERTIFICATES

- Valid California driver’s license required
- Valid California Teaching Credential required
- Valid California Administrative Credential required