

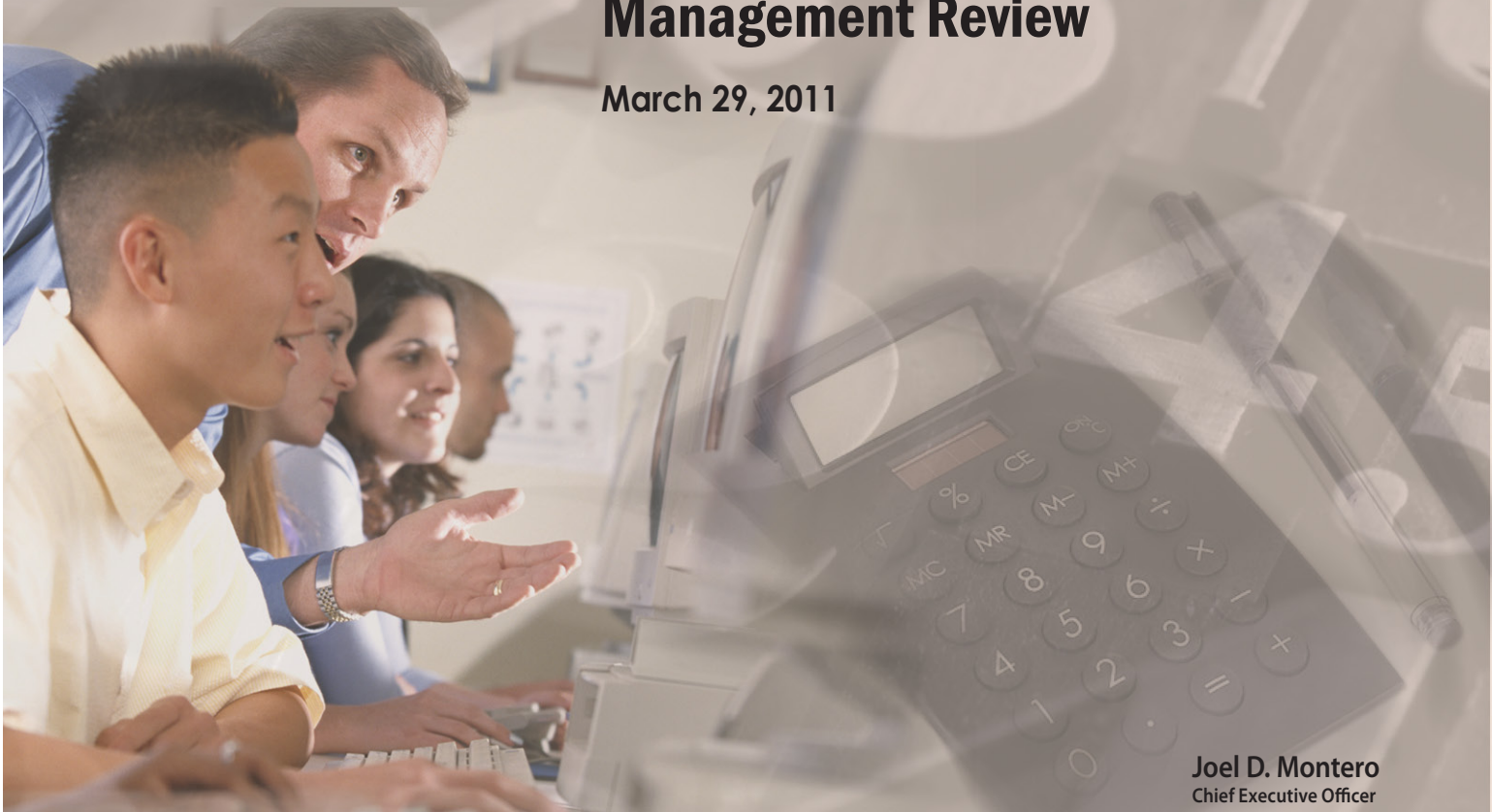


CSIS California School Information Services

Central Union High School District

Management Review

March 29, 2011



Joel D. Montero
Chief Executive Officer







CSIS California School Information Services

March 29, 2011

Thomas Budde, Ph.D., Superintendent
Central Union High School District
351 Ross Ave
El Centro CA 92243

Dear Superintendent Budde:

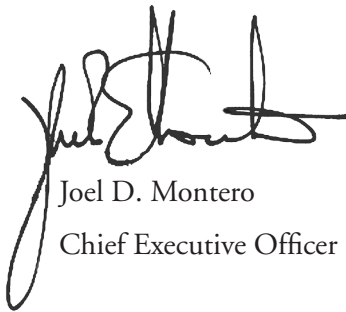
In September 2010, the Fiscal Crisis and Management Assistance Team (FCMAT) entered into a study agreement with the Central Union High School District to conduct a study that would perform the following:

1. Review district-level administrative and management organizational structure and staffing and make recommendations for efficiencies (if any).
2. Review distribution of duties within administrative structure and make recommendations.
3. Review school site level administrative and management structure and make recommendations.
4. Survey administrative and management staffing in comparable districts and make recommendations for efficiencies (if any).

This report contains the study team's findings and recommendations.

On behalf of FCMAT, we appreciate the opportunity to serve your district and extend our thanks to all the staff for their assistance during our fieldwork.

Sincerely,



Joel D. Montero
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer
1300 17th Street - CITY CENTRE, Bakersfield, CA 93301-4533 • Telephone 661-636-4611 • Fax 661-636-4647
422 Petaluma Blvd North, Suite. C, Petaluma, CA 94952 • Telephone: 707-775-2850 • Fax: 707-775-2854 • www.fcmat.org
Administrative Agent: Christine L. Frazier - Office of Kern County Superintendent of Schools

Table of Contents

About FCMAT	iii
Introduction	1
Executive Summary	3
Findings and Recommendations.....	5
Organizational Structure	5
Business Services.....	9
Educational Resources	13
Human Resources	15
School-Site Organizational Structure	17
District Comparisons.....	21
Appendices.....	25

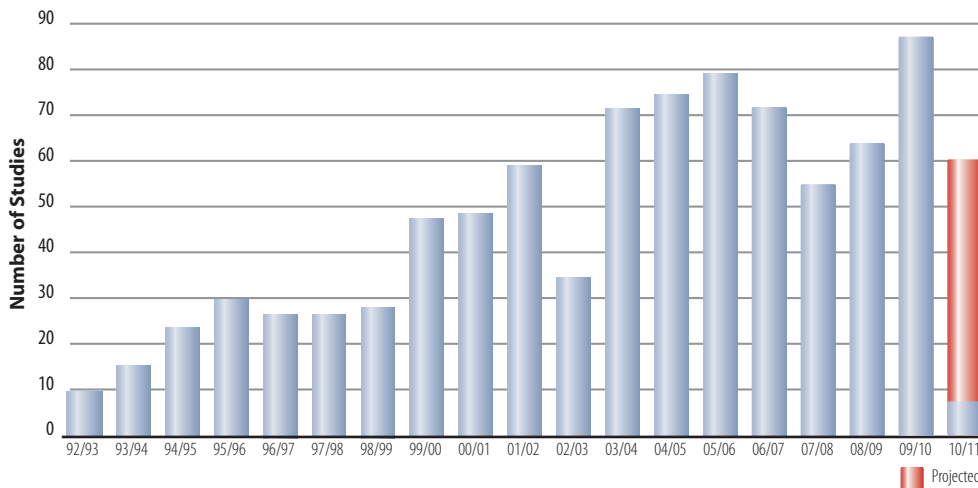
About FCMAT

FCMAT’s primary mission is to assist California’s local K-14 educational agencies to identify, prevent, and resolve financial and data management challenges. FCMAT provides fiscal and data management assistance, professional development training, product development and other related school business and data services. FCMAT’s fiscal and management assistance services are used not just to help avert fiscal crisis, but to promote sound financial practices and efficient operations. FCMAT’s data management services are used to help local educational agencies (LEAs) meet state reporting responsibilities, improve data quality, and share information.

FCMAT may be requested to provide fiscal crisis or management assistance by a school district, charter school, community college, county office of education, the state Superintendent of Public Instruction, or the Legislature.

When a request or assignment is received, FCMAT assembles a study team that works closely with the local education agency to define the scope of work, conduct on-site fieldwork and provide a written report with findings and recommendations to help resolve issues, overcome challenges and plan for the future.

Study Agreements by Fiscal Year



FCMAT also develops and provides numerous publications, software tools, workshops and professional development opportunities to help local educational agencies operate more effectively and fulfill their fiscal oversight and data management responsibilities. The California School Information Services (CSIS) arm of FCMAT assists the California Department of Education with the implementation of the California Longitudinal Pupil Achievement Data System (CALPADS) and also maintains DataGate, the FCMAT/CSIS software LEAs use for CSIS services. FCMAT was created by Assembly Bill 1200 in 1992 to assist LEAs to meet and sustain their financial obligations. Assembly Bill 107 in 1997 charged FCMAT with responsibility for CSIS and its statewide data management work. Assembly Bill 1115 in 1999 codified CSIS’ mission.

AB 1200 is also a statewide plan for county office of education and school districts to work together locally to improve fiscal procedures and accountability standards. Assembly Bill 2756

(2004) provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans.

In January 2006, SB 430 (charter schools) and AB 1366 (community colleges) became law and expanded FCMAT's services to those types of LEAs.

Since 1992, FCMAT has been engaged to perform nearly 850 reviews for LEAs, including school districts, county offices of education, charter schools and community colleges. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The team is led by Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.

Introduction

Background

Located 110 miles east of San Diego, the Central Union High School District has two comprehensive high schools, an alternative education high school and an adult school serving approximately 4,000 students in grades nine through 12. The student population is approximately 90% Hispanic and about 25% English learners. More than 65% of the families in the district receive free or reduced-price meals.

For the 2010-11 fiscal year, the district budgets general fund revenues of \$32,946,599 and expenditures and interfund transfers of \$34,783,746. This budget decreases the general fund balance by \$1,837,147, leaving the district with a projected total reserve of \$7,674,233. The district's budgeted average daily attendance of 3,906 is based on the 2009-10 fiscal year.

The district and governing board have avoided fiscal insolvency through a conservative budget approach to district finances and staffing, including a reduction in staffing for the 2010-11 fiscal year. These reductions included the director of business and support services, an assistant principal, the theatre manager, and 14 additional classified positions. The district was also prepared to reduce the certificated staff; however, an agreement was reached with the teacher's union to increase class sizes. After reconciling the number of staff from retirements and nonrelects, the layoff was averted.

In September 2010, the district entered into an agreement with the Fiscal Crisis and Management Assistance Team (FCMAT) for a study to perform the following:

1. Review district-level administrative and management organizational structure and staffing and make recommendations for efficiencies (if any).
2. Review distribution of duties within administrative structure and make recommendations.
3. Review school site level administrative and management structure and make recommendations.
4. Survey administrative and management staffing in comparable districts and make recommendations for efficiencies (if any).

Study Team

The study team was composed of the following members:

John Von Flue
FCMAT Fiscal Intervention Specialist
Bakersfield, CA

Leonel Martínez
FCMAT Public Information Specialist
Bakersfield, CA

Mary Barlow
FCMAT Deputy Administrative Officer
Bakersfield, CA

William Voss
FCMAT Consultant
Bakersfield, CA

Study Guidelines

FCMAT visited the district on November 30 - December 1, 2010 to conduct interviews, collect data and review documents. This report is the result of those activities and is divided into the following sections:

- I. Executive Summary
- II. Organizational Structure
- III. Business Services
- IV. Educational Services
- V. Human Resources
- VI. School Site Organizational Structure
- VII. District Comparisons

Executive Summary

The Central Union High School district has taken a conservative and proactive approach to managing district finances and staffing. As a result, the district had the financial reserve necessary to maintain a positive budget certification and fiscal solvency. Because of the continuing state budget crisis and the resulting uncertainty regarding education funding, the district reduced positions at the beginning of the 2010-11 fiscal year. Structural organizational changes at the district and site level resulted from staff reductions, and issues related to work distribution and completion of duties began to emerge.

The superintendent has the responsibility of organizing the administrative staff and its duties to support district and site educational programs and district priorities. In doing so, the superintendent must consider the degree of functional control and accountability necessary while balancing the span of authority and responsibility given to the staff.

The district administration faces formidable obstacles with the loss of the director of business and support services position, the retirement of the director of facilities, the outsourcing of food services management, and the new responsibilities of Program Improvement. As a result of these changes, the superintendent and assistant superintendent added responsibilities to their already full schedules. The support staff in accounting and human resources can help alleviate this workload by taking on greater responsibilities if they are provided with appropriate professional development and authority.

The reductions at the school sites included administration, security staff, associated student body (ASB) advisors, and the theatre managers. This has resulted in additional responsibilities being placed on the remaining site administration. Principals and assistant principals now perform duties related to ASB advisory and campus security. The sites also perform an increasing number of tasks related to furthering academic growth and entering program improvement status.

FCMAT surveyed high school districts comparable in size and API results and found that Central Union maintains a low administrative-staff -to-student ratio at the district and site levels. Most other districts surveyed have additional assistant superintendents and/or senior business officials and all districts had a designated business official. Comparable sites also have administrative positions with less responsibility, authority and compensation than an assistant principal. Although staffing varies greatly according to local decisions and necessities, the results of these comparisons suggest that there is justification for the district to consider additional support staffing and the administrative positions of dean and director.

Findings and Recommendations

Organizational Structure

The Central Union High School District's organizational structure should include the relationships or workflow between positions and establish responsibilities and goals for all staff members. This structure should be managed to maximize resources and reach identified goals.

Many traditional school district organizational structures have vertical hierarchical relationships. Groups work in functional departments where all like activities are coordinated and controlled together. This structure includes a system of routine tasks, formal processes and communications as well as rigid controls. The structure promotes functional efficiency and in-depth skill development and supervision, and accountability is more easily managed. However, strict adherence to this model can restrict communication between departments and create a focus on individual and departmental roles instead of organizational goals.

Horizontal hierarchical organizational structures reduce the boundaries between functions and include fewer layers of authority. Administrators can control processes instead of just functions, and the staff is encouraged to work together to achieve goals. In this structure, staff interactions are less formal, more collaborative, less restricted by controls, and more adaptive to changing environments. This model requires a highly motivated, capable, and knowledgeable staff. The benefits include improved communication and collaboration, increased organizational capability, and greater focus on organizational goals. However, strict adherence to this structure can hinder the organization's ability to maintain individual accountability, internal controls, and compliance to external requirements.

Organizations typically use a combination of the two structures. In choosing a structure, the district should consider the goals of the organization and the skills of existing personnel. Districts with complex goals and more knowledgeable staff members can emphasize a horizontal model.

District Board Policy 2220 authorizes the superintendent to organize the administrative staff so that it best supports the educational program through efficient operations, effective communications and direct assistance to schools. Staff responsibilities can be adjusted to accommodate the workload and/or individual capabilities.

District Structure

The district is governed by a five-member governing board. The district organizational chart adopted before the July 2010 staff reductions identified the superintendent as the executive officer with direct supervision of the assistant superintendent of educational services, principals, director of business and support services, director of human resources, director of special education, and theatre manager. Lines of primary responsibility and relationships between district positions were vertical. Each position was responsible for overseeing and managing the specific areas of district operations described in the appropriate job description.

The assistant superintendent of educational services was primarily responsible for assisting principals and staffs in school reform, coordinating district curriculum, instruction and assessment, and organizing professional development and teacher support programs.

The director of business and support services position oversaw business-related operations, including fiscal services, transportation, food services, information technology, facilities, and maintenance and operations.

The director of human resources performed district personnel functions, including employment selection and retention, evaluation and accountability tracking, personnel policy development and administration, and salary and benefit management. The director maintained relations with the classified bargaining unit and the certificated staff interviewed indicated that the superintendent performs this function for their unit.

The theatre manager position managed and maintained the district theatre located on the southwest high school campus.

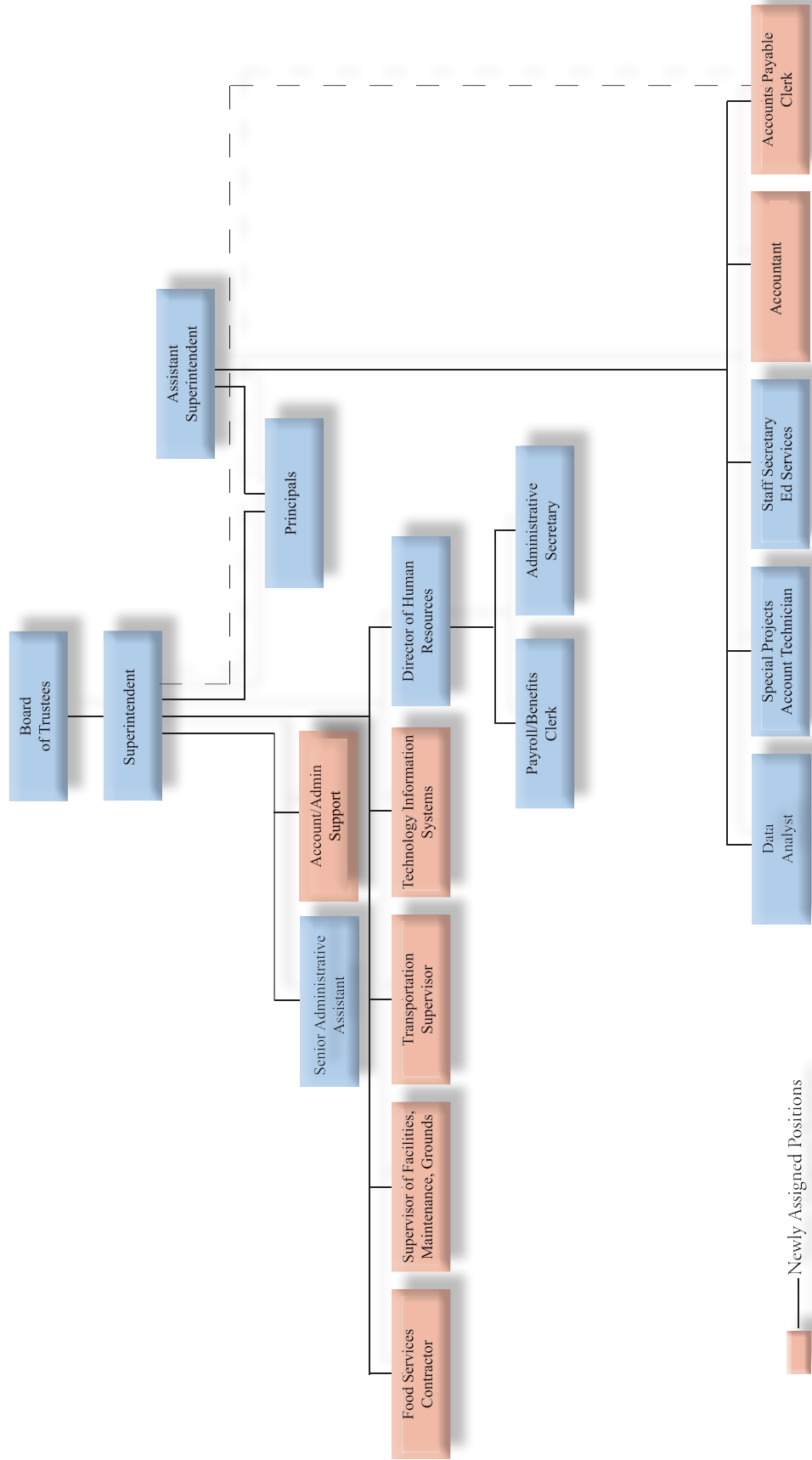
Guided by district policy and direction, the principals provided administrative oversight and management of their assigned schools.

The director of special education position administered the district special education program and coordinated school psychologist and nurse support.

In response to the state funding reductions and district fiscal solvency concerns discussed in the June 2009 special budget study session conducted by the district staff, a strategic planning committee was established to discuss budget reduction options. The committee selected for possible reduction several positions with duties that were believed to be the most easily absorbed by the remaining staff. In March 2010, the district board authorized the reduction of services of classified personnel including the director of business and support services and theatre manager. Both individuals were placed on a 39-month rehire list with rights to reemployment if their position be reinstated.

After eliminating these positions effective July 1, 2010, the superintendent adopted the more horizontal organization structure shown by the following organizational chart. The red positions designate those that were newly reassigned.

Central Union High School District Organizational Chart



The superintendent and assistant superintendent are key sources of information and leadership in the district, and the new structure increases their span of direct authority over several functions. Interviews with the board and staff indicated there is confidence in these administrators' ability to perform their current responsibilities, provide effective district leadership, and support staff throughout the district. Staff members described the superintendent and assistant superintendent as easily accessible, especially in the evenings. However, there were concerns about whether these two positions could maintain accessibility and responsiveness while taking on additional duties and about the long-term sustainability of a plan that places so much responsibility on only two high-level positions.

Recommendations

The district should:

1. Regularly update the district organizational chart to identify the current lines of responsibility and relationships between positions.
2. Regularly evaluate the district's fiscal status, district priorities and district/site needs. The district should allocate resources to support areas of greatest priority and need.
3. Regularly review and evaluate the district administrative staff considering workload, individual capabilities, and district needs to efficiently and effectively align staff responsibilities.
4. Evaluate the staff's knowledge and skill levels and provide regular training and professional development opportunities as needed.
5. Consider district goals and staff knowledge and capability when developing an organizational structure. The district should adopt a combination of the vertical and horizontal structures to maintain accountability and controls while maximizing communication and collaboration between departments.
6. Consider delegating responsibilities to existing staff members or adding administrative or management staff to help the superintendent and assistant superintendent manage the district.
7. Develop long-term district goals and priorities including training staff members so they can fill key district roles and implementing the most effective district and site structures.

Business Services

In the absence of the director of business and support services position, the duties and responsibilities of this position were absorbed by the district superintendent and the assistant superintendent. The reduction of the director in the middle of the state fiscal crisis is seldom recommended because more than ever, districts need experienced business support to analyze their fiscal health and make informed decisions.

Superintendent

In addition to his regular duties, the superintendent now oversees transportation, facilities, maintenance, technology and nutrition services. Assisting in these responsibilities are the director of facilities and maintenance, transportation supervisor, computer network engineer, and the food services contract representative. To be successful, the superintendent must rely heavily on these management personnel for recommendations and results.

Adding further responsibility to the superintendent's oversight of maintenance and facilities, the director of maintenance and facilities retired as of June 30, 2010 after 18 years of service to the district. The district advertised the position and received 35 applications from all over the state, including 10 highly qualified individuals with school facilities experience. However, the candidate chosen for the position was released during the probationary period, and the duties are performed by a district maintenance employee with no prior management and planning experience. Although the district does not have active facilities projects, modernization plans include several projects that are ready to begin when funding becomes available. These projects will require oversight from staff members who are well versed in public school construction funding, reporting, and contract management.

When the director of food services retired in November 2009, the district outsourced the food services management to Sodexo America, LLC. The representative for this contract meets weekly with the superintendent to review operations and receive direction.

In addition, the superintendent supervises the accountant/administrative support. This is a classified management position that, in addition to performing clerical assistance, provides confidential support for a variety of complex fiscal applications including invoicing, accounts receivables, bank reconciliations, and audits and researches discrepancies of financial information as assigned.

Assistant Superintendent

With the elimination of the director of business and support services, the assistant superintendent of educational services oversees fiscal services, including accounts payable processing, budget preparation, and financial reporting.

The assistant superintendent has experience in successfully planning and managing the district's categorical and program budgets. To continue this success, the assistant superintendent needs training regarding budget development; financial reporting requirements; school accounting principles, standards, and methods; internal controls; and audit compliance. Also essential is regular attendance at budget and fiscal planning workshops and professional development regarding developing multiyear fiscal projections.

The reduction of the director in the middle of the state fiscal crisis is seldom recommended because more than ever, districts need experienced business support to analyze their fiscal health and make informed decisions.

The assistant superintendent works closely with the district accountant to develop and monitor the budget, complete required financial reporting, and make board presentations. The assistant superintendent's previous exposure to fiscal reporting was limited to overseeing categorical budgets and reporting.

The accountant is a classified management position and is the highest ranked business office position in the district. Although the accountant has no supervisory authority or responsibilities, the position provides up-to-date fiscal information for reference, audit and/or compliance, ensures appropriate revenues are generated, expenses are within budget limits and fiscal practices are followed; maintains accurate account balances and complies with related policies, practices and/or regulations; makes recommendations regarding fiscal practices; and maximizes use of funds. The person holding this position is in the second year of public school accounting, all with this district. With the assistance of the prior accountant and county office fiscal services, the accountant completed the required fiscal reporting including fiscal closing, budget, and interim reports since being hired. The superintendent and assistant superintendent have a high level of trust in the abilities and competence of the accountant, who is also a member of the superintendent's cabinet.

The assistant superintendent supervises the district's accounts payable functions. The accounts payable clerk is a classified position that processes purchase orders, prepares commercial warrants, and posts general and special ledger transactions. This position also ensures proper approvals are received; account coding is appropriate, and sufficient budget is available for purchase requisition processing; and for verifying proper purchasing procedures are followed and goods are received before processing payment. The assistant superintendent verifies and approves district warrants and purchase requisitions.

Recommendations

The district should:

1. Ensure the superintendent and assistant superintendent have access to information and training to keep their knowledge current in the areas under their direct oversight.
2. Consider establishing the position of director of fiscal services to oversee district fiscal accounting functions and supervise and evaluate business personnel. This position should have in-depth knowledge of public school accounting, internal control procedures, local, state and federal reporting requirements, district revenue sources, and district programs. All fiscal staff members should be assigned to report to this position including the accountant, accounts payable clerk, account/administrative support clerk, payroll/benefits clerk, special projects accounting technician, and all other fiscal accounting support positions.
3. Ensure that district business office staff members receive regular and thorough training regarding their responsibilities and duties.
4. Ensure district procedural manuals are maintained current and used to standardize district business processes and define responsibilities for the district business office staff.
5. Regularly update the district organizational chart to reflect the current chain of command and authority structure.

6. Consider hiring a qualified director of facilities to develop short- and long-term facility plans, oversee facility projects, facility maintenance, and operational services including janitorial and grounds.

Educational Services

The assistant superintendent of educational services helps principals in all phases of school reform coordinate district curriculum, instruction and assessment; and coordinate professional development and teacher support programs.

The need for district support to sites is increasing because one site is in year one of Program Improvement, and another is in safe harbor for the current fiscal year but may enter Program Improvement in the future. The sites were unaware of any district plans to address the additional support needed as the sites enter and potentially progress through program improvement.

The schedules and services provided by the district's academic coaches are often unclear, and the sites perceive that these coaches do not maintain a full schedule of duties and are not held accountable for providing services.

Fewer district curriculum meetings have occurred recently for the instructional staff. Only two meetings were held between July and December this year, and the sites indicated they would benefit from additional communication and guidance from the district.

The sites also indicated they need more education services support such as inclusion in district decision-making, greater assistance with testing and common assessment, data analysis and interpretation, and planning for teacher professional development.

Recommendations

The district should:

1. Consider establishing a director of fiscal services position, as identified previously in this report, to alleviate the assistant superintendent of fiscal responsibilities so that this position can focus on educational services.
2. Consider establishing a director of instruction position. Responsibilities would include helping sites implement school reform as required by program improvement, coordinating professional development and communications, performing data analysis and interpretation, and ensuring accountability for the academic support staff.
3. Implement a district educational services calendar including regular instructional meetings, academic coach schedules, and professional development opportunities.
4. Communicate academic coach schedules and responsibilities to the sites.
5. Provide regular feedback to the sites on the academic coaches' activities and goals.
6. Provide district support to analyze and interpret student data and develop strategies to address identified weaknesses.

Human Resources

According to the job description, the director of human resources is responsible for all aspects of personnel administration in all employee classifications. These responsibilities include recruitment, selection, and retention efforts; implementation of employment procedures; assisting administration and supervisors with employee accountability measures; monitoring evaluation; developing and recommending district policies on personnel; maintenance of employment reports and employee records; credential monitoring; professional development coordination; district negotiations; and other personnel responsibilities. The director of human resources also participates in the superintendent's weekly cabinet meetings to provide input on personnel matters.

The position is greatly involved in maintaining relations with classified personnel and the union; however, interviews with certificated staff members indicated that the superintendent maintains relations with their unit. The expectation is that calls and concerns from the certificated staff are to be routed directly to the superintendent without being channeled through the Human Resources Department.

Staff members perceive that the district does a poor job with accountability. Evaluators are not provided with regular training on how to perform proper evaluations. Accountability training is inconsistent, and the district lacks disciplinary procedures. Employees not meeting standards are allowed to continue without the administration addressing performance.

Recommendations

The district should:

1. Involve the director of human resources in all areas of employee relations and assign the position to respond first to employee concerns. This will alleviate need for the superintendent and assistant superintendent to respond if the issue can be handled at the director level.
2. Increase the director of human resources' knowledge and credibility in handling certificated interactions by seeking professional development and providing solid support from district and the site administration.
3. Increase employee accountability by establishing procedures and provide training to front-line supervisors and administration on district-preferred accountability procedures, evaluations, and training in the district progressive discipline policy.
4. Ensure supervisors and the administration are trained to perform proper evaluations and that they understand the importance of setting performance expectations and documenting any variations from these expectations.
5. Provide greater assistance to managers and site administrators in identifying, planning, performing and tracking the required personnel evaluations.

School Site Organizational Structure

The district maintains an adult school, an alternative education high school and two comprehensive high schools. The adult school and alternative education sites have unique administrative structures because of their size and the nature of the services they provide. Both comprehensive high schools are governed by a similar administrative structure yet their individual culture and needs present slightly different challenges.

Central Union Adult School

The district decided to maintain the adult school at approximately 65% of the regular funding level even though the adult program funding was allowed full flexibility. The program was reduced dramatically and is now managed by one administrator who is also responsible for expulsion and SARB hearings and serves as the district summer school principal.

Recommendations

The district should:

1. Routinely evaluate program costs and benefits.
2. Establish adult programs based on district priorities and the availability of fiscal and human resources.

Desert Oasis High School

The Desert Oasis High School is an alternative education high school of approximately 200 students with an administration consisting of one principal. Through budget cuts, the school lost a security guard and the assistant principal for discipline, counseling support. The principal assumed all duties and responsibilities of the lost positions. The continuation school shares a campus with the adult school and cooperatively shares resources between programs. The principal believes the program is sustainable in the short-term because of effective office support staff and adequate administrative support from the district, but stated there is a need for additional site security. The principal also indicated a need for a resource teacher; however, the district office identified a site staff member as the resource teacher.

Recommendations

The district should:

1. Continue district administrative support of the Desert Oasis High School site and the site administrator.
2. Routinely evaluate program costs and benefits and establish district priorities.
3. Maintain established district priorities considering the availability of fiscal and human resources.
4. Consider reinstating site security support if additional funds become available.
5. Ensure the principal works with the district to ensure the correct placement and roles of staff.

Central Union High School

Central Union High School is a comprehensive high school with an enrollment of approximately 1,700 students. The administrative structure includes a principal, an assistant principal of curriculum, and assistant principal of discipline, and an assistant principal of athletics.

The principal indicated that he is well supported by the district, the superintendent and assistant superintendent are accessible, and the superintendent is contacted regarding any issues or questions. The principal also stated that the elimination of positions at the district had no effect on the school site, and that district maintenance is responsive to the site. The principal expressed confidence in his site administrative staff.

A major challenge faced by the site is that the ASB advisor returned to the classroom because of district-imposed staffing allocations and site needs. As a result, the assistant principal of curriculum serves as the advisor of record. The principal teaches the ASB class two days a week while the assistant principal of athletics and assistant principal of curriculum cover the other three.

A major challenge faced by the site is that the ASB advisor returned to the classroom because of district-imposed staffing allocations and site needs.

The assistant principal of discipline handles numerous disciplinary issues, although most are minor. This position is off-campus about 1 1/2 days weekly for discipline hearings. The site also has 2.5 FTE security guards and a campus police officer.

To provide supervision for two lunches and a passing period, the principal requires all administrators to be on duty and visible on campus during those times. Although required to maintain campus security, this supervision time detracts from other duties that the assistant principals should perform.

The site administration expressed concern over the number of classroom observations and teacher evaluations that need to be completed. The assistant principals stated that they are required to perform 20 classroom visits weekly along with 20 teacher evaluations in the current year. Next year, 80 teacher evaluations are scheduled to be conducted.

As Central Union High School enters Program Improvement, the assistant principal of curriculum needs district support to meet the program's additional requirements.

In the current year, the school is rewriting the site plan for student achievement. The site administration is unfamiliar with the additional responsibilities that will be required if the school maintains Program Improvement status and believes help is needed to learn the process and meet requirements.

The assistant principals indicated they sometimes feel overwhelmed because of their numerous time constraints and the duties of site supervision, classroom observation, and acting as an ASB advisor in addition to their primary job responsibilities.

Southwest High School

The Southwest High School is a comprehensive high school serving grades 9-12 with an enrollment of approximately 2,000 students. The administrative structure is identical to that of Central Union High School.

The principal indicated that the district is supportive, she has confidence in the administrative staff, and the site has the financial support necessary for effective operation.

The principal expressed concern over the loss of the theatre manager position, but indicated that those duties have been assumed by the site administrator, the drama teacher, volunteers, and the

assistant principal of athletics. Because of the loss of the ASB advisor, the principal and assistant principal of athletics also serve as the advisor.

According to the principal, the school site could use an additional four hours of security because of bus schedules and the campus bell schedule. In part because of efforts by the assistant principal of discipline, the site has had no expulsions in the last two years.

Other concerns include the need for district assistance with testing and testing data analysis, professional development including common assessment training, and evaluation training especially on objectively evaluating the teaching standards.

Recommendations

The district should:

1. Consider reinstating the ASB advisor positions as funding allows.
2. Consider reinstating security support staff as funding allows.
3. Develop a site organizational chart that identifies each administrator and shows the directly assigned support staff.
4. Develop a site responsibility chart that identifies the responsibilities for each site administrator, including staff evaluations, school disaster and safety programs, graduation planning, etc.
5. Consider establishing a dean of students or director positions to allow for a compensation differential for administrative positions with less responsibility and authority than the assistant principal.
6. Consider implementing a single lunch period to reduce staff supervision time and loss of instruction time because of passing.
7. Consider adding a part-time clerk or realigning the clerical staff to help the assistant principal at Central Union High School with the additional responsibilities of Program Improvement.
8. Ensure there is sufficient district maintenance and operations support by assigning a site administrator to join the with the director of facilities and maintenance in conducting monthly campus visits to identify building and grounds issues that pose a security or safety threat or detract from the learning environment.

District Comparisons

FCMAT surveyed districts with comparable enrollment and API base, determining staffing levels at the district and site level. The districts included Hanford Joint Union High School District, Delano Joint Union High School District, Tulare Joint Union High School District, Brawley Union High School District, and Calexico Unified School District.

FCMAT surveyed administration staffing and enrollment levels, but no information was gathered for a comparison of compensation levels for positions, district fiscal status, or the unique needs or programs. Therefore, no claims of affordability or recommendations regarding staffing can be firmly recommended.

The organizational charts and administrative job descriptions obtained through the survey are attached as part of this appendix section to this report.

The following chart provides the staffing information received:

District	Enrollment	Staffing	Sites	Enrollment	Staffing	Program Improvement	Additional Information
Central Union High School District	4000	4 positions: asst supt - educational services, director of human resources, director of special ed, supervisor of facilities	Central Union HS Southwest HS Desert Oasis HS Central Union Adult	1700 2000 200	principal, asst principal curriculum, asst principal discipline, asst principal athletics principal, asst principal curriculum, asst principal discipline, asst principal athletics principal	Year 1	
Delano Joint Union High School District	4334	6 positions: assoc supt, assoc supt - business services 50%, director of special ed, director of migrant ed, director of information technology, director of human resources	Delano HS Ceasar E. Chavez HS Robert F. Kennedy HS Valley HS Delano Adult School	1706 1393 1057 178	principal, assistant principal, learning director, athletic director principal, assistant principal, learning director, athletic director principal, assistant principal, athletic director principal	Year 1	
Hanford Joint Union High School District	3700	4 positions: asst supt, director of business, director of administrative services, director of maintenance operations and transportation	Hanford HS Hanford West HS Sierra Pacific HS Earl F. Johnson HS Hanford Adult School	1365 1466	principal, 2 assistant principals, athletic director, dean of students principal, assistant principal, learning director principal, learning director principal 50% principal 50%	Year 1 Year 2	staffing reflects current year. Last year the district had an additional asst supt and a director of curriculum. new school site with freshman and sophomore classes only
Tulare Joint Union High School District	5200	7 positions: asst supt - business and human resources, asst supt - curriculum, business manager, director of facilities, director of state and federal programs, director of technology, director of special ed	Tulare Union HS Tulare Western HS Mission Oak HS Tech Prep Tulare Adult School	1820 1675 1307 133	principal, 3 asst principals, director of student activities, athletic director principal, 2 asst principals, 2 dean of students, athletic director, activities director principal, 3 asst principals, athletic director principal principal director	Year 1 Year 2 Year 1	district hired 3 consultants to manage program improvement requirements.
Brawley Union High School District		no response					
Calaveras Unified School District		no response					

District Staffing

Staffing varies greatly between districts since each makes staffing decisions locally to meet individual goals and necessities. The staffing survey conducted by FCMAT found that the staffing configuration varied between the districts both in position responsibility and numbers of positions. The numerous position levels reported include associate superintendent, assistant superintendent, director, and manager, and the number of district administration positions (not including the superintendent) also varied.

Of the three districts used in the comparison study, two had more than one assistant or associate superintendent, and the other reduced an assistant superintendent position last year because of retirement. All districts surveyed had a district business administrator at the director level or above.

District administration-to-student enrollment ratios varied from one administrator for 743 students at the Tulare Joint Union High School District to one administrator for 1,000 students at the Central Union High School District. Considering the average ratio of one administrator to 800 students for the three districts surveyed, Central Union would be comparably staffed with five administrators.

Site Staffing

School site staffing also varies greatly, and the positions reported in the survey included principal, assistant principal, dean, and director. Site administrator staffing ratios ranged from approximately one administrator for 250 students to one administrator for 500 students. Central Union High School's administrator to student ratio is estimated at 1:425 while Southwest High School's ratio is estimated at 1:500. These ratios show that the two Central Union High School District sites have the lowest average staffing in the comparison survey.

However, Central Union High School site administrative staff members are all principals and assistant principals with other districts maintaining the lower-compensated positions of dean and director. Other than Central Union and Southwest high schools, only two of the eight comprehensive high school sites surveyed have three assistant principals. In addition, adult schools in the surveyed districts are administered by a director or through a principal shared with the continuation school.

Recommendations

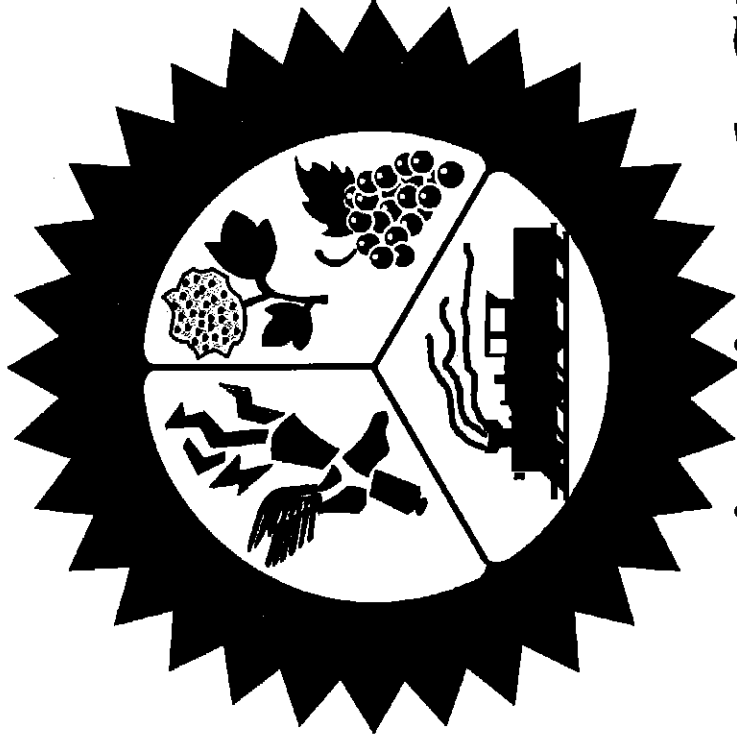
The district should:

1. Evaluate district and site staffing needed to support district priorities and staff appropriately staff considering the available fiscal resources.
2. Determine the administrative levels of authority needed to efficiently and effectively conduct district operations.
3. Identify additional staffing ranks as needed to establish appropriate authority, responsibility, and compensation.
4. Make staffing assignments and position titles commensurate with the responsibility and authority of the position.

Appendices

- A. Organizational Charts and Administrative Job Descriptions
- B. Study Agreement

***DELANO JOINT UNION
HIGH SCHOOL DISTRICT***

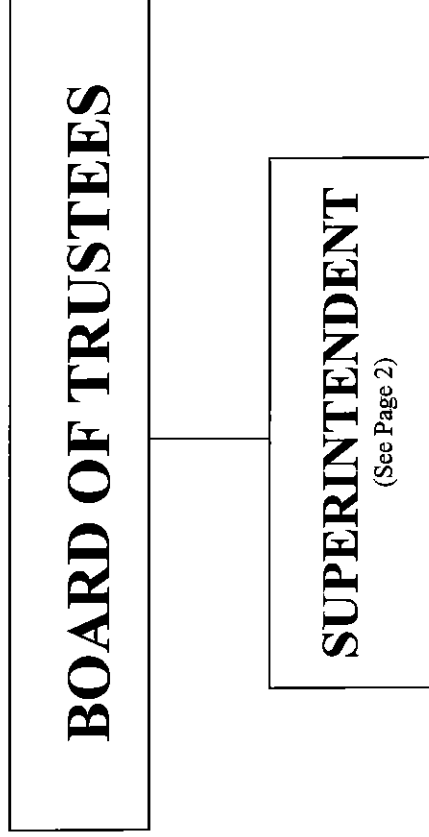


Organizational Chart

2010/2011

DELANO JOINT UNION HIGH SCHOOL DISTRICT

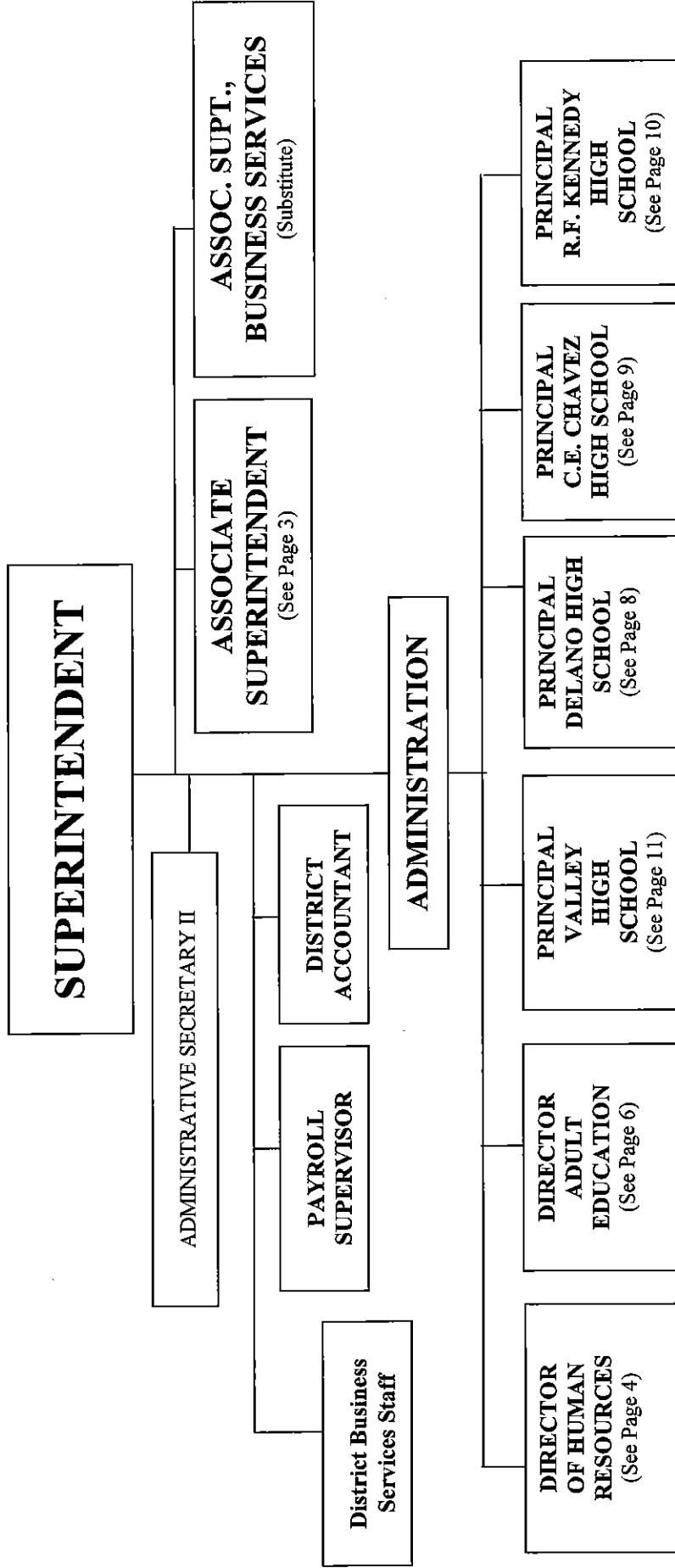
ORGANIZATIONAL CHART



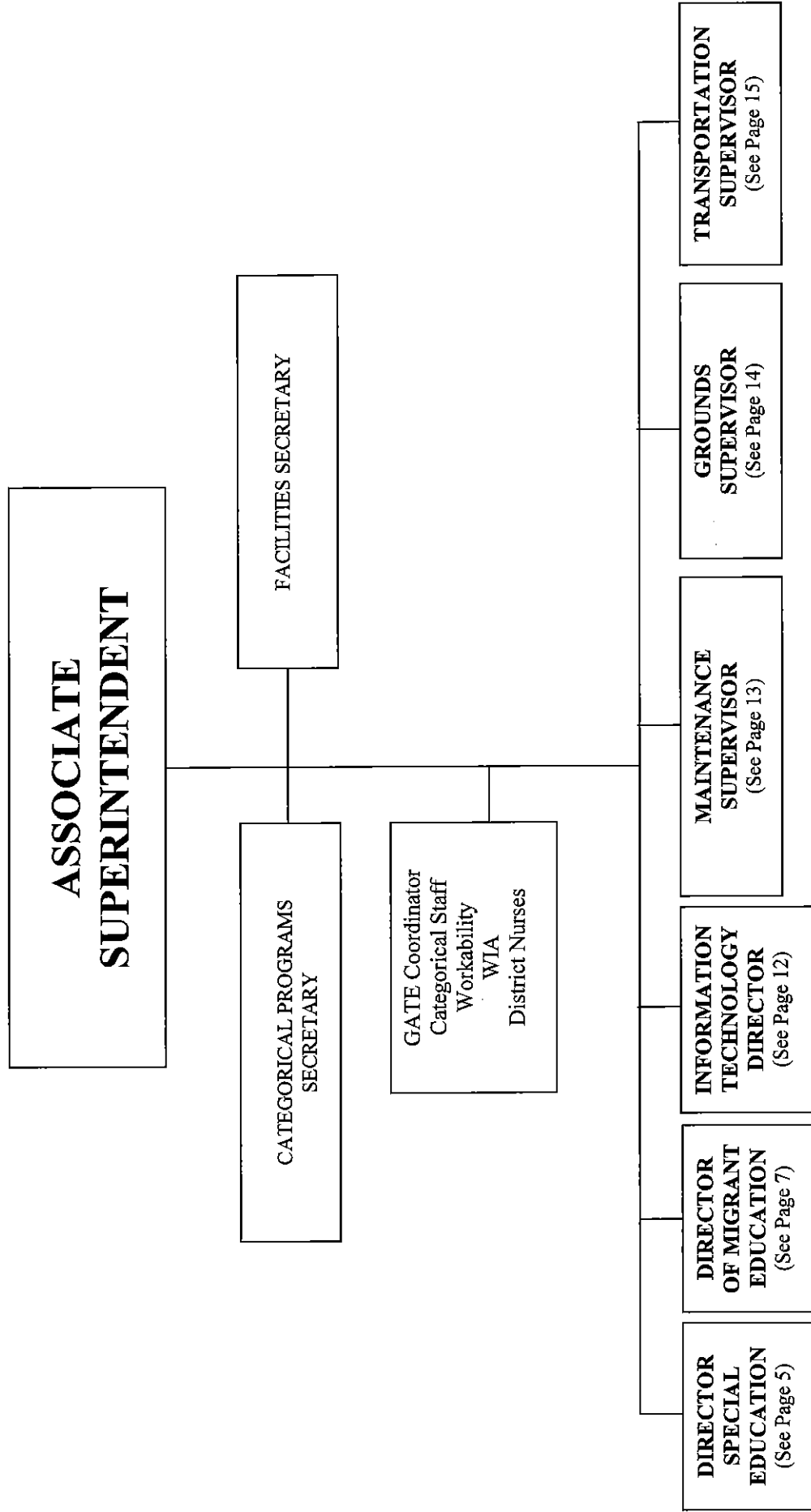
In the absence of the Superintendent,
Chain of Command:

1. Efrain Rodriguez
2. Saul Gonzalez
3. Adelaïda Anfosó
4. Terri Nuckols
5. Ben DeLeon

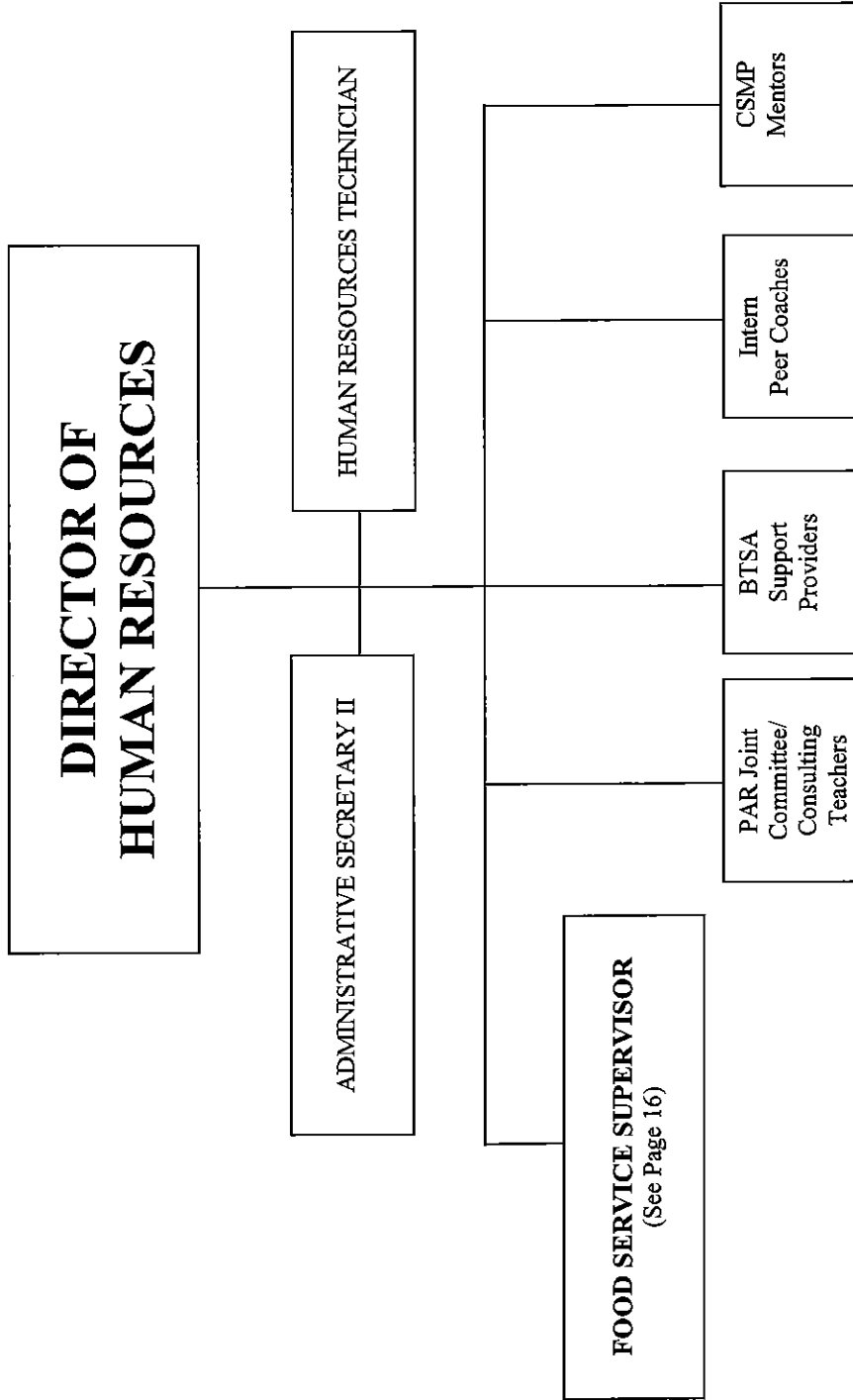
SUPERINTENDENT



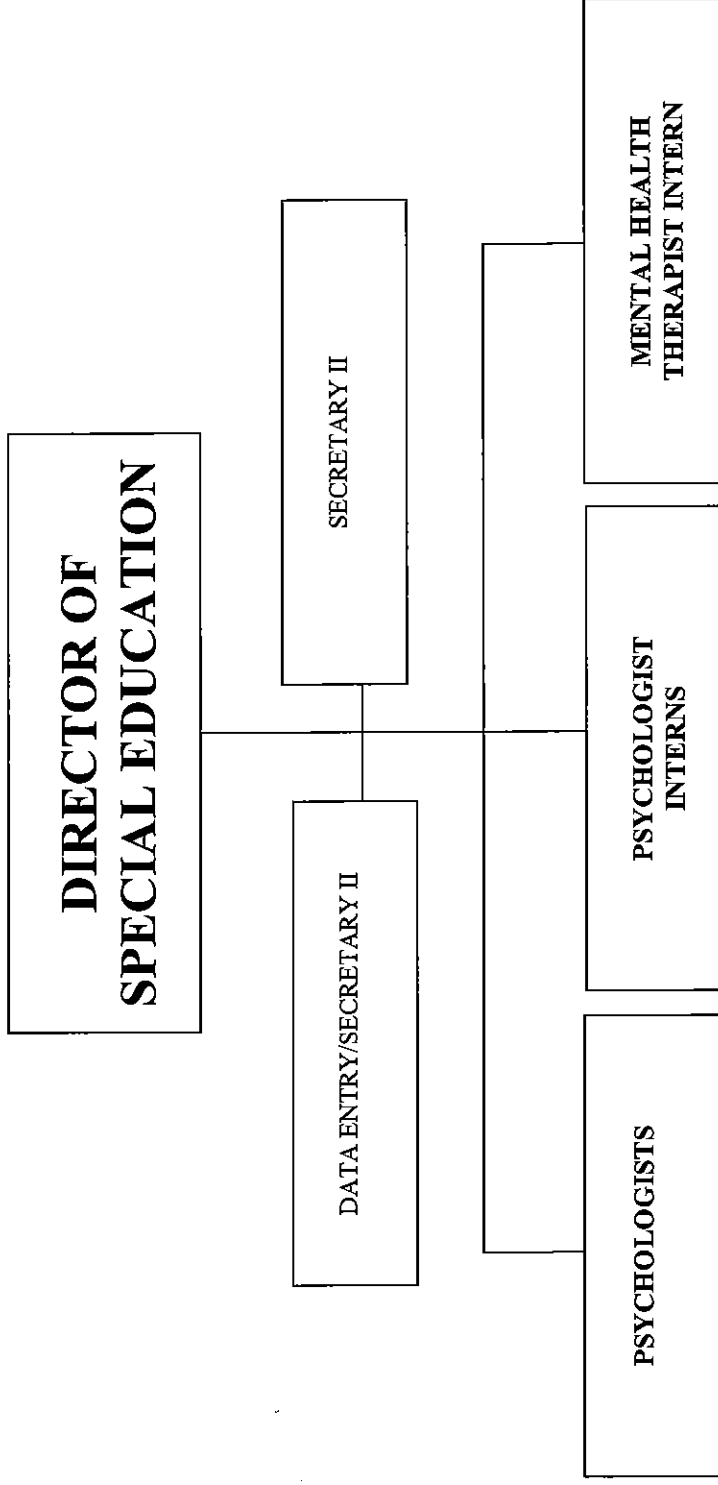
ASSOCIATE SUPERINTENDENT



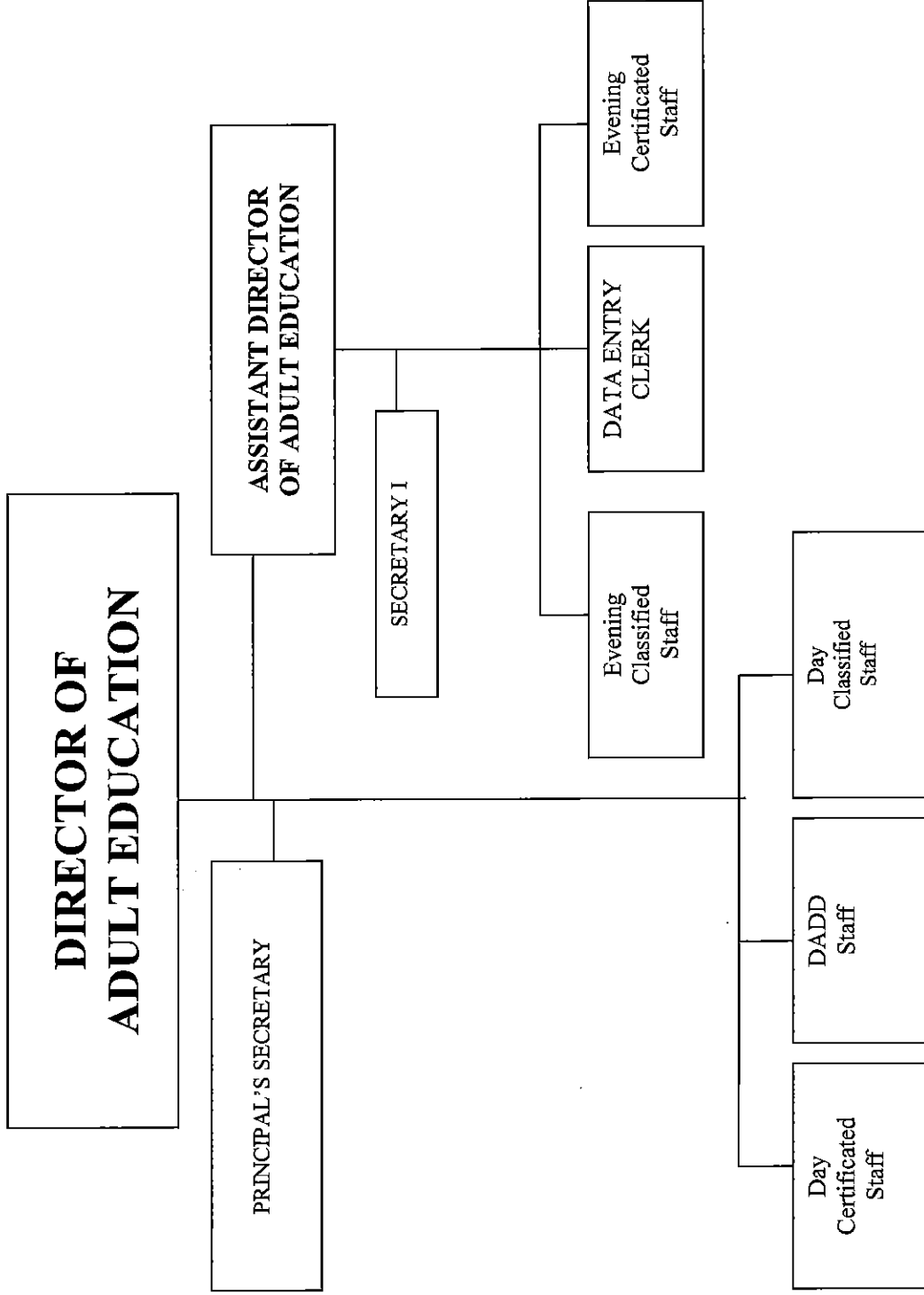
HUMAN RESOURCES



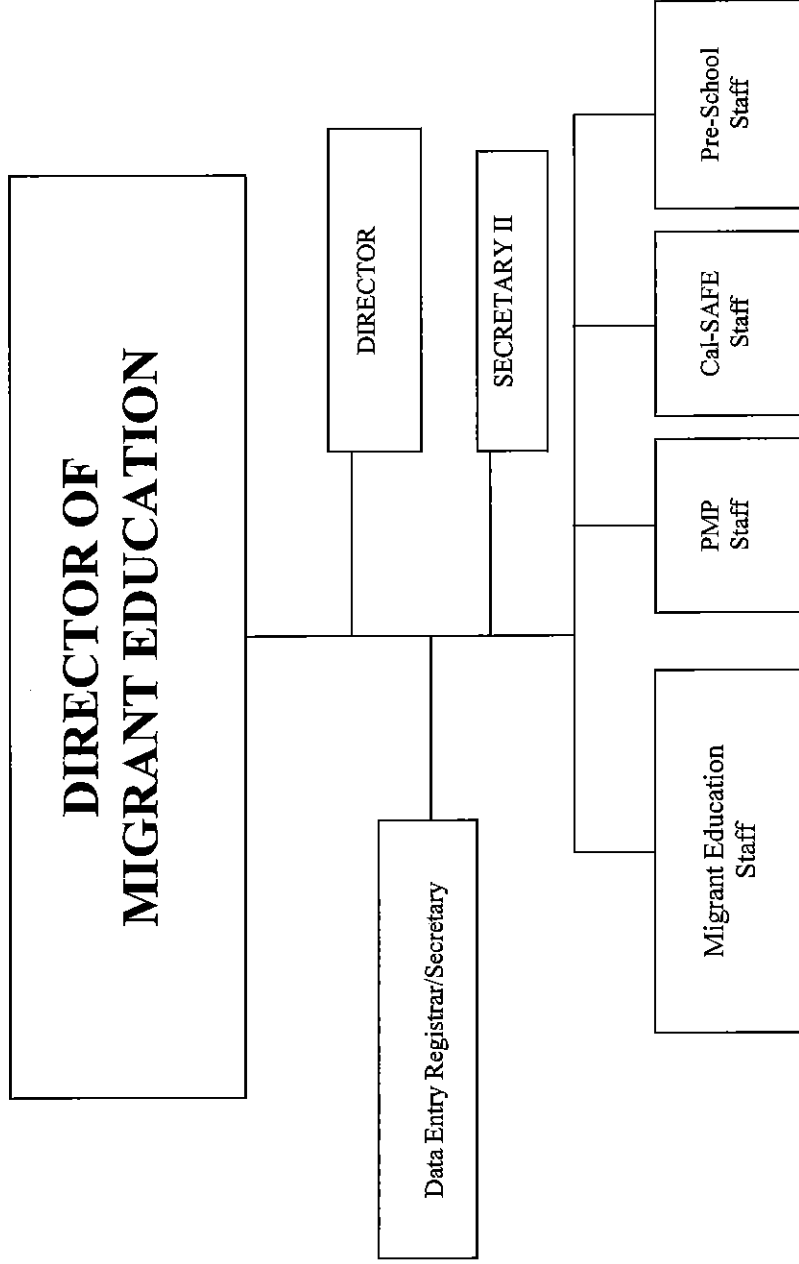
SPECIAL EDUCATION



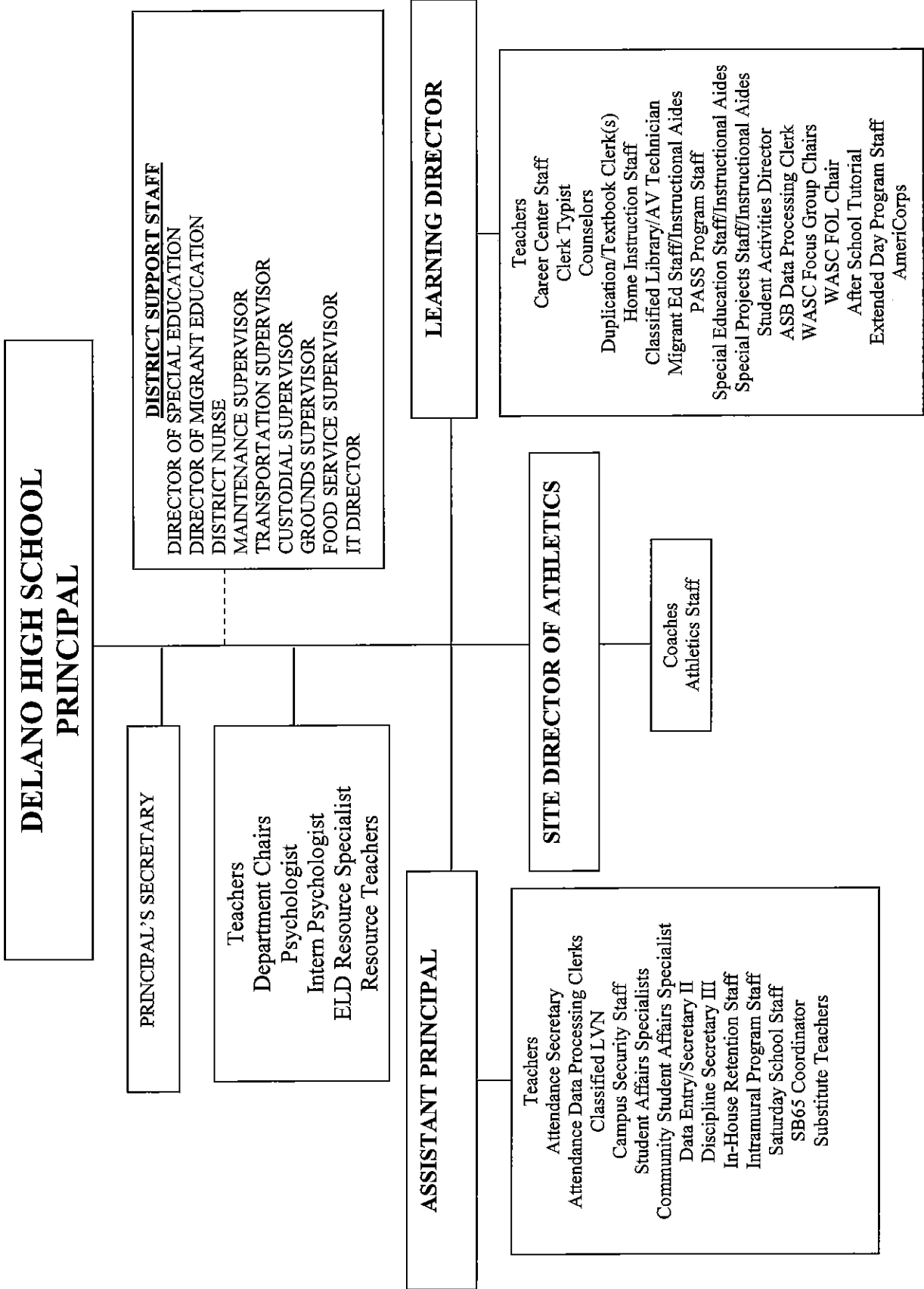
DELANO ADULT SCHOOL



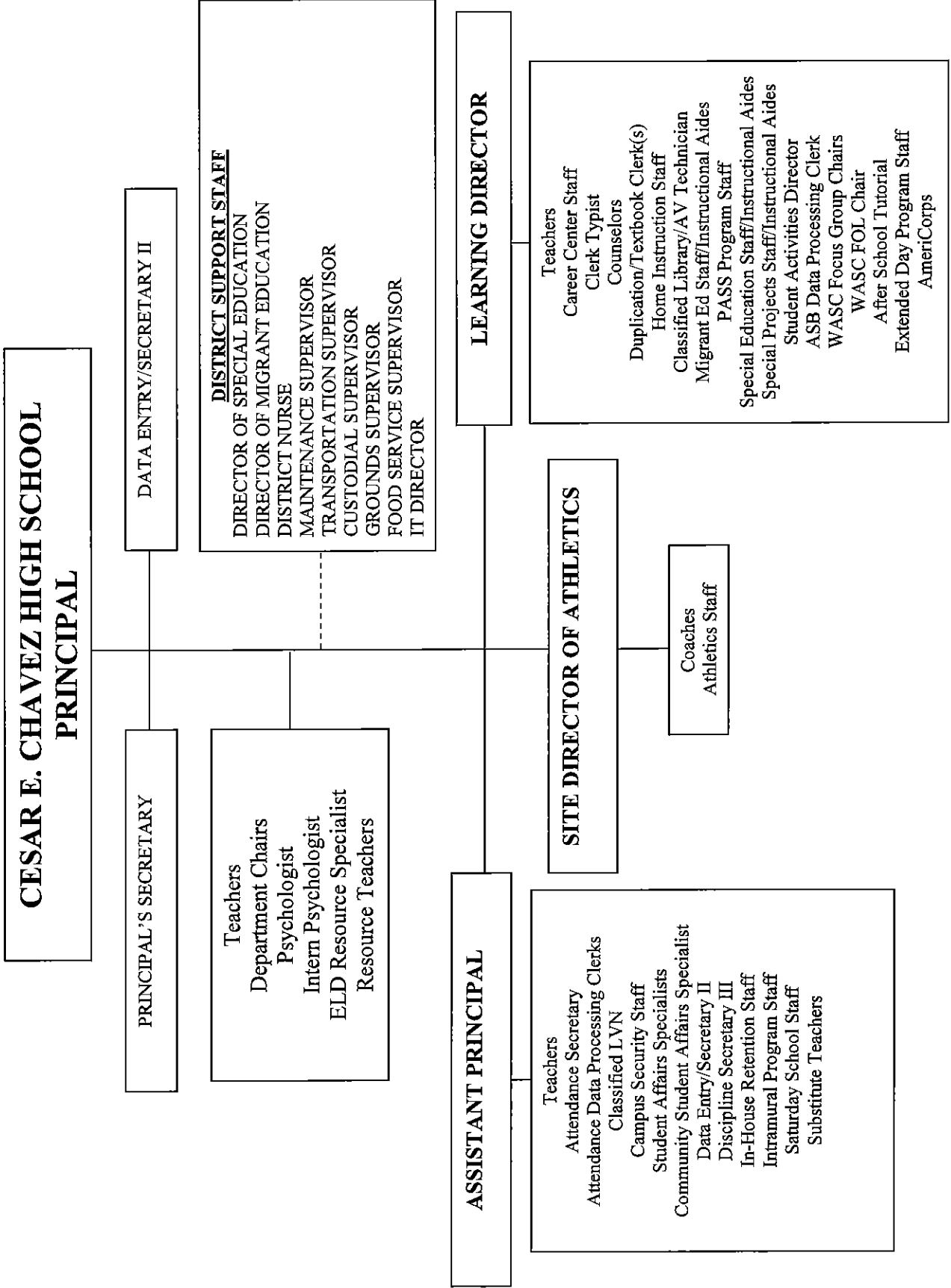
MIGRANT EDUCATION



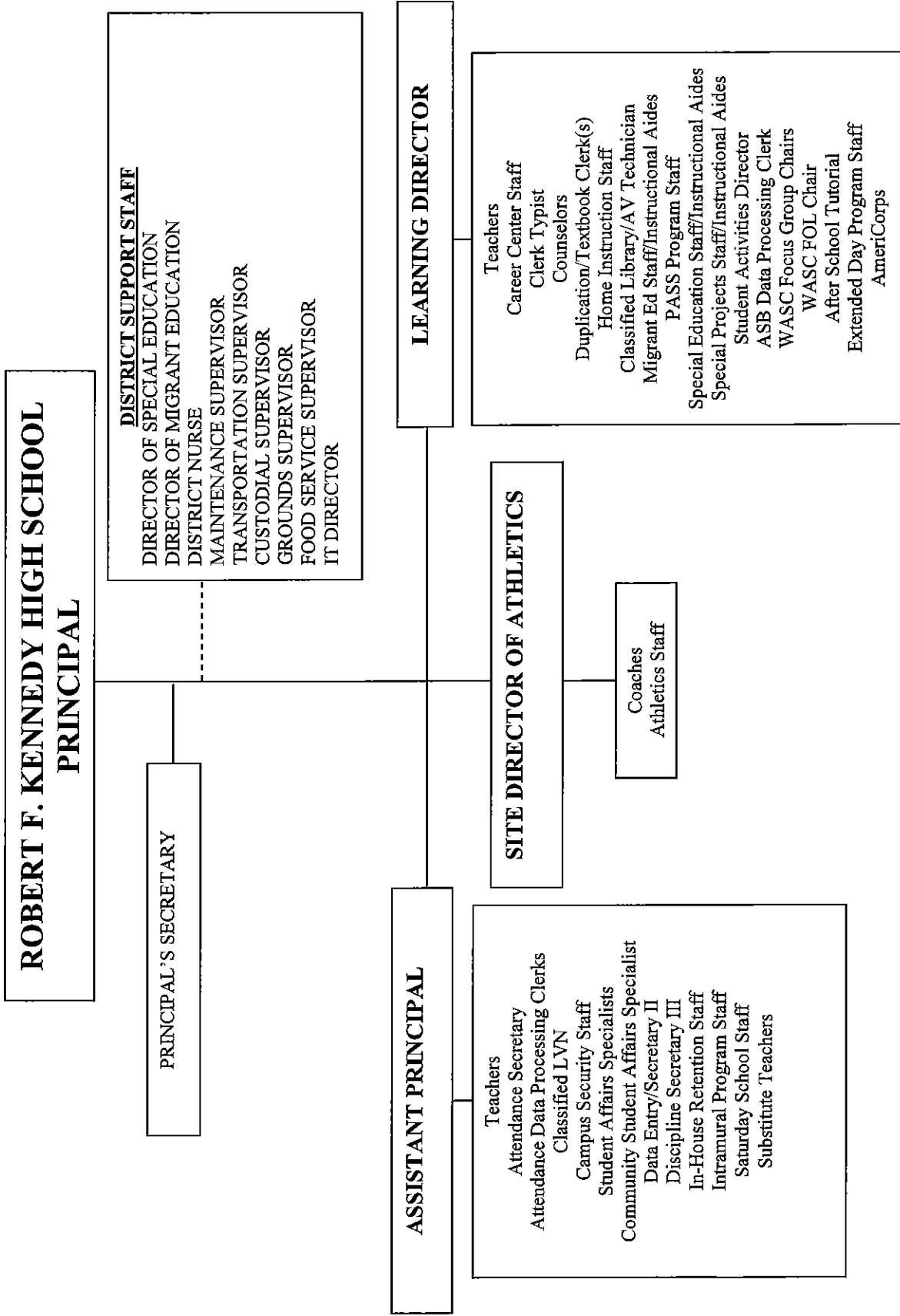
DELANO HIGH SCHOOL



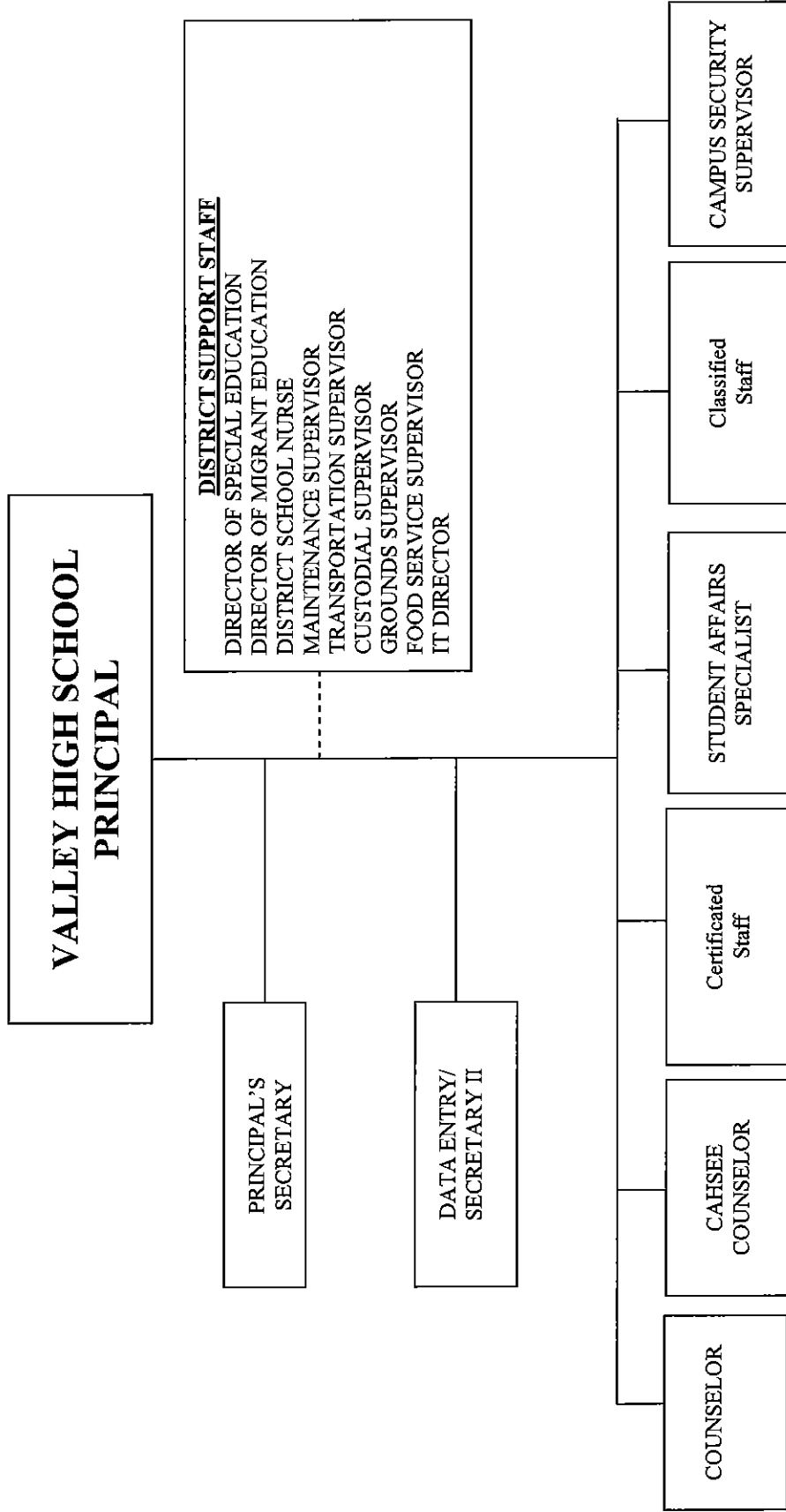
CESAR E. CHAVEZ HIGH SCHOOL



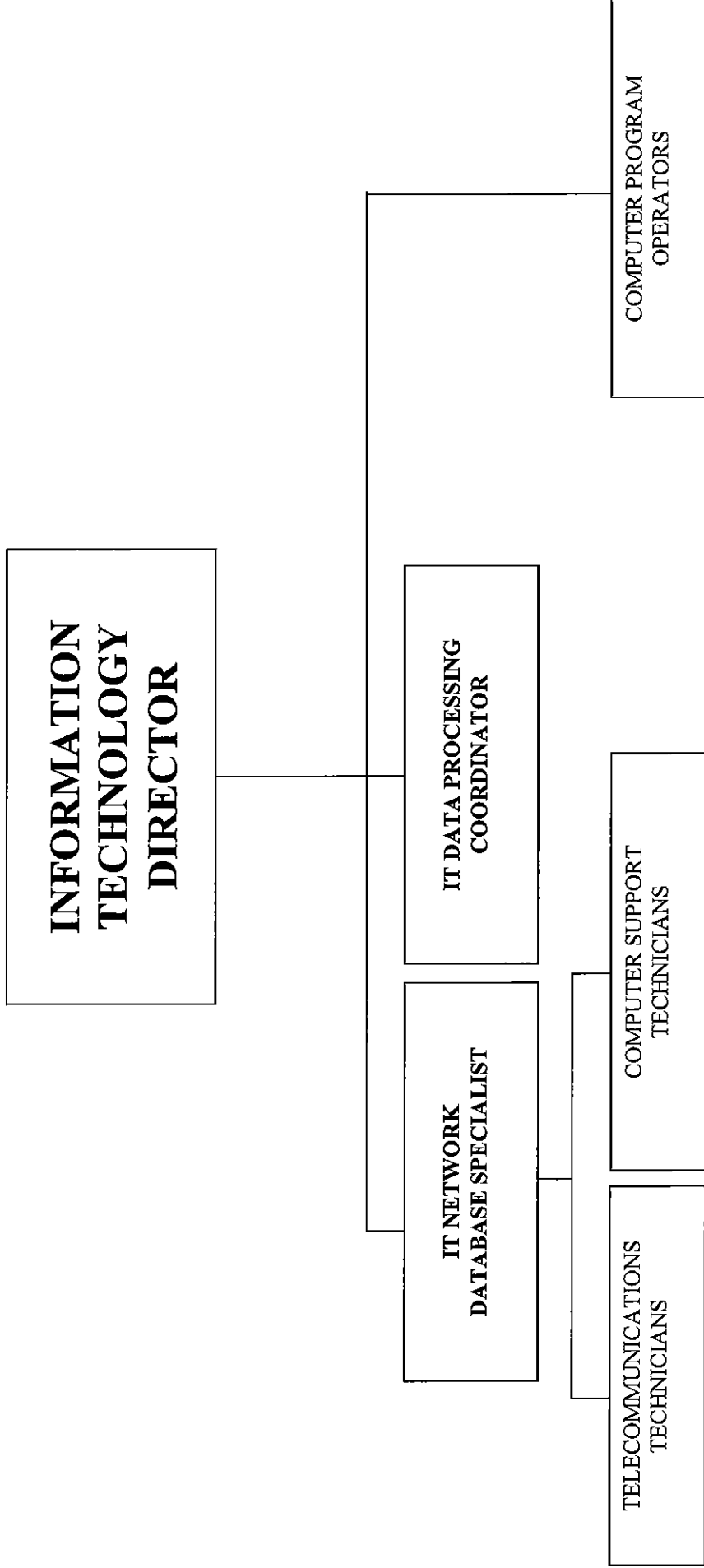
ROBERT F. KENNEDY HIGH SCHOOL



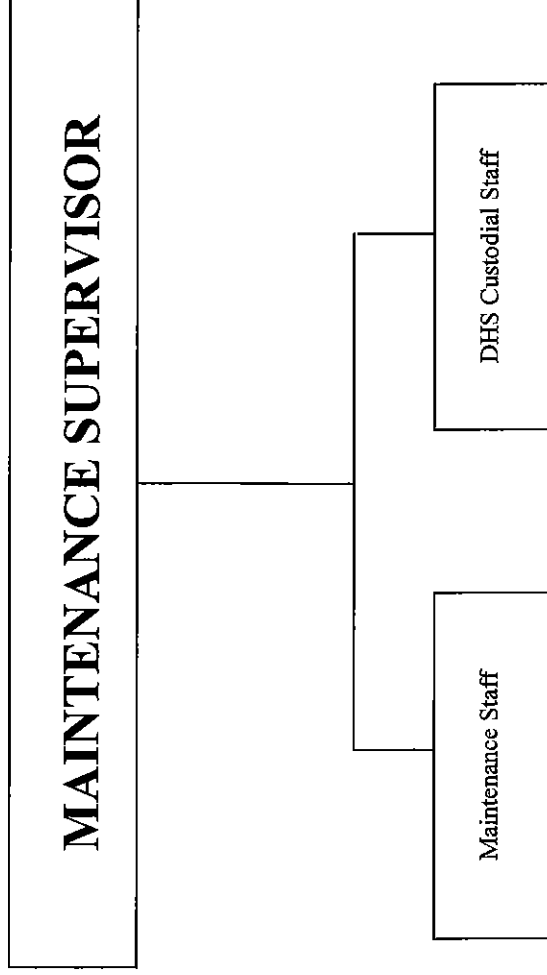
VALLEY HIGH SCHOOL



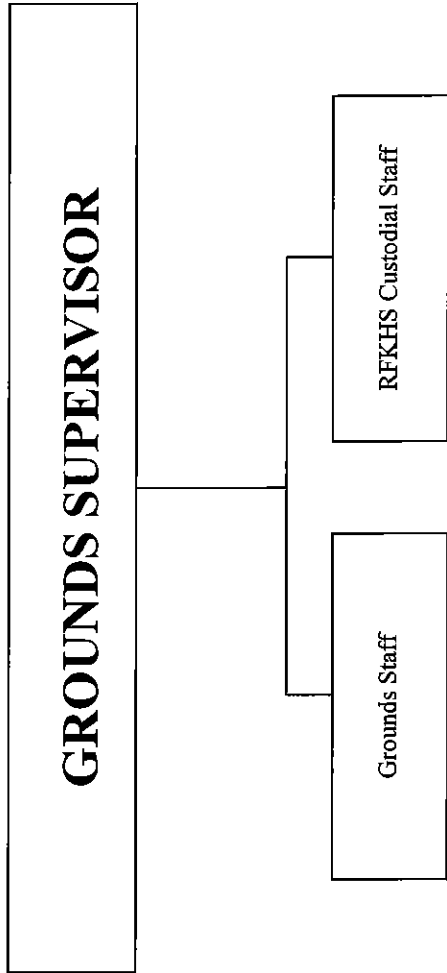
TECHNOLOGY DEPARTMENT



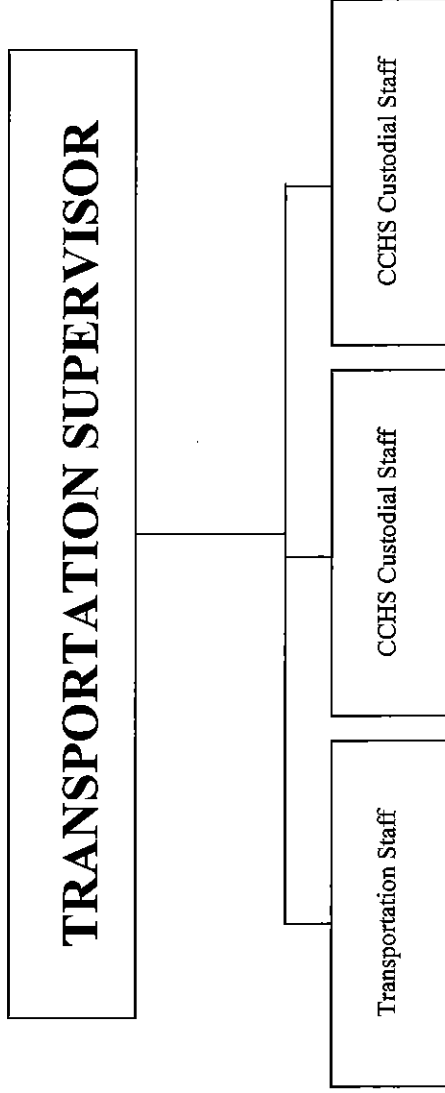
MAINTENANCE DEPARTMENT



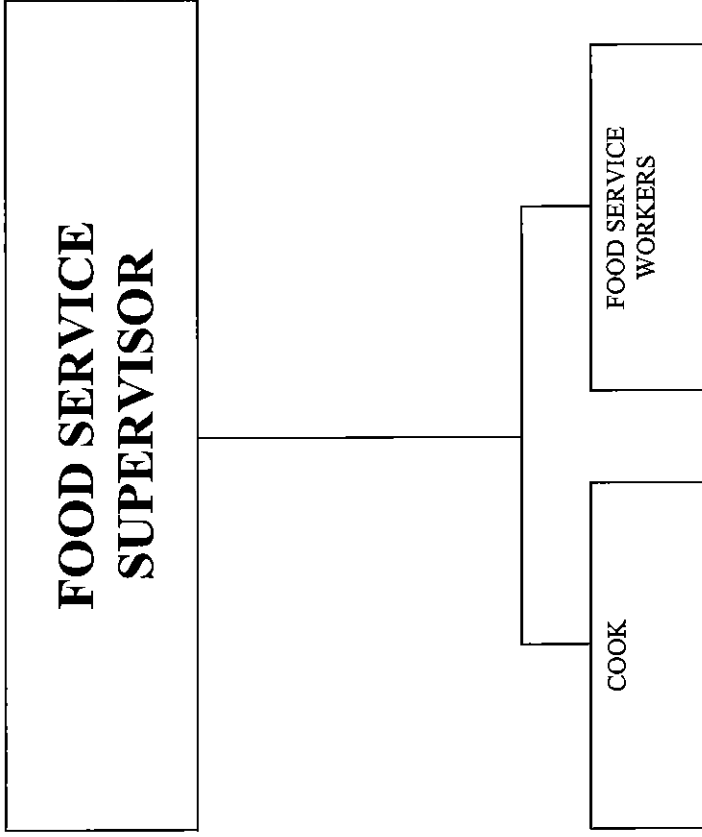
GROUNDS DEPARTMENT

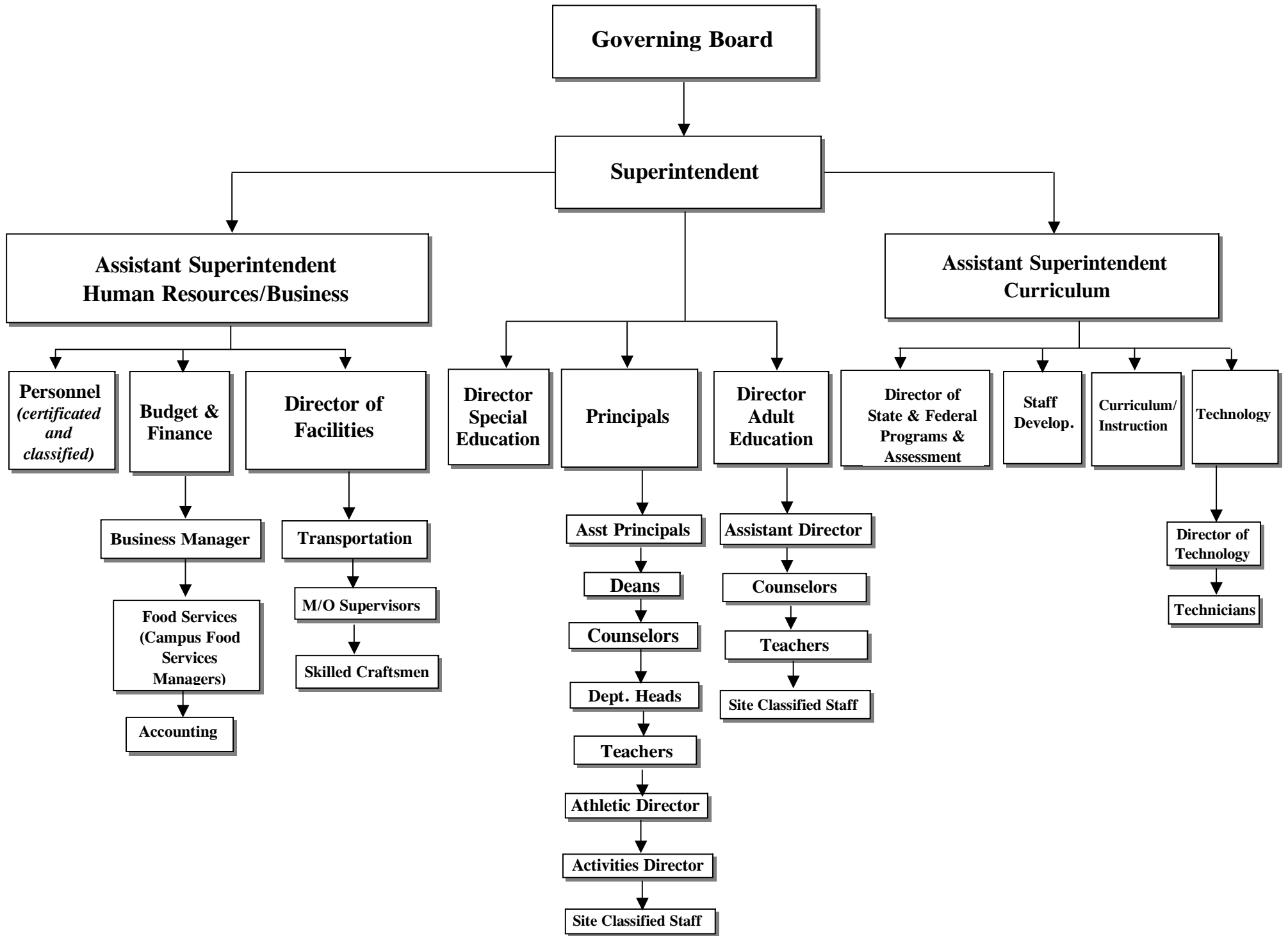


TRANSPORTATION



FOOD SERVICES





DELANO JOINT UNION HIGH SCHOOL DISTRICT

DISTRICT SUPERINTENDENT

The following listing of tasks and responsibilities of the superintendent is intended to be a guide only. Priorities, scope and detail cannot be spelled out in depth for such a broad, general management position. Room remains in the description for discretion and adaptation to district needs on the part of both the superintendent and the Board.

Many of the duties listed can be delegated to others by the superintendent. However, the superintendent continues to be the person accountable to the Board for carrying out its policies and/or instructions.

Both the superintendent and the Board should review this job analysis periodically in order to keep it updated and make certain that both the roles of the Board and the superintendent are properly meshed and mutually supportive.

GENERAL

- Serves as chief executive officer of the Board and is responsible directly to the Board for carrying out its instructions, whether written or verbal.
- Prepares agendas for board meetings in cooperation with the Board president and in conformity with Board policy; responsible for assuring compliance with all legal requirements relative to posting of notices of meetings and preparation of minutes.
 - Provides each Board member, in advance of the meeting, with sufficient information and data for decision making.
- Administers the schools in accordance with the laws of the state, rules and regulations of the State Board of Education and the policies adopted by the Board.
 - Coordinates the work of all schools and departments.
- Furnishes educational leadership to the Board, school staff, and community. Keeps abreast of current trends in education and advises the Board as to desirable courses of action.
 - Provides for supervision of instruction, district personnel, and operation of the schools.
 - Recommends to the Board the district organizational structure.
 - Reports to the Board on all matters of concern to the governing Board, such as:
 - (1) Execution of its policies
 - (2) General administration of the schools

GENERAL

- (3) *Impending problems*
- (4) *Statewide and/or national educational developments*
- Acts as advisor to the Board in areas needing policy development or revision. Assists in formulating policies by providing Board with necessary data and information.
- Maintains a written policy manual of current district policies.
- Interprets and implements district policies and incorporates such interpretations into a written set of administrative rules, regulations and procedures.
- Administers the policies, either personally or by assuring the implementation of policies and regulations through delegation to appropriate staff.
- May delegate to subordinates any power or duty which the Board has entrusted, with exception of those specifically designated by the Board as being the superintendent's responsibility alone. Such delegation does not relieve the superintendent of the primary responsibility for the proper execution or performance of this function.
- Provides Board with information from the Citizen Advisory Committees relative to their concerns for the goals, philosophy and effectiveness of the school programs.
- Coordinates activities of Citizen Advisory Committees.

INSTRUCTIONAL

- Implements the policies established by the Board.
- Makes recommendations relative to the educational program.
- Provides leadership for the involvement of staff and the public in the continuous development, evaluation, and revision of the program of studies to comply with legal requirements and the stated goals and objectives of the community.
- Recommends additions or changes in the instructional program.
- Develops testing programs and other procedures for evaluation of the effectiveness of the instructional program.
- Organizes a planned program of curriculum evaluation and improvement for presentation to the Board for approval. Keeps Board informed of status, progress, and developments in this area.

INSTRUCTIONAL

- Develops and implements a program of articulation between educational levels.
- Makes recommendations to the Board as to graduation requirements in accordance with Education Code and other state and community requirements.
- Recommends courses of study and methods to be used in instructional program.
- Implements curriculum and keeps Board informed about methods used in the instructional program.
- Responsible for regularly scheduled staff presentation to the Board on various aspects of the curriculum.
- Recommends policy for selection of textbooks and other instructional materials in accordance with legal requirements and sound educational practices.
- Develops procedures for the selection and evaluation of textbooks, audio-visual aids, and other instructional material, involving study of texts by committees of staff, members of the community and, when appropriate, students.
- Recommends textbook adoptions to the Board.

PERSONNEL

- Organizes program for recruitment of personnel.
 - Specifies qualifications for professional personnel.
- Prepares job descriptions (for all personnel) and organizational structure for Board approval.
- Nominates in writing all district personnel for appointment, promotion, transfer, retirement, leaves of absence in accordance with policies and administrative regulations and employee contracts.
 - Takes any other established personnel action consistent with state law, Board policy, and negotiated contracts.
- Recommends dismissals or failure to re-employ as may be necessary.
 - Notifies personnel of official Board action concerning them.
 - Supervises the work of all employees of the school district.
- Maintains good working relationships with the total staff and maintains open lines of communication with employee organizations as well as with individual employees.

PERSONNEL

- Executes personnel policies adopted by the Board and makes Board policies, job descriptions and administrative regulations readily available to all members of the staff.
- Acts as the Board's representative in negotiations, or recommends other representatives for the Board's consideration and approval. Assists Board in preparing instructions for its representatives in the meet and negotiate process.
- Prepares and recommends salary schedules for administrative personnel.
- Administers schedules when adopted by the Board.
- Recommends to the Board pupil-teacher ratios and number of staff to be employed in all departments.
- Coordinates work of professional staff, citizens, and students in curriculum and program development, evaluation, and improvement.
- Prepares a program providing for the professional growth of members of the management team.
- Attends appropriate meetings and conferences. Maintains membership and participates in activities of appropriate professional organizations.
- Systematically evaluates professional growth of staff members and recommends programs for in-service training for continuing growth and professional development of staff.

FACILITIES

- Is responsible for analyzing and recommending to the Board longrange school facilities requirements, using competent consultants as needed.
- Prepares regulations for delegation of responsibilities for maintenance, purchase of supplies and equipment within Board-established limitations.
- Is responsible for analyzing adequacy and condition of all school facilities, equipment, and the transportation units. Makes periodic inspections and reports to the Board.
- Gives advice on bonding, insurance and inspection procedures.
- Provides contact between Board and various state agencies which control building requirements and financial support of the building program.

FACILITIES

- Provides for preparation and maintenance of continuing safety program for all persons involved in the district's activities.
- Recommends policies and establishes procedures for public use of school buildings, facilities, and equipment.
- Makes or directs periodic inspections. Reports findings to the Board and makes appropriate recommendations.

FINANCE

- Analyzes current financial position and interprets to the Board long-range financial needs and proposals.
 - Prepares reports for public release through the Board.
- Prepares the detailed district budget, interprets and presents it to the Board for adoption. Makes full use of staff members in developing budget items.
- Administers the budget and keeps expenditures within its limits. Provides information and recommendations for intra-budget transfers for approval of the Board.
- Makes available to all employees policies and regulations regarding requisitions and purchase orders.
 - Establishes a control system for financial accounting and equipment, in accordance with the requirements of the Education Code and Board policy.
- Provides Board with periodic reports on operating budget accounts and overall financial condition of the school district.
 - Makes financial reports as required by state school law or by policy of the Board.
- Recommends auditor(s) to prepare annual audit of school district accounts and business procedures.
- Prepares inventory and keeps it current in accordance with Board policy and the Education Code.
- Assists Board to establish an adequate insurance program.
- Recommends and implements safety and security regulations.
- Provides rationale and coordinates the effort to convince the citizenry of the necessity for adequate financing.

COMMUNITY RELATIONS

- Recommends a program for keeping the citizens of the community adequately informed of school developments and problems.
 - Makes budget estimates of the cost of an effective, continuous, and varied reporting system. It may include an annual report to the Board and community.
 - Recommends community relations activities, procedures and facilities to be used, and personnel to participate in the program. Relays this information to the Board.
- Works with parent groups and other organizations interested in and concerned for the welfare of the schools. Interprets the programs and activities of the schools before various community groups.
- Contacts community sources to ascertain the thinking and wishes of the community. Serves as focal point of contact between the Board and citizen advisory committees.
- Establishes a good working relationship with all news media. Meets with representatives of the press to provide information needed for keeping the community informed. Issues press releases as required.
- Schedules regular reports by the staff on various aspects of the instructional program at Board meetings.
- Participates in community affairs, in both school and non-school activities, and cooperates with other community agencies. Encourages staff to become active in the community.
- Plans for the utilization of community resources to assist in furthering educational aims, and for citizen involvement in study of specific school problems.
- Studies concerns and complaints and reports to the Board if action is requested.
- Demonstrates respect and cooperation in relationships with Board of Education, staff and community.

PUPIL PERSONNEL SERVICES

- Presents objectives and recommends staff required to the Board.
 - Responsible for the activities of all instructional and guidance personnel.
 - Develops an adequate permanent pupil record system.

PUPIL PERSONNEL SERVICES

- Supervises the classification, promotion and graduation of pupils.
 - Initiates and directs research to determine achievements and needs of pupils.
- Recommends and puts into effect policies that consider individual differences of pupils.
- Develops and implements programs which provide for needs of exceptional children.
- Plans and directs school health services and keeping of necessary records in accordance with Board policy.
- Implements policies covering truancy, vandalism, attendance, pupil discipline, suspension or expulsion procedures, or any other student behavior matters.
- Establishes liason with any community or area agencies concerned with student needs or services.

EVALUATION

- Develops, with Board and staff involvement, and recommends to the Board a sound, systematic plan for evaluating both program effectiveness and performance of all personnel in accordance with law and negotiated agreements.
 - Assures that plans comply with all legal requirements and reflect the best principles of management science.
- Continually analyzes the educational program with staff.
 - Evaluates the instructional program, finances, budgeting, purchasing, and all other aspects of the school program.
 - Reports such analysis and evaluation to the Board and, as directed, issues reports for public release.
- Supervises and coordinates the evaluation of all personnel and submits confidential reports to the Board on these activities and findings.
 - Reviews professional growth of staff members and recommends programs for in-service training and other improvements. Involves staff members where appropriate.
 - Documents recommendations for retention or dismissal, including corrective actions taken and verification of compliance with legal requirements.

EVALUATION

-Provides Board with a clear-cut, written delineation of his/her goals for the district, his/her expectations of performance, and an assessment of his/her performance.

DELANO JOINT UNION HIGH SCHOOL DISTRICT

Associate Superintendent

JOB SUMMARY:

Under the direction of the Superintendent, organize, coordinate, monitor, provide leadership and administer assigned programs and activities as related to the administration and supervision of Categorical programs, Health Services, Special Education, Child Development, Migrant, and assigned state and federal support programs. Lead in the development of the Student Assistance Review Board (SARB), Uniform Complaints for Categoricals, Williams Settlement Compliance, Grant Writing, Parent Involvement Plan, Local Educational Agency Plan, Library Plan, reviews School Plans, and any other plans to assure state and federal compliances. Serve as member of the district's Superintendent and Administrative Cabinet. Provide to the Superintendent timely Monitoring and Review Reports to support the review of refinement of assigned programs.

REQUIRED QUALIFICATIONS:

1. Credential: Current administrative and secondary teaching credential or the ability to achieve such authorization during the probationary period.
2. Education: Bachelors and Masters degrees in education, administration or related emphasis.
3. Experience: School Site Administrative and three years experience in personnel or training.
4. Personal Qualities: Demonstrates successful leadership skills in staff relations, problem solving, collective bargaining and conflict resolution; demonstrates people skills; ability to work with both site and district administrators in administration of all aspects of support services functions and responsibilities; demonstrates a successful history confirming vision and organizational skills; demonstrates history as an administrative team player; demonstrated ability to work cooperatively with district and school support staff; demonstrates strong proficiency in writing; demonstrates ability to analyze and interpret data; demonstrated successful classroom teaching experience; School site administrative experience; Central Office experience highly desirable; ability to perform and meet the needs of a diverse population.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- A. Maintain good working relationships with District staff and maintains open lines of communication with assigned staff.
- B. Develops a three year plan for all programs assigned to include progress and evaluation of Categorical programs, English Learners, Health Services, Special Education, Child

development, Migrant, and Budgets that complement advancement/refinement of district-wide instructional programs of the District.

- C. Supervises and evaluates the performance of assigned staff; assigns and reviews work and participates in the selection of new assigned personnel; recommends and participates in disciplinary and/or promotional action as needed.
- D. Consults, supports, and recommends English Learner appropriate programs, coordination/interpretation of assessments, maintains current district demographics, monitors site and district categorical needs, assures the coordination, monitoring, and compliance of categorical programs as required for Compliance Program Monitoring, supports School Site Council/English Learner Council and organizes the District English Language Advisory Committee. Assures Homeless/Foster Children Coordination of Programs is supported and maintained.
- E. Supervise the operation and implementation of the district Migrant, Gifted and Talented, Child Development, and other related support programs as assigned and assure parent concerns are reviewed and addressed in a timely manner. Monitor and support budgets, initiatives, Medical Reimbursements and MAA billing, etc.
- F. Oversee and implement the District School Attendance and Review Board (SARB) to ensure the attendance of students and their well-being.
- G. Supervise and implement the district Expulsion and suspension process; including recommendation and policy review. Review and coordinate the process and direction for the district's Home Instruction Program to support a continuous instructional plan for students.
- H. Actively seek categorical/foundation sources as related to the areas Categorical, Facilities, Migrant, Gifted and Talented, Child Development, Maintenance and Operations and Transportation including grants and funds to expand the services provided by the district. In addition, reviews all grant opportunities for review with the Superintendent.
- I. Reviews all educational plans to ensure consistency and coordination of services, compliance both state and federal, and assures parents and all appropriate staff reviews are conducted.
- J. Reviews, updates, and drafts all District Board Policies related to Categorical Programs (English Learners), Child Development, Gifted and Talented, Migrant, Special Education, SARB, Homeless/Foster Children and Health Services, as appropriate.
- K. Reviews Board Policies with Superintendent's Cabinet and Administrative Cabinet and submits to the Board for review and approval.

- L. Serves as administrative designee for Categorical Uniform Complaints to assure appropriate timelines and procedures are met.
- M. Supports the Assistant Superintendent of Business Services with facility projects as needed.
- N. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. Place the applicable number from the chart below that best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirement son an annual basis.

- | | |
|---------------------------|----------------------------------|
| 1. Seldom = Less than 25% | 3. Often = 51 - 75% |
| 2. Occasional = 25 - 50% | 4. Very Frequent = 76% and above |

- 3 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 3 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 4 d. Ability to hear and understand speech at normal levels.
- 4 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 f. Ability to bend and twist, stoop and kneel, crawl, push and pull.
- 1 g. Ability to lift 50 lbs.
- 2 h. Ability to carry 50 lbs.
- 4 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION:

- 1. Participate in Superintendent’s Cabinet and other committees as assigned.
- 2. Perform other duties as assigned by the Superintendent.

Employee: _____

Date:

Authorized Representative: _____

Date:

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

DELANO JOINT UNION HIGH SCHOOL DISTRICT

Associate Superintendent of Business Services

JOB SUMMARY:

Under the direction of the Superintendent, organize, coordinate, provide leadership, and administer assigned programs and activities as related to the administration and supervision of all Business Services Personnel, Food Services, Facilities, Maintenance and Operations, and Technology. Serve as a member of the district's Superintendent and Administrative Cabinet. Provide to the Superintendent timely Monitoring and Review Reports to support the review of refinement of assigned programs.

REQUIRED QUALIFICATIONS:

1. **Education:** CBO Certification/Administration or related emphasis.
2. **Experience:** Administrative experience in related educational business services area.
3. **Personal Qualities:**

Demonstrates successful leadership skills in staff relations, problem solving, collective bargaining and conflict resolution; demonstrates people skills; ability to work with both site and district administrators in administration of all aspects of fiscal functions and responsibilities; demonstrates a successful history confirming vision and organizational skills; demonstrates history as an administrative team player; demonstrated ability to work cooperatively with district and school support staff; demonstrates strong proficiency in writing; Central Office experience highly desirable.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- A. Maintain good working relationships with District staff and maintains open lines of communication with staff.
- B. Develops a three year plan for Business Services to establish and maintain a complete accounting system for general fund, categorical, and specific funds including student body funds, school properties, and attendance.
- C. Performs research and special project assignments related to negotiations/contract and provides a fiscal report to the Superintendent and Board of Trustees. Supports research for contracts and any other confidential personnel matters as related to the budget process.
- D. Establishes appropriate personnel ratios to determine equitable distribution of funding, establish a Comparability Plan, and secures appropriate practices have been established to ensure position control adherence and the availability of funds.

Associate Superintendent of Business Services

Page 2

- E. Prepares and administers the budget under the direction of the Superintendent, prepares financial and business reports as requested, and secures legal interpretation on all District business issues, prepares for and conducts all school bond elections, facilitate/complete required state funding class size reduction plan, academies, and determine a complete analysis of fiscal impacts to the district budget.
- F. Provides supervision, review, and monitoring of all Grants, Revenue, contracts, and business transactions of the District. Assigns appropriate staff to ensure efficiency and restructuring of the business department to secure appropriate business service practices. Ensure appropriate supervision of district's accounting systems to include payroll, accounts payable/receivables, revolving cash, bank reconciliation, insurance, audits, etc. Work toward the review of independent auditors to perform annual and special audits is required.
- G. Reviews, updates, and drafts all District Board Policies related to Business Services, Food Services, Facilities, Maintenance and Operations, and Technology as appropriate.
- H. Reviews Business Services, Food Services, Facilities, Maintenance and Operations, and Technology Board policies with Superintendent's Cabinet and Administrative Cabinet and submits to the Board for review and approval.
- I. Supervise work in conjunction with the District's Financial Officer to assure the monitoring of expenditures supports the adjustment within budgets as necessary in the review of expenditures reports and claims for grant and categorical programs that have been prepared by staff.
- J. Supervise the operation and implementation of the District Food Services, Facilities, Maintenance and Operations, and Technology and other related business programs including monitoring and supporting budgets and initiatives.
- K. Serves as the Lead for the Budget Committee.
- L. Develops a facilities plan to assure reports, records, OPSC funding and OPSC audits are filed and maintained.
- M. Supervises and evaluates the performance of assigned staff; assigns and reviews work and participates in the selection of new business personnel; recommends and participates in disciplinary and/or promotional action as needed, as well as develops and prepares work schedules to assure continuity and efficiency of services.
- N. All other duties as assigned.
- O. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. Place the applicable number from the chart below that best indicates what percentage of time is spent on each

Associate Superintendent of Business Services

Page 3

of the following essential physical requirements. The categories refer to the overall requirement on an annual basis.

- | | |
|---------------------------|----------------------------------|
| 1. Seldom = Less than 25% | 3. Often = 51 - 75% |
| 2. Occasional = 25 - 50% | 4. Very Frequent = 76% and above |

- 3 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 3 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 4 d. Ability to hear and understand speech at normal levels.
- 4 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 f. Ability to bend and twist, stoop and kneel, crawl, push and pull.
- 1 g. Ability to lift 50 lbs.
- 2 h. Ability to carry 50 lbs.
- 4 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION:

- 1. Participate in Superintendent's Cabinet and other committees as assigned.
- 2. Perform other duties as assigned by the Superintendent.

Employee: _____

Date: _____

Authorized Representative: _____

Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Effective: 06/24/08

DELANO JOINT UNION HIGH SCHOOL DISTRICT

Director of Human Resources

JOB SUMMARY:

Under the direction of the Superintendent, organize, coordinate, monitor, and provide leadership in the area of Human Resources. Assist with the administration of appropriate personnel practices, assures due diligence with hiring practices, maintains continuity of personnel guidelines and adhering to board policies, and regulates confidentially of maintained records. Develops a three year plan to improve retention and secure recruitment of quality candidates. Serve as an advisory member of the district's Superintendent and Administrative Cabinet. Provide the Superintendent timely Monitoring and Review Reports to support goals set for the year to improve the Human Resources Department.

REQUIRED QUALIFICATIONS:

1. **Credential:** Current administrative and secondary teaching credential or the ability to achieve such authorization during the probationary period.
2. **Education:** Bachelors and Masters degrees in education, administration or related emphasis.
3. **Experience:** School Site Administrative and three years experience in personnel or training.
4. **Personal Qualities:** Demonstrates successful leadership skills in staff relations, problem solving, collective bargaining and conflict resolution; demonstrates people skills; ability to work with both site and district administrators in administration of all aspects of personnel functions and responsibilities; demonstrates a successful history confirming vision and organizational skills; demonstrates history as an administrative team player; demonstrated ability to work cooperatively with district and school support staff; demonstrates strong proficiency in writing; demonstrates ability to analyze and interpret data; demonstrated successful classroom teaching experience; School site administrative experience; Central Office experience highly desirable; ability to perform and meet the needs of a diverse population.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- A. Maintains good working relationships with the District staff and maintains open lines of communication with individual employees.
- B. Assists in the preparation of job descriptions for personnel, supervises all postings for job vacancies, supervises certificated and classified personnel and interprets personnel policies.
- C. Administers the recruitment of classified and certificated employees.

- D. Coordinates all personnel selection including assessments, screening, interviewing, and background checks of applicants and maintains all personnel records and reports.
- E. Monitors Discrimination, American with Disabilities Act, etc.
- F. Effects the assignment, evaluation, termination, and retirement of district staff.
- G. Supervises the preparation of personnel reports and resolutions for Board Agendas.
- H. Recommends to the Superintendent:
 - a. Classified and certificated candidates for employment in the District.
 - b. Dismissal or non-employment of classified and certificated staff members using established evaluation or lay-off procedures.
- I. Monitors employee leaves, including family leave, etc.
- J. Reviews all District Board Policies and Administrative Regulations.
- K. Reviews Board Policies and Administrative Regulations with the Cabinet and Board of Trustees.
- L. Assists the Cabinet in the drafting of new Board Policies and Administrative Regulations as required for the operation of the District personnel practices.
- M. Develops, implements and administers all personnel policies and grievance procedures adopted by the Board
- N. Works closely with district negotiator and negotiation team in the development of CSEA and CTA employee contracts. Organizes meetings and staff development opportunities for classified staff.
- O. Advises the Board and Superintendent of employee contracts.
- P. Consults with and provides advice to site and department heads on individual personnel matters.
- Q. Organizes meetings and staff development opportunities for classified staff.
- R. Coordinates the interpretation of the education code and other laws and regulations affecting District personnel and obtains legal counsel opinions when necessary.
- S. Keeps informed and updated on changing legislature and case law pertaining to Human Resources and PERB decisions.
- T. Handles complaints from employees, from parents and the public regarding district employees.
- U. Supervises the preparation and composition of bulletins and correspondence pertaining

to various personnel matters.

- V. Assists the Superintendent in coordinating the community relations program.
- W. Maintains the professional growth program for employees.
- X. Coordinates CBEDS accounting for the District.
- Y. Coordinates Student teaching placements and assignments.
- Z. Assists in the development of management practices and personnel which will improve the educational program.
- AA. Prepares media and press releases for the District after consultation with the Superintendent.
- BB. Assure employee complaints are reviewed appropriately to assure timelines and procedures are met.
- CC. All other duties as assigned.

DD: Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. Place the applicable number from the chart below that best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirement son an annual basis.

- | | |
|---------------------------|----------------------------------|
| 1. Seldom = Less than 25% | 3. Often = 51 - 75% |
| 2. Occasional = 25 - 50% | 4. Very Frequent = 76% and above |

- 3 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 3 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 4 d. Ability to hear and understand speech at normal levels.
- 4 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 f. Ability to bend and twist, stoop and kneel, crawl, push and pull.
- 1 g. Ability to lift 50 lbs.
- 2 h. Ability to carry 50 lbs.
- 4 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION:

- 1. Participate in Superintendent's Cabinet and other committees as assigned.

3. Perform other duties as assigned by the Superintendent.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Effective 07/09/07

DELANO JOINT UNION HIGH SCHOOL DISTRICT

DIRECTOR OF MIGRANT EDUCATION

JOB SUMMARY:

Under supervision of the Superintendent or administrative designee, plans, organizes, directs, and supervises the Migrant Education program; assists the Superintendent with other related administrative duties as assigned; supervises and evaluates the performance of assigned personnel.

REQUIRED QUALIFICATIONS

1. Credential: Current administrative and secondary teaching credential.
2. Education: Bachelor's Degree.
3. Experience: Three years secondary teaching and/or administrative experience, or other relevant district or site administrative experience; experience or training in Migrant Education.
4. Personal Qualities: Demonstrated interpersonal and organizational skills; demonstrated leadership ability and the capacity to work successfully as part of an administrative team; demonstrated commitment to positive, collaborative relationships with parents and community; demonstrated commitment to student success in both academics and student services; bilingual skills as needed to successfully communicate with students and parents.

ESSENTIAL FUNCTIONS OF THIS POSITION

- A. Demonstrates knowledge and ability to work and train staff in accordance with federal and state law, California Education Code, and District regulations, policies, and requirements concerning Migrant Education.
- B. Demonstrates knowledge and ability to organize and administrate the Migrant Education budget. Prepares and administers the Migrant Education budget with prior approval from the Superintendent or administrative designee.
- C. Maintains appropriate records for students in Migrant Education; prepares progress reports; and communicates with parents regarding the progress of migrant students.

- D. Selects and orders books, instructional materials, equipment, and other related supplies. Responsible for the care, repair, selection, purchase, and inventory control of books, instructional materials, equipment, and supplies within the scope of District purchasing policies, in consultation with and with assistance from Migrant Education staff.
- E. Develops and maintains an accurate inventory system.
- F. Organizes and directs the Migrant Parent Advisory Committee.
- G. Serves as a liaison between the District and federal agencies, state agencies, and other public entities.
- H. Provides planned instructional experiences for Migrant Education students.
- I. Works cooperatively with students, staff, administration, and others contacted by the Migrant Education program in an effective, tactful, and courteous manner.
- J. Assists counselors with the proper placement of Migrant Education students.
- K. Monitors the eligibility of students in Migrant Education.
- L. Performs individual and group counseling.
- M. Prepares applications for Migrant Education funding.
- N. Develops curriculum and assessments as needed to meet the academic goals and objectives of Migrant Education students.
- O. Identifies student needs and cooperates with other staff members in assessing and addressing student health problems, motivational deficits, and learning difficulties.
- P. Plans and holds regular meetings with Migrant Education staff and site administration for the purpose of organization, planning, goal setting, and addressing immediate concerns.
- Q. Coordinates consistent, regular communications with other offices in the District, the public, and media concerning Migrant Education.
- R. Attends meetings and trainings as necessary based on program requirements.
- S. Creates a functional and attractive environment for learning in the Migrant Education office and in classrooms used by migrant students.

- T. Plans, organizes, coordinates, and participates in programs and activities as assigned by the Superintendent or administrative designee.
- U. Supervises and evaluates the performance of designated certificated and classified personnel as assigned by the Superintendent or administrative designee.
- V. Chairs and/or participates in official site committees as assigned.
- W. Coordinates and/or assists with other state and federal programs as assigned.
- X. Supervises co-curricular activities as the administrative representative as assigned.
- Y. Performs a variety of administrative and supervisory duties to assist the Superintendent.
- Z. Other related duties as assigned.

AA. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. The applicable number from the chart below best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

1. Seldom = Less than 25%
2. Occasional = 25 - 50%
3. Often = 51 - 75%
4. Very Frequent = 76% & above

- 4 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 4 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 4 d. Ability to hear and understand speech at normal levels.
- 4 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 1 f. Ability to bend and twist, stoop and kneel, crawl, push, pull.
- 1 g. Ability to lift 20 lbs.
- 1 h. Ability to carry 20 lbs.
- 4 i. Ability to reach in all directions.

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

DELANO JOINT UNION HIGH SCHOOL DISTRICT

CLASS TITLE: PRINCIPAL

6 SUMMARY

Under the supervision of the District Superintendent works to improve the educational and instructional programs of the high school site and coordinates the management of the site's programs and facilities.

REQUIRED QUALIFICATIONS:

1. Credential: Current administrative, and secondary teaching credential. (In addition, pupil personnel credential preferred).
2. Education: Bachelor's Degree, and Master's Degree
3. Experience: Administrative and 5 years secondary teaching experience
4. Personal Qualities: Demonstrates leadership skills; demonstrates a successful administrative history which confirms visionary and organizational skills; demonstrates ability to work cooperatively and collaboratively with all staff; demonstrates ability to work effectively with staff, students and community members from all ethnic cultures.

ESSENTIAL FUNCTIONS OF THIS POSITION

- A. Serves as the chief educational and instructional leader of the high school.

Monitors the school in accordance to the laws of the State, rules and regulations of the State Board of Education, policies adopted by the Board of Trustees, and administrative rules, regulations and procedures of the District and school.
- C. Provides leadership and vision to the school staff in the areas of instruction, co-curricular activities, support services, coordination of facility use effective budget management, and effective evaluation practices.
- D. Represents the staff and students of the school community by providing accurate information to the service organizations, local busiensses, and concerned community members.
- E. Implements District courses of study at school site, and evaluates the instructional effectiveness of the courses of study.
- F. Monitors and designs a cost effective budget which meets the instructional needs of the staff and students.
- G. Monitors inventory and maintenance of textbooks, equipment, and supplies of the high school.
- H. Monitors and evaluates the implementation of activities and plans supported by school site councils, parent advisory committees site committees and staff development programs as required by the District and State of California for the high school site.
- I. Monitors student activities, athletic programs, student discipline, guidance services, and attendance as required for the high school site.

J. Supervises and coordinates evaluation of all school site personnel.

Implements all Board approved District and site plans pertaining to the high school site.

L. Monitors student activities and athletics programs, student discipline, counseling and guidance services, and attendance.

M. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. Place the applicable number from the chart below that best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

- | | |
|---------------------------|--------------------------------|
| 1. Seldom = Less than 25% | 3. Often = 51.75% |
| 2. Occasional = 25-50% | 4. Very Frequent = 76% & above |

- 3 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 3 b. Ability to stand and circulate for extended periods of time.
- 2 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 3 d. Ability to hear and understand speech at normal levels.
- 3 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 3 f. Ability to bend and twist, stoop and kneel, crawl, push, pull.
- 1 g. Ability to lift 50 lbs.
- 1 h. Ability to carry 50 lbs.
- 1 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION

- 1. Implements District policies in instruction as required to meet needs of all students at the high school.
- 2. Acts as liaison with community or area agencies as required to meet the needs of high school students and staff.
- 3. Monitors and assists the district in the development and recommendation of courses of study for the high school site.
- 4. Assists in efforts to obtain supplementary funding from public and private sources and coordinates implementation of these programs.
- 5. Makes recommendations to District Superintendent on needs for new programs after evaluating student needs.
- 6. Performs other duties as assigned by the District Superintendent.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

DELANO JOINT UNION HIGH SCHOOL DISTRICT

CLASS TITLE: ASSISTANT PRINCIPAL

JB SUMMARY

Under the direction of the Principal, organizes, coordinates and administers assigned programs and activities related to student discipline, attendance, curriculum and pupil personnel services at a high school. Assists the Principal with administrative duties involving student conduct curriculum development as assigned. Supervises and evaluates the performance of assigned personnel.

REQUIRED QUALIFICATIONS:

1. Credential: Current administrative, and secondary teaching credential, or the ability to achieve such authorization during the probationary period.
2. Education: Bachelor's Degree, Master's Degree
3. Experience: Administrative and 3 years secondary teaching experience or other relevant site administrative experience.
4. Personal Qualities: Demonstrates leadership; demonstrates people skills; demonstrates a successful history confirming vision and organizational skills; demonstrates history of an administrative team player; demonstrates advocate of high school students from all ethnic cultures.

ESSENTIAL FUNCTIONS OF THIS POSITION

- A. Plans, organizes, coordinates and participates in programs and activities on the high school site as assigned by the Principal.
- B. Performs a variety of administrative duties to assist the Principal in managing a secondary school; assumes the duties of the Principal as assigned.
- C. Develops and administers disciplinary and attendance procedures as outlined in Board approved discipline plan and in accordance with District policies.
- D. Plans, develops, implements and evaluates instructional programs as assigned.
- E. Compiles, analyzes and interprets test data to evaluate the effectiveness of instructional programs and testing processes.
- F. Supervises and evaluates the performance of designated certificated and classified personnel as assigned by the Principal.
- G. Serves as the site's administrator for any administrative function designated in coordinated compliance regulations, and Board policies in order to meet the needs of exceptional need students.
- H. Administers and develops attendance and discipline procedures for opportunity and school within a school students as assigned by the Principal
- I. Acts when assigned as the admitting officer for new and returning students.
- J. Supervises student schedules.

- 7. Rewrites, designs, and updates the student, staff and parent handbooks as assigned.
- L. Chairs and/or participates in high school site's official committees as assigned.
- M. Supervises student testing, pupil personnel programs, and co-curricular activities as assigned.
- N. Participates in District or site committees as assigned.
- O. Supervises plant operations to assure safety, maintenance and security of site facilities as assigned.
- P. Implements campus and ground supervision, supervises campus security guards, and supervises athletic events as assigned.
- Q. Coordinates and/or assists with State and Federal programs as assigned.
- R. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. Place the applicable number from the chart below that best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

1. Seldom = Less than 25%	3. Often = 51.75%
2. Occasional = 25-50%	4. Very Frequent = 76% & above

 - 3 a. Ability to work at a desk, conference table or in meetings of various configurations.
 - 2 b. Ability to stand and circulate for extended periods of time.
 - 2 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
 - 2 d. Ability to hear and understand speech at normal levels.
 - 3 e. Ability to communicate so others will be able to clearly understand a normal conversation.
 - 1 f. Ability to bend and twist, stoop and kneel, crawl, push, pull.
 - 1 g. Ability to lift 50 lbs.
 - 1 h. Ability to carry 50 lbs.
 - 1 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION

- 1. Communicates with State, County and local agency representatives regarding curriculum programs, framework, in-services and staff development.
- 2. Communicates and confers with community agencies and authorities regarding student discipline and attendance; make referrals to social service and community organizations as appropriate.
- 3. Assists the Principal with the development of the Master Schedule as assigned.
- 4. Supervises co-curricular activities as the administrative representative as assigned.
- 5. Other related duties as assigned.

Employee: _____ Date: _____
 Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.
 Board Adopted: 8-8-95

DELANO JOINT UNION HIGH SCHOOL DISTRICT

LEARNING DIRECTOR - HIGH SCHOOL

JOB SUMMARY:

Under the direction of the site Principal, organize, coordinate and administer assigned programs and activities related to curriculum at a District high school; assist the Principal with administrative duties involving curriculum development and related staff development as assigned; supervise and evaluate the performance of site staff as directed by the Principal.

REQUIRED QUALIFICATIONS:

1. **Credential:** Current administrative and secondary teaching credential.
2. **Education:** Bachelor's and Master's degrees
3. **Experience:** Six years secondary teaching experience or other relevant site/District administrative experience.
4. **Personal Qualities:** Demonstrates leadership; demonstrates interpersonal skills; demonstrates a successful history confirming vision and organizational skills; demonstrates history as an administrative team player; demonstrates advocacy of high school students from all ethnic cultures; demonstrates strong proficiency in speaking and writing; demonstrates ability to analyze and interpret data; and demonstrates significant knowledge of high school curriculum and standards.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- A. Assist the District Curriculum Advisory Committee in the revision and design of curriculum for all district school sites including mapping as required.
- B. Work with District and site administrators to provide an exemplary high school program.
- C. Assist Associate Principal in the development of the master schedule appropriate to meeting the needs of all students.
- D. Serve as the test site coordinator for STAR, Physical Fitness, CAHSEE, and ACES implementation.
- E. Supervise site resource teachers in the implementation of their assigned duties and provide monthly reports regarding their programs to District personnel.
- F. Provide demonstration lessons in instructional strategies and classroom management for new and existing staff.
- G. Assist with articulation activities and orientation of students from feeder middle and elementary schools to the high school.
- H. Plan, develop, implement and evaluate instructional programs as assigned; assure that curricular requirements are properly aligned to State and District standards.

- I. Coordinate the compiling, analyzation and interpretation of site test data to evaluate the effectiveness of instructional programs and testing processes on the high school site.
- J. Communicate with District and site staff regarding curriculum programs, framework in-services and staff development in cooperation with the Director of Support and Assessment Services.
- K. Supervise and evaluate the performance of designated certificated and classified personnel.
- L. Review the implementation of District curriculum and assessments periodically to assure alignment with content and assessment standards.
- M. Continue to ensure that curriculum delivered in the classroom is rigorous, balanced and aligned to district standards.
- N. Review District authorized high school and classroom assessments as to whether they effectively measure student progress on essential standards.
- O. Review course content of the high school to assure that individual teacher assignments and benchmark assessments are aligned to State standards and district requirements.
- P. Review and evaluate internal data as well as data from State assessments relative to the performance of students at the high school site.
- Q. Review District curriculum annually and develop a site improvement plan that recommends changes consistent with needs at the high school site.
- R. Implement curriculum mapping where appropriate to assure that all students have access to essential standards required for high school graduation from the high school site.
- S. Provide intensive and sustained technical assistance to staff when implementing curriculum at the high school site.
- T. Maintain current documentation of all curriculum activities, accomplishments and issues at each school.
- U. Meet with the Principal and the Director of Support and Assessment Services on an ongoing basis in order to define for resource teachers their required activities and responsibilities for each school.
- V. Attend subject area co-hort meetings in Mathematics, English, Science, Social Science, High Intensity, Special Education and Vocational areas along with the resource teachers from the high school site, as well as those cohort meetings that involve staff from both comprehensive high school sites.
- W. Facilitate staff development opportunities as planned by the Director of Support and Assessment Services and the Curriculum Advisory Committee.

Learning Director - High School

- X. Provide reports as requested by the Principal, the Director of Support and Assessment Services and/or the Curriculum Advisory Committee.
- Y. Complete reports required by Federal/State funding required at the high school site such as CCR Reviews, etc.
- Z. Attend the Curriculum Advisory Committee meetings.
- AA. Provides direction and support to outside consultants who have been contracted to assist in the implementation, evaluation, and/or improvement of site programs.
- BB. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. Place the applicable number from the chart below that best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirement son an annual basis.

- 1. Seldom = Less than 25%
- 2. Occasional = 25 - 50%
- 3. Often = 51 - 75%
- 4. Very Frequent = 76% and above

- 3 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 2 b. Ability to stand and circulate for extended periods of time.
- 2 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 2 d. Ability to hear and understand speech at normal levels.
- 3 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 1 f. Ability to bend and twist, stoop and kneel, crawl, push and pull.
- 1 g. Ability to lift 50 lbs.
- 1 h. Ability to carry 50 lbs.
- 1 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION:

- 1. Participate in the District Curriculum Advisory Committee and other committees as assigned.
- 2. Perform other duties as assigned by the Principal.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Board adopted: _____

DELANO JOINT UNION HIGH SCHOOL DISTRICT

SITE DIRECTOR OF ATHLETICS

JOB SUMMARY:

Under supervision of the site principal or administrative designee, plans, organizes, directs, and supervises the athletic program at a comprehensive school site, and assists the site principal with other related administrative duties as assigned. Supervises and evaluates the performance of assigned personnel.

REQUIRED QUALIFICATIONS

1. Credential: Current administrative and secondary teaching credential.
2. Education: Bachelor's Degree.
3. Experience: Three years secondary teaching and/or administrative experience, or other relevant site administrative experience; coaching experience and/or prior experience as an Athletic Director.
4. Personal Qualities: Demonstrated interpersonal and organizational skills; demonstrated leadership ability and the capacity to work successfully as part of an administrative team; demonstrated commitment to positive, collaborative relationship with parents and community; demonstrated commitment to student success in both academics and athletics.

ESSENTIAL FUNCTIONS OF THIS POSITION

- A. Demonstrates knowledge of athletic facilities and equipment. Responsible for safety of facilities and equipment in the athletic program and the safety of each individual athlete. Coordinates the use of the athletics and physical education facilities after the regular school day with coaches, students, staff and site administration.
- B. Demonstrates the ability to plan interscholastic sporting events.
- C. Demonstrates knowledge and ability to work and train athletics staff in accordance with federal laws, Title V, Title IX, California Education Code, and District regulations, policies, and requirements concerning the practice and/or participation in athletic events, including student conduct, eligibility and mandated safety and health standards and procedures.

- D. Demonstrates knowledge and ability to organize and administrate the athletic budgets. Prepares and administers the athletics budgets with prior approval from the principal.
- E. Selects and orders athletic equipment, and other related supplies. Responsible for the care, repair, selection, purchase, and inventory control of athletic equipment and supplies within the scope of District purchasing policies, in consultation with and with assistance from assigned coaching staff.
- F. Develops and maintains an accurate inventory system.
- G. Works cooperatively with coaches, students, staff and others contacted with the athletic program in an effective, tactful, and courteous manner.
- H. Plans and holds regular meetings with coaches for the purpose of organization, planning, goal setting, and addressing immediate concerns.
- I. Coordinates consistent, regular communications with other offices in the District, the public, and media concerning athletic activities. Promotes athletics at the school site and with feeder schools through public relations programs.
- J. In consultation with assigned coaching staff, prepares and presents for approval all competitive sports schedules.
- K. Maintains an accurate list of students eligible to participate in athletics.
- L. Makes transportation, food, and lodging arrangements for athletes and coaches for athletic events.
- M. Arranges tournaments, award presentations, and special events.
- N. Arranges physical examinations for student athletes.
- O. Attends league meetings, California Interscholastic Federation meetings, and other related professional meetings.
- P. Schedules officials for all home athletic events.
- Q. Plans, organizes, coordinates, and participates in programs and activities on the school site as assigned by the principal.
- R. Supervises and evaluates the performance of designated certificated and classified personnel and assigned by the site principal.

- S. Chairs and/or participates in official site committees as assigned.
- T. Supervises plant operations to assure safety, maintenance, and security of site facilities as assigned.
- U. Coordinates and/or assists with state and federal programs as assigned.
- V. Supervises co-curricular activities as the administrative representative as assigned.
- W. Performs a variety of administrative and supervisory duties to assist the site principal in managing a secondary school.
- X. Other related duties as assigned.
- Y. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. The applicable number from the chart below best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

- 1. Seldom = Less than 25%
- 2. Occasional = 25 - 50%
- 3. Often = 51 - 75%
- 4. Very Frequent = 76% & above

- 4 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 4 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 4 d. Ability to hear and understand speech at normal levels.
- 4 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 1 f. Ability to bend and twist, stoop and kneel, crawl, push, pull.
- 1 g. Ability to lift 20 lbs.
- 1 h. Ability to carry 20 lbs.
- 4 i. Ability to reach in all directions.

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

DELANO JOINT UNION HIGH SCHOOL DISTRICT

CLASS TITLE: DATA PROCESSING COORDINATOR

JOB SUMMARY

Plans, organizes, directs and manages the District's data processing functions; develops and implements computerized programs and student information systems (SIS) to meet user needs and State and Federal requirements. Employees in this classification receive administrative direction from the Information Technology Director within the framework of overall policies and objectives. This job classification exercises responsibility for the successful provision and management of data processing services for the district including the development, implementation and assessment of various data processing programs such as FSS, CBEDS, CSIS, CALPADS, Easy Grade Pro, and Fitness Gram. This job classification requires specialized technical knowledge in the areas of data processing systems; maintains a high degree of communication and organizational planning skills; maintains a high degree of critical thinking and problem solving skills.

REQUIRED QUALIFICATIONS

1. Education: BS degree required from an accredited college or university with major coursework in data processing, business administration, public administration or a related field. A minimum of four years experience at a High School District or student information system.
2. Experience: Four years of increasingly responsible experience in a school district environment related to data processing and/or management information systems (MIS).
3. Personal Qualities: Excellent interpersonal, conceptual, communication, organizational, problem solving and critical thinking skills.
4. Knowledge and Abilities: Knowledge of current principles and procedures, practices and terminology of data processing operations; principles, methods and terminology of computer operations, functions and processes; district policies and administrative directives; ability to plan, direct and manage a variety of complex technical data processing functions, multisite user organization; ability to interpret and successfully apply a variety of sources; ability to supervise, motivate and formally evaluate the work of others; ability to communicate effectively and tactfully in both oral and written forms; ability to plan, manage and prioritize a wide variety of functions within given time frames and resources.

ESSENTIAL FUNCTIONS OF THIS POSITION

- A. Plans, organizes and directs the operations and activates of the District's data processing.
- B. Directs and manages the design, development and maintenance of SIS programs to most effectively meet user needs and state and federal requirements, and to assure adaptability to new existing data processing software and existing SIS (PIC).

- C. Acts as liaison between the vendors, District administrators and users, providing technical and administrative expertise in the development and support of computerized data processing.
- D. Directs, manages and coordinates the technical support and training for District users in all areas of data processing.
- E. Consults with departmental staff, District administrators, and staff regarding user need, priorities, and desired results related to data processing capabilities and options available.
- F. Ensures security and protection of District data bases and other computerized records maintain FERPA compliance.
- G. Analyzes system failures and initiates appropriate corrective action evaluating effectiveness to insure SIF compliance among District and State and/or Federal programs.
- H. Directs and manages a variety of operational functions in the collection, processing, and maintenance of various records/databases ensuring the preparation of appropriate reports/printouts/electronic transfers and uploads upon request or within the state or federal electronic upload window.
- I. Researches new advancements in SIS software; evaluates options available; recommends purchase of SIS modules as necessary.
- J. Maintains current knowledge of data processing field by attending seminars and workshops; participates on local committees as directed.
- K. Communicates and participates with other school districts and local agencies in various cooperative efforts/information sharing agreements related to data processing/student information systems.
- L. Proficient MS Office user with special emphasis on Excel and Word. Maintains a high skill in merging documents,
- M. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. Place the applicable number from the chart below that best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

1. Seldom = Less than 25%

3. Often = 51 to 75%

2. Occasional = 25 to 50%

4. Very Frequent = 76% & above

4 a. Ability to work at a desk, conference table or in meetings of various configurations

3 b. Ability to stand and circulate for extended periods of time

4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter

3 d. Ability to hear and understand speech at normal levels

3 e. Ability to communicate so others will be able to clearly understand a normal conversation

2 f. Ability to bend and twist, stoop and kneel, crawl, push and pull

2 g. Ability to lift and carry 40 lbs

2 h. Ability to operate office equipment

2 i. Ability to reach in all directions

OTHER RELATED FUNCTIONS OF THIS POSITION

1. Knowledge of current principles and procedures, practices and terminology of data processing operations.
2. Knowledge of capabilities and limitations of designated software.
3. Knowledge of district policies and administrative directives.
4. Plans, directs and manages a variety of complex technical data process/communications operational functions, multi-site user organization.
5. Analyzes complex and varied data/information from a variety of source.
6. Supervises, motivates and formally evaluates the work of others.
7. Communicates effectively and tactfully in both oral and written forms.
8. Plans, manages and prioritize a wide variety of functions within given time frames and resources.
9. Identifies and resolves a complex programming and computer operation problems related to SIS.
10. Prepares a variety of reports and presentations.
11. Establishes and maintains effective work relationships with those contacted in the performance of required duties.
12. Other related duties as assigned.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

DELANO JOINT UNION HIGH SCHOOL DISTRICT

CLASS TITLE: FOOD SERVICE SUPERVISOR

JOIC FUNCTION:

Under the direction of the Assistant Superintendent, Business/Operations, to plan, supervise and participate in the operation and activities of a high school cafeteria and related food service areas; train, supervise and evaluate the performance of assigned staff.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- A. Plans, supervises and participates in the food service operations of a high school including breakfast, lunches, ala carte and snack items.
- B. Plans and supervises preparation of breakfast, lunch, snack and ala carte items; determines amounts to be served; maintains standards of efficiency and sanitation related to large quantity food preparations, heating, serving and storage.
- C. Trains, supervises, assigns and evaluates the performance of assigned food service personnel; obtains substitutes according to established guidelines.
- D. Calculates and requisitions required quantities of food; contacts vendors to order food and supplies as appropriate; inspects items received for quality and quantity; oversees and assists with proper storage and efficient use of food and supplies.
- E. Prepares and maintains a variety of records and reports including Federal and/or State required reports related to inventory, budget, purchase orders, production, sales, food transport and daily recap sheets; submits statistical and financial data to the District Office.
- F. Plans, prepares and develops menus in accordance with nutritional requirements, budget limitations and available supplies. Prepares and monitors budget for the food service program.
- G. Evaluates food prepared and new products to determine quality, affordability, taste and appearance of food items.
- H. Communicates with Principal and others to coordinate site food service activities with various educational programs, special events and activities or other school services; plans and participates in food services for banquets, meetings and other special events as required.
- I. Attends State and local meetings, conferences and seminars related to food service operations and purchasing; maintains current knowledge of government regulations related to nutritional requirements and school food service programs.
- J. Supervises the collection of monies from students and staff; oversees and assists in developing card or ticket systems for the National School Lunch Program.

K. Participates in food service activities as needed to assure quality and timeliness of high school cafeteria services.

L. Performs related duties as assigned.

M. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. Place the applicable number from the chart below that best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

- | | |
|---------------------------|--------------------------------|
| 1. Seldom = Less than 25% | 3. Often = 51 to 75% |
| 2. Occasional = 25 to 50% | 4. Very Frequent = 76% & above |

- 4 a. Ability to stand for extended periods of time.
- 4 b. Ability to see for the purpose of reading laws and codes, rules and policies and other printed matter.
- 4 c. Ability to hear and understand speech at normal levels.
- 4 d. Ability to communicate so others will be able to clearly understand a normal conversation.
- 1 e. Ability to bend and twist, stoop and kneel, crawl, push, pull.
- 2 f. Ability to lift 100 lbs.
- 2 g. Ability to carry 50 lbs.
- 4 h. Ability to reach in all directions.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- a. Planning, organization and operation of a large food service program.
- b. Methods of calculating and estimating needed food and supplies.
- c. Methods of preparing, cooking and serving of food in large quantities.
- d. Sanitation and safety practices related to cooking, serving and transporting food.
- e. Standard kitchen equipment, utensils and measurements.
- f. Storage and rotation of perishable food.
- g. Principles and practices of supervision and training.
- h. Inventory methods and practices.
- i. Health and safety regulations.
- j. Interpersonal skills using tact, patience and courtesy.
- k. Record-keeping techniques.

ABILITY TO:

- a. Plan, supervise and participate in the operation and activities of a high school cafeteria and snack areas.
- b. Train, supervise and evaluate assigned staff.
- c. Calculate, estimate, requisition and order food and supplies.
- d. Maintain computerized records and prepare reports.
- e. Assure food preparation, service and storage area in accordance with health, sanitation and safety regulations.
- f. Participate in and assure the maintenance of food service equipment and areas in a clean and sanitary condition.
- g. Operate standard kitchen equipment safely and efficiently.
- h. Lift objects weighing up to 100 pounds.
- i. Meet schedules and timelines.
- j. Work independently with little direction.
Establish and maintain cooperative and effective working relationships with others.
- l. Communicate effectively both orally and in writing.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and four years of cooking and lead experience in a large food service operation.

OTHER RELATED FUNCTIONS OF THIS POSITION:

1. Other related duties as assigned.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

DELANO JOINT UNION HIGH SCHOOL DISTRICT

INFORMATION TECHNOLOGY DIRECTOR

JOB SUMMARY:

Under general administrative direction, to plan, recommend, organize, coordinate and direct the technology and information systems of the District; to supervise staff assigned to the Department; to serve as technical advisor to other District departments, schools, teachers and administrators regarding computer technology and information processing.

REQUIRED QUALIFICATIONS:

1. Education and Experience: Any combination equivalent to a Bachelor's Degree required from an accredited college or university with major course work in Computer Science, Computer Information Systems, Business Administration, Public Administration or related field and five (5) years of increasingly responsible experience in a complex computer systems environment, including LAN/WAN; user training and budget development. Knowledge of Windows, Novell and Advanced Pick Student Management programs is desirable. Experience in a public school district is desirable.
2. Personal Qualities: The employee must have excellent interpersonal, conceptual, communication and organizational skills.
3. Knowledge and Abilities: Knowledge of planning, organizing and project management techniques; budget preparation and control; interpersonal skills, tact and courtesy; personal computers and their operating systems; practical use of technology in education and administration; telecommunications and computer networks; current network operations systems, related hardware and software; Internet and electronic mail; effective supervision techniques; in-service and training techniques; effective written and oral communication skills. Ability to analyze individual and/or group technology needs; prepare comprehensive and understandable reports and recommendations; plan, organize, coordinate and direct a variety of technological applications; analyze, recommend and select hardware and software; assess and determine priorities for implementation of management information systems; supervise, train and evaluate support staff; communicate effectively both orally and in writing; establish and maintain effective working relationships with others; meet schedules and timelines.

Essential Duties and Responsibilities:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- A. Assists in the development of District policies, standards and plans for the use of computers, telecommunications, multimedia services and other technology for educational support and administrative purposes;
- B. Selects, trains, assigns, and evaluates work of assigned personnel;
- C. Recommends and monitors the annual budgets for the maintenance, operation, and support of District administrative and instructional computing systems and services;

Essential Duties and Responsibilities: (continued)

- D. Plans, organizes and directs the selection, development, implementation, training and support of educational technology and administrative computer systems for the District; develops equipment and software plans, upgrade and replacement schedules;
- E. Provides and/or arranges for support, maintenance and repair of all District computer, telecommunications, and multimedia equipment used in administrative, business, and educational settings; meets periodically with department and school administrators to ensure satisfaction with support;
- F. Supervises the design, maintenance, installation and implementation of District/school site Local Area Network, Wide Area Network administrative and instructional delivery systems, District electronic mail, and Internet access;
- G. Trains and/or arranges for training for individual employees and groups on computers, peripherals, and software programs; conduct group computer in-services and user group meetings;
- H. Maintains documentation files on programs used throughout the District; develops and maintains a system for backing up administrative and educational data, and for disaster recovery;
- I. Prepares reports for the Governing Board and others as needed.
- J. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. The applicable number from the chart below best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.
- | | | | |
|----|------------------------|----|-----------------------------|
| A. | Seldom = Less than 25% | 3. | Often = 51-75% |
| B. | Occasions = 25 - 50% | 4. | Very Frequent = 76% & above |
- 3 a. Ability to see for the purpose of reading laws and codes, rules and policies and other printed matter. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- 4 b. Ability to hear and understand speech at normal levels.
- 4 c. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 d. Ability to sit, stand, walk, stoop, kneel, perform grasping and handling motions and torso rotation on a continuous basis, bend and twist, stoop, kneel, run and crawl. While performing the duties of this job, the employee frequently works near moving mechanical parts and is frequently exposed to risk of electrical shock. The employee occasionally works in high, precarious places and in outside weather conditions and is occasionally exposed to fumes or airborne particles, toxic or caustic chemicals, risk of radiation, and vibration.
- 1 e. Ability to lift 40 lbs.
- 1 f. Ability to carry 40 lbs.
- 1 g. Ability to reach in all directions.

OTHER RELATED ESSENTIAL FUNCTIONS OF THE POSITION:

1. Knowledge of current principles and procedures, practices and terminology of data processing operations.
2. Knowledge of principles, methods and terminology of computer operations functions and processes.
3. Knowledge of capabilities and limitations of designated hardware, software and telecommunications systems.
4. Knowledge of district policies and administrative directives.
5. Plans, directs and manages a variety of complex technical data processing/communications operational functions, multi-site user organization.
6. Interprets and successfully applies a variety of complex and/or specialized computerized technologies and applications.
7. Analyzes complex and varied data/information from a variety of data sources.
8. Supervises, motivates and formally evaluates the work of others.
9. Communicates effectively and tactfully in both oral and written forms.
10. Plans, manages and prioritize a wide variety of functions within given time frames and resources.
11. Designs, develops and effectively implements and maintains a variety of computerized LAN/WAN operational, processing and/or telecommunications systems.
12. Identifies and resolves complex programming and computer operations problems.
13. Prepares comprehensive budgets and effectively and realistically controls and monitors expenditures.
14. Provides technical support to local-area network operations, including the monitoring of network server installation and the district-wide infrastructure.
15. Provides review and consultation on software to determine the advisability and functionality of its use by internal departments and client districts.
16. Prepares a variety of cost estimates and equipment specifications.
17. Establishes and maintains effective work relationships with those contacted in the performance of required duties.
18. Other related duties as assigned

Continued employment in this position will be based upon successful performance and demonstrated through the evaluation procedures of the respective program as established for

the District in the collective bargaining agreement. The individual involved in this position will also follow District board policies and state laws.

Employee: _____

Date: _____

District Authorized
Representative: _____

Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

DELANO JOINT UNION HIGH SCHOOL DISTRICT

INFORMATION TECHNOLOGY NETWORK DATABASE SPECIALIST

JOB SUMMARY:

Under the direction of the Information Technology Director, perform specialized work related to the District-wide network and computer functions; respond to requests for assistance with computer software, hardware, or router problems; troubleshoot, repair, maintain and upgrade servers, routers, network systems and related components; provide technical assistance to district personnel. This job classification requires specialized technical knowledge in the areas of network servers, routers, switches, hubs and related applications. ***The Information Technology Network Database Specialist supervises and evaluates the Computer Support Technician staff.***

DISTINGUISHING CHARACTERISTICS:

1. **Education:** Bachelor's degree in computer science or related field.
2. **Experience:** Three years of full time increasingly responsible experience with personal/microcomputer including installation and maintenance of systems software, routing equipment and network management. Cisco Engineer, Novell CNE and Windows 2000 Certification desirable.
3. **Personal Qualities:** The employee must have excellent interpersonal, conceptual, communication and organizational skills.
4. **Knowledge and Abilities:** Knowledge of current computer hardware systems, software applications and languages utilized in a LAN and WAN environment for both personal computers and network servers. Ability to read and interpret documents such as computer manuals, safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to calculate figures and amounts such as proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry. Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to plan, manager, and prioritize a wide variety of functions within given time frames and resources.

ESSENTIAL FUNCTIONS OF THE POSITION:

- A. Installs and configures various software applications on Local Area Networks (LANs), Wide Area Networks (WANs) and microcomputers.
- B. Diagnoses computer related problems, determining if the problem is hardware or software. Troubleshoot and repair basis system malfunctions and maintain system operation. Quickly learn computer applications. Make routine equipment adjustments and perform routine maintenance.
- C. Responds to user requests for assistance and malfunction correction and provide technical support. Perform complex or varied tasks.
- D. Researches, analyzes and recommends new system software and hardware. Maintain records and prepare reports.

ESSENTIAL FUNCTIONS OF THE POSITION: (Cont'd)

- E. Maintains current knowledge of technological advances in the field.
- F. Serves as LAN and WAN manager in a Novell environment for the District, including design, expansion and installation; upgrades network wiring, servers, routers, switches, hubs and related software applications.
- G. Responds to requests for assistance with computer software or hardware problems; diagnose system and software problems and resolves, repairs or reports for repairs.
- H. Evaluates and recommends purchase of computers, networks, peripheral equipment and software and other hardware for compatibility, computer user's needs and District requirements.
- I. Coordinates and performs back-up of data on the network.
- J. Assists in the maintenance of specialized application and databases, such as E-mail, user accounts, and student records.
- K. Assists with web and database development.
- L. Operates and maintains a variety of specialized equipment and various software related to the upgrade, installation and repair of computer systems.
- M. Installs computer software applications on computers as requested.
- N. **Supervises and evaluates Computer Support Technician staff.**
- O. Performs other related duties as assigned.

ESSENTIAL PHYSICAL FUNCTIONS OF THIS POSITION:

Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. The applicable number from the charge below best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

- | | |
|---------------------------|--------------------------------|
| 1. Seldom = Less than 25% | 3. Often = 51-75% |
| 2. Occasional = 25-50% | 4. Very Frequent = 76% & above |

- 3 a. Ability to see for the purpose of reading laws and codes, rules and policies and other printed matter. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

ESSENTIAL PHYSICAL FUNCTIONS OF THIS POSITION: (Cont'd)

- 4 b. Ability to hear and understand speech at normal levels.
- 4 c. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 d. Ability to sit, stand, walk, stoop, kneel, perform grasping and handling motions and torso rotation on a continuous basis, bend and twist, stoop, kneel, run and crawl. While performing the duties of this job, the employee frequently works near moving mechanical parts and is frequently exposed to risk of electrical shock. The employee occasionally works in high, precarious places and in outside weather conditions and is occasionally exposed to fumes or airborne particles, toxic or caustic chemicals, risk of radiation, and vibration.
- 1 e. Ability to lift 50 lbs.
- 1 f. Ability to carry 50 lbs.
- 1 g. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION:

1. Provides technical assistance and training to users.
2. Provides technical assistance through computer training center.
3. Provides trouble-shooting diagnostics with district, and answers questions in person or via telephone and electronic messaging.
4. Provides technical support to local-area network operations, including installation of station cabling, punch down and cross-connects from district hub/concentrators.
5. Provides review and consultation on software to determine the advisability and functionality of its use by internal department and client districts.
6. Maintain inventory and stock level of extra parts used in repair activities and operations.
7. Prepare a variety of cost estimates and equipment specifications.
8. Knowledge of principles, methods and terminology of telecommunications and data processing operations.
9. Knowledge of capabilities and limitations of designated hardware, software, and telecommunications systems.

OTHER RELATED FUNCTIONS OF THIS POSITION: (Cont'd)

10. Knowledge of district policies and administrative directives.
11. Establishes and maintains effective work relationships with those contacted in the performance of required duties.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

DELANO JOINT UNION HIGH SCHOOL District

SITE SUPERVISOR COMPREHENSIVE HIGH SCHOOL

BASIC FUNCTION:

Under the direction of the Maintenance/Transportation/Facilities Coordinator, plans, organizes, coordinates, and supervises custodial and grounds activities; schedules, assigns and reviews utility worker work. Directs and participates in the cleaning and maintenance of classrooms, restrooms, offices, showers, shops and related facilities in a clean, safe and orderly manner as needed. Plans, organizes and supervises turf and landscape maintenance operations, including the operation and maintenance of equipment and machinery. Directs the application of chemicals and the planning, installation and repair of the irrigation systems for all comprehensive school site facilities, including the athletic fields.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- A. Plans, organizes, coordinates and oversees custodial operations and activities; inspects custodial work in progress and upon completion to assure that assigned duties are performed in a timely and efficient manner, and are in compliance with instructions and District quality standards for the comprehensive high school site.
- B. Trains, supervises and evaluates the performance of assigned staff and student assistants; trains utility workers in the proper techniques of mixing, using and disposing of chemicals; assigns and reviews work.
- C. Develops and prepares work schedules and assignments; coordinates duties and assignments to assure effective operations; approves and schedules vacations and other employee requests for time off.
- D. Determines and orders needed custodial supplies and equipment; researches, evaluates and recommends capital outlay purchases; assists and interacts with vendors, contractors and other visitors on campus to answer questions and provide directions; coordinates with vendors for the disposal of hazardous materials.
- E. Prepares and maintains a variety of records and reports including employee files, inventory levels, hazardous materials records, pesticide reports, facilities status and work performed. Prepares and monitors the budget for the custodial and grounds program.
- F. Responds to requests from the principal and site administrators, campus security, utility workers and other departments to assist with a variety of emergency or special custodial clean-up issues.
- G. Supervises and participates in the cleaning, general maintenance and care of classrooms, restrooms, offices, showers, shops and related facilities in a clean, safe and orderly manner; cleans and services custodial equipment as required.

ESSENTIAL FUNCTIONS OF THIS POSITION: (Cont'd)

- H. Supervises and evaluates the performance of assigned staff; assigns and reviews work and participates in the selection of new personnel; recommends and participates in disciplinary and/or promotional action as needed.
- I. Coordinates the following activities: sweeping, scrubbing, mopping and waxing floors; vacuuming and shampooing rugs and carpets in classrooms, offices, workshops and other work areas; washing of windows, chalkboards and walls; stripping, waxing, and buffing floors; dusting and cleaning of furniture and facilities; maintaining and upgrading of the comprehensive high school grounds and all athletic fields.
- J. Supervises the performance of minor maintenance repairs and adjustments to buildings and fixtures; inspects, verifies and reports repair and maintenance needs via work orders and provides assistance to maintenance personnel in making repairs as required on the comprehensive high school site.
- K. Assists with security by supervising utility workers who may be aware of unauthorized or suspicious individuals on campus and notifies appropriate site personnel.
- L. Supervises turning lights on and off; unlocking and locking of doors and gates; inspecting assigned areas for vandalism and needed repair; reporting of sanitation and safety issues and hazards.
- M. Directs the thorough cleaning and restoration of buildings and facilities during school breaks and summer periods.
- N. Plans, organizes and supervises turf and landscape maintenance operations for the comprehensive high school site and inspects completed work of the utility workers.
- O. Plans schedules for new planting and routine grounds care, feeding and watering; directs water conservation efforts through proper and efficient irrigation methods, equipment use and drought-resistant plant selection on the comprehensive high school site.
- P. Directs the planting/pruning and selection of all plants included in the landscape and ground areas of the comprehensive high school.
- Q. Supervises the installation, replacement, repair, and servicing of sprinkler heads, valves, controllers, pumps, and sprinkler systems; designs irrigation systems as necessary and studies irrigation system blueprints for modification and repair of systems on the comprehensive high school site.

ESSENTIAL FUNCTIONS OF THIS POSITION: (Cont'd)

- R. Inspects grounds of the comprehensive school site for safety issues and needed maintenance care and determines need for spraying, fertilizing, pruning and new planting; supervises pest and weed control, spraying and related activities.
- S. Notifies the Maintenance/Transportation/Facilities Coordinator of any concerns.
- T. Attends required District meetings and appropriate state and local training sessions as assigned.
- U. Directs and maintains the repair of paved grounds on the comprehensive high school site.
- V. Requisitions or orders supplies, equipment and machinery; maintains records and prepares reports of work accomplished, materials purchased and used, cost estimates and priorities of grounds projects; completes and maintains time records of staff; reviews and approves receipts for merchandise purchased; prepares and monitors budget for the grounds operations.
- W. Tests new products; interviews vendors regarding new items; consults with and monitors work of outside contractors.
- X. Operates and assists in the maintenance and repair of a variety of machinery and equipment including tractors, dump trucks, hydraulic mowers, electric carts, sweepers, aerators, fork lifts, chain saws and a variety of power and hand tools.
- Y. Plans and coordinates major chemical spray programs and routine spray schedules; determines types and amounts of chemicals to apply and area to be sprayed; oversees the sanitizing of respiratory protective equipment.
- Z. Maintains records of chemicals used and material safety data sheets for chemicals in inventory; submits reports to the County on pesticide usage.
- AA. Interprets and explains policies and regulations; remains current regarding applicable laws, codes, rules and procedures.
- BB. Maintains records related to work performed including inventories, preventive maintenance, requisitions, inspections and work orders.
- CC. Operates a vehicle to conduct work as needed.

ESSENTIAL PHYSICAL FUNCTION OF THIS POSITION:

- A. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. The applicable number from the chart

ESSENTIAL PHYSICAL FUNCTIONS OF THIS POSITION: (Cont'd)

below best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

- | | |
|---------------------------|--------------------------------|
| 1. Seldom = Less than 25% | 3. Often = 51-75% |
| 2. Occasional = 25-50% | 4. Very Frequent = 76% & above |

- 3 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 3 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for the purpose of reading laws and codes, rules and policies and other printed matter and observing students.
- 4 d. Ability to hear and understand speech at normal levels.
- 4 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 3 f. Ability to bend and twist, stoop, kneel, run, crawl, push and pull.
- 3 g. Ability to lift 50 lbs.
- 3 h. Ability to carry 50 lbs.
- 4 i. Ability to reach all directions.
- 3 j. Ability to work at heights.
- 3 k. Ability to ascend and descend ladder.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- a. Developing and planning staffing and work schedules for proper and efficient custodial operations.
- b. District custodial quality standards, methods, supplies and equipment.
- c. Basic inventory methods and practices.
- d. Recordkeeping techniques.
- e. Proper methods, materials, supplies, tools and equipment used in custodial work.
- f. Modern cleaning methods including basic methods of cleaning and preserving floors, chalk/porcelain boards, carpets, furniture, walls and fixtures.
- g. Proper methods of mixing, applying and disposing of chemical solutions and products.
- h. Appropriate safety precautions and procedures.
- i. Proper lifting techniques.
- j. Proper maintenance of grounds and athletic fields as well as equipment and irrigation systems.
- k. Soil and turf management.
- l. Approved methods of planting and caring for hedges, trees, shrubs, lawns and flowers.

KNOWLEDGE AND ABILITIES:

- m. Common plant diseases, pests and the approved methods and materials used in their control and eradication.
- n. Design, installation, maintenance and repair of irrigation systems.
- o. Landscape design and plant identification.
- p. Proper methods, materials, tools and equipment used in grounds maintenance work.
- q. District organization, operations, policies and objectives.
- r. Budgeting methods and practices.
- s. Technical aspects of grounds maintenance.
- t. Health and safety regulations relating to power equipment and toxic chemical application.

Ability to:

- a. Train, supervise and evaluate personnel.
- b. Plan, organize and coordinate custodial operations for a comprehensive school site.
- c. Analyze situations accurately and adopt an effective course of action.
- d. Prioritize and schedule work.
- e. Maintain records and prepare reports.
- f. Inspect completed work and work in progress to assure compliance with instructions and quality standards.
- g. Work independently with little direction.
- h. Meet schedules and time lines.
- i. Use cleaning supplies, materials, equipment and methods according to pre-determined standards.
- j. Maintain classrooms, offices and other school facilities in a clean, safe and secure condition.
- k. Maintain assigned tools and equipment in a clean and proper working condition and provide proper security.
- l. Move and arrange furniture and equipment for meetings and special events.
- m. Perform minor, non-technical repair.
- n. Observe and report safety hazards and need for maintenance and repair.
- o. Understand and follow oral and written directions.
- p. Establish and maintain cooperative and effective working relationships with others.
- q. Communicate effectively both orally and in writing.
- r. Plan, organize and schedule groundskeeping activities and personnel.
- s. Read and work from sketches and blueprints.
- t. Design, install, maintain and repair irrigation systems.
- u. Instruct others in the use of proper methods, tools, materials and equipment used in grounds maintenance.
- v. Apply specialized chemicals to control and eradicate weeds, insects and other pests.
- w. Operate hand and power tools and other equipment used in grounds maintenance.
- x. Perform specialized groundskeeping duties in the care and maintenance of comprehensive high school grounds.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school, three years increasingly responsible experience in custodial, irrigation systems, plant and ground maintenance.

LICENSE AND OTHER REQUIREMENTS:

Valid California driver's license and valid California commercial pesticide applicator's certificate.

OTHER RELATED FUNCTIONS OF THIS POSITION:

1. Other related duties as assigned.

Continued employment in this position will be based upon successful performance as demonstrated through the evaluation procedures of the District. The individual involved in this position will also follow District Board Policies and State Law.

Employee _____ Date: _____

Authorized _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel as classified.

DELANO JOINT UNION HIGH SCHOOL DISTRICT

ASSISTANT DIRECTOR OF ADULT EDUCATION

JOB SUMMARY :

Under the supervision of the Director, organizes, coordinates and administers assigned programs, and activities related to student discipline, attendance, curriculum, GED and CASAS testing and personnel. Assists the Director with administrative duties involving students in Adult Education accountability and community public relations..

REQUIRED QUALIFICATIONS:

1. Credential: California Administrative
2. Education: Master's degree
3. Experience: Administrative, secondary and adult teaching experience.
4. Personal Qualities: Demonstrate leadership; demonstrate people skills; a successful history confirming vision and organizational skills; demonstrate history of an administrative team player; demonstrate advocacy of students from all ethnic cultures.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- A. Plans, organizes, coordinates and participates in programs and activities on the Adult Education site as assigned by the Director.
- B. Performs a variety of administrative duties to assist the Director in managing the adult school; assumes the duties of the Director as assigned.
- C. Plans, develops, implements and evaluates instructional programs as assigned.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- D. Compiles, analyzes and interprets CASAS and TABE testing data to evaluate the effectiveness of instructional programs and testing processes.
- E. Supervises and evaluates the performance of designated certificated and classified personnel as assigned by the Director.
- F. Reviews and updates staff and students handbooks.
- G. Supervises plant operations to assure safety, maintenance and security of site facilities as assigned.
- H. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. Place the applicable number from the chart below that best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the following requirements on an annual basis.

- | | | | | | |
|---------------|---|---------------|------------------|---|-------------|
| 1. Seldom | = | Less than 25% | 3. Often | = | 51.75% |
| 2. Occasional | = | 25-50% | 4. Very Frequent | = | 76% & above |

- 3 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 2 b. Ability to stand and circulate for extended periods of time.
- 2 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students
- 2 d. Ability to hear and understand speech at normal levels.
- 3 e. Ability to communicate so others will be able to clearly understand a normal conversation.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- 1 f. Ability to bend and twist, stoop and kneel, crawl, push, pull.
- 1 g. Ability to lift 50 lbs.
- 1 h. Ability to carry 50 lbs.
- 1 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITIONS:

- a. Plans and implements the adult school graduation ceremony.
- b. Provides certificated staff with CASAS testing data in order to make adjustments to their curriculum.
- c. Assists Director in integrating the WASC 5-year action plan with recommendations made by the WASC visiting team.
- d. Other related duties as assigned
- e. Serves as WASC and CCR coordinator as assigned by the Director
- f. Assists with the design and content of the Adult School catalog.
- g. Assists Director in writing proposals to supplement the Adult Education funding.
- h. Assists in formulation of Adult Education budget as assigned by the Director.
- i. Supervises evening G.E.D testing center as assigned by the Director.
- j. Assists in implementing and administers all policies adopted by the Board.
- k. Provides leadership for evening staff and students.
- l. Assists in establishing and maintaining partnerships with social service agencies, community colleges and with local businesses.
- m. Assists Director in planning and conducting staff development activities.
- n. Assists Director with web page
- o. Assist and update staff and student handbook.

- p. Assist and update Delano Adult School catalog.

Employee: _____ Date: _____
Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed, as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Board Adopted _____

DELANO JOINT UNION HIGH SCHOOL DISTRICT

DIRECTOR OF ADULT EDUCATION

JOB SUMMARY:

Under the supervision of the District Superintendent works to improve the educational and instructional programs of the adult school. Administers the Delano Adult School in accordance with the laws of the State of California, rules and regulations of the State Board of Education, policies and regulations adopted by the District Board of Trustees, and administrative rules and procedures of the District.

REQUIRED QUALIFICATIONS:

1. Credential: California Administrative
2. Education: Master's degree
3. Experience: Administrative, secondary and adult teaching experience.
4. Personal Qualities: Demonstrate leadership; demonstrate people skills; a successful history confirming vision and organizational skills; demonstrate history of an administrative team player; demonstrate advocacy of high school students from all ethnic cultures.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- A. Coordinates implementation of WASC accreditation recommendations in all areas of the Adult School.
- B. Implements and administers instructional policies established by the Board.
- C. Provides leadership for the staff and students.
- D. Recommends additions or changes in the Adult School instructional program.
- E. Supervises and evaluates Adult School staff members.
- F. Develops and implements a program of articulation between educational and public agencies.
- G. Recommends courses of student and methods to be used in instructional programs.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- H. Maintains effective communication with staff and students.
- I. Recommends Adult School textbook adoptions to the Superintendent.
- J. Articulation and coordinates Adult Education programs.
 - a. Diploma/General
 - b. ESL/Basic Skills
 - c. Vocational programs
 - d. Homemaking
 - e. Health & Safety
 - f. Other appropriate programs as may be developed.
- K. Demonstrates competency in directing the program of curriculum development for the Adult School.
- L. Supervises all classified and certificated personnel in the Adult School program.
- M. Maintains good working relationships with the Adult School staff and maintains open lines of communication with individual employees.
- N. Implements and administers all personnel policies adopted by the Board.
- O. Systematically evaluates professional growth of Adult School staff members, classified and certificated.
- P. Coordinates work of professional staff, citizens, and students in curriculum and program development, evaluation and improvement.
- Q. Recommends to the Superintendent:
 - a. Candidates for employment and/or assignment to the Delano Adult School.
 - b. Specific assignments of Adult School personnel, and
 - c. Dismissal or non-employment of Adult School personnel using established evaluation or lay-off procedures.
- R. Holds regular meetings with Adult School staff.

ESSENTIAL FUNCTIONS OF THIS POSITION: (Cont'd)

S. Prepares job descriptions for personnel and performs all postings for job vacancies; supervises classified personnel and interprets personnel policies.

T. Performs other duties as prescribed by law or as directed by the Superintendent.

U. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. The application number from the chart below best indicates what percentage of time is spent on each of the following essential physical requirements, the categories refer to the overall requirements on an annual basis.

1. Seldom	= Less than 25%	3. Often	= 51-75%
2. Occasional	= 25-50%	4. Very Frequent	= 76% & above

- 3 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 3 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for the purpose of reading laws and codes, rules and policies and other printed matter and observing students.
- 4 d. Ability to hear and understand speech at normal levels.
- 4 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 f. Ability to bend and twist, stoop and kneel, crawl, push, pull.
- 1 g. Ability to lift 35 lbs.
- 1 h. Ability to carry 35 lbs.
- 1 i. Ability to reach all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION:

1. Facilities:

- a. Recommends to the Superintendent short and long range facility needs.
- b. Is responsible for the conditions of all Adult Education facilities.
- c. Coordinates facility use with other entities or educational institutions in accordance with the needs of the Delano Adult School.

2. Finance:

- a. Recommends an annual budget to the Superintendent for the operation of the program of the Adult School.
- b. Administers the adopted budget in a prudent manner according to law.
- c. Investigates, recommends, and applies for alternative funding sources for Adult School.
- d. Makes financial reports as required by law and program requirements.
- e. Keeps correct inventory of the equipment in the Adult School.
- f. Supervises and maintains control of the Delano Adult Student body accounts.
- g. Maintains proper records for audit control.

3. Community Relations:

- a. Implements a program for keeping citizens of the community adequately informed of school development.
- b. Works with Adult Education Advisory Committee for the continued improvement of the school.
- c. Establishes a good working relationship with all news media.
- d. Schedules regular reports by the staff on various aspects of the instructional program at Board meetings.
- e. Cooperates with other community agencies.

4. Pupil Personnel Services:

- a. Supervises the classification, promotion, and graduation of pupils.
- b. Implements policies covering truancy, vandalism, attendance, pupil discipline, suspension or expulsion procedures or any other student behavior matters.
- c. Supervises the guidance and counseling program of the Delano Adult School.

5. Evaluation:

- a. Conducts the evaluation of personnel assigned his/her supervision towards the improvement of performance.
- b. Evaluates the programs of the Delano Adult School to determine effectiveness and areas in need of improvement.
- c. Coordinates the evaluation of staff development programs to determine effectiveness.
- d. Provides an annual evaluation plan to the Superintendent specifying goals, objectives, and expectations.

Employee: _____
Authorized Representative: _____

Date: _____
Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

DELANO JOINT UNION HIGH SCHOOL DISTRICT

DIRECTOR OF SPECIAL EDUCATION SERVICES

JOB SUMMARY:

Under the direction of the Superintendent or designee, organizes and monitors Special Education programs within the District in conjunction with site administrators and site department chairs to insure District compliance with federal and state guidelines for Special Education programs; responsible for the District Special Education budget preparation and budget control; facilitates the District recruitment and hiring of Special Education certified and classified personnel; provides leadership for Special Education curriculum and materials development implementation; assures that Special Education in-service activities are provided to both special and regular education staff members; develops and monitors the district-wide system for preparing necessary Special Education reports, surveys and other special education projects assigned by the superintendent; ensures the provision of psychological services to schools including testing, counseling, consulting with community members, parents, and staff; collaborates with site administrators to meet the educational and mental health needs of students in the District.

REQUIRED QUALIFICATIONS:

1. Credential: Administrative Services credential; and Special Education or School Psychologist credential.
2. Education: Minimum qualification: Master's degree in Special Education or School Psychology; Desired qualifications: Education Specialist or Doctorate.
3. Experience: 3 years experience as a Special Education Teacher, Psychologist or Administrator.
4. Personal Qualities: Bicultural experience (Spanish, Filipino etc.); knowledge of current trends, innovations and practices in the field of psychology and Special Education. Understanding of special education laws and educational trends which affect the exceptional child; interpersonal skills; well above average written communication skills.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- A. Indirectly responsible for providing staff services to students, teachers, parents, community agencies and the school system.
- B. Coordinates student assessments as required by the IDEA.

- C. Understands and interprets testing results and makes recommendations for school and class placements of students.
- D. Consults with school administrators in all District sites concerning appropriate learning objectives and program planning for students with exceptional needs.
- E. Collaborates with district site administrators to facilitate Response in Intervention (RTI) on school sites.
- F. Consults with community agencies such as probation departments, mental health clinics and welfare departments, concerning students with exceptional needs and provides information to parents on the educational needs of students.
- G. Coordinates psychological counseling for students and families, including parent education.
- H. Consults with other outside agencies for the purpose of correlating all available information regarding special education students.
- I. Compiles multi-disciplinary reports on each exceptional need student tested. Maintains files of all special education test data.
- J. Participates as requested in Student Study Team meetings, IEP meetings, and selected meetings as designated by the Superintendent.
- K. Compiles reports on programs and students as requested.
- L. Consults with other counseling and guidance personnel to provide quality control in the provision of 504 health services to regular education students in the District.
- M. Maintains current information on special education students and monitors the maintenance of site and district special education records.
- N. Performs other duties assigned by the Superintendent.
- O. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. The applicable number from the chart below best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

1. Seldom = Less than 25%
2. Occasional = 25-50%
above

3. Often = 51-75%
4. Very Frequent = 76% &
above

- 2 a. Ability to work at a desk, conference table or in meeting of various configurations.
- 1 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter.
- 4 d. Ability to hear and understand speech at normal levels.
- 4 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 1 f. Ability to bend and twist, stoop and kneel, crawl, push, pull.
- 1 g. Ability to lift 25 lbs.
- 1 h. Ability to carry 25 lbs.
- 2 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION

1. Attends IEP's and student assistance team meetings as needed both within the District and for students placed outside the District.
2. Interprets educational information for District staff, parents, and students.
3. Provides liaison between the District and community agencies in matters pertaining to student mental health and educational well being.
4. Provides liaison between the District and its feeder schools.
5. Participates in curriculum and other program planning.
6. Monitors placement of District's students across the county lines and in special institutions.
7. Coordinates informal mediation between special education parents, their respective advocates and the District.
8. Collaborates with site administrators and site department chairpersons to facilitate the completion of respective site compliance reviews.
9. Performs other related functions as assigned by the Superintendent.
10. Other related duties as assigned.

Employee: _____

Date: _____

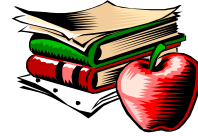
District Authorized
Representative: _____

Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.



EMPLOYMENT OPPORTUNITIES
TULARE JOINT UNION HIGH SCHOOL DISTRICT
426 North Blackstone, Tulare, CA 93274



NOTICE OF CERTIFICATED EMPLOYMENT OPPORTUNITY

Position: Assistant Principal (General Supervision/Curriculum)

Information and Procedures: Information regarding the **Assistant Principal** position at **Tulare Western High School** is available at the Tulare Joint Union High School District Office - 426 North Blackstone, Tulare, California or on the district website www.tulare.k12.ca.us or Ed-Join.org.

Performance Responsibilities: See Job Description

Salary:

- \$85,720 - \$100,688 (2006-07 Schedule)

Work Year:

- 207 Days

Deadline for Application:

- Application Materials are Due April 13, 2007.

Evaluation Procedure: Applications will be reviewed and interviews conducted by a committee chaired by the Superintendent or his designee. The committee's recommendations will be presented to the Board of Trustees for their consideration and action.

All candidates will be notified in writing of the results of the paper screening and interviews.

Application Procedure: Information and application forms may be obtained at the Tulare Joint Union High School District Office or on our website.

- District Certificated Application
- Copy of Credential
- Resume
- Letter of Introduction
- Three (3) Letters of Recommendation

Submit all application documents to:

Jasper Land, Interim Assistant Superintendent for Human Resources
Tulare Joint Union High School District
426 N. Blackstone Street
Tulare, CA 93274
(559) 688-2021

Equal Opportunity Employer

TULARE JOINT UNION HIGH SCHOOL DISTRICT

CERTIFICATED JOB DESCRIPTION

SECONDARY SCHOOL: Assistant Principal (General Supervision/Curriculum)

Brief Description of the Position:

The Assistant Principal's (General Supervision/Curriculum) primary duty will be that of providing support services to assist in creating the best possible learning conditions for the students in the Tulare Joint Union High School District. He/she shall:

- a. Assist the principal in matters related to the improvement of the instructional program.
- b. Assist the principal with pupil supervision, attendance concerns, public relations, school plant management, and other general administrative tasks as assigned.
- c. Act as the principal's designated representative with responsibility for the operation of the school in the absence of the principal.

Work Year:

207 Days (School Year (185) plus 22 Days)

Education and Experience:

- Four (4) years of secondary teaching experience.
- Previous administrative experience at secondary level desirable.
- A Master's degree in education or public administration or related field from an accredited university or college is preferred.

Licenses and Other Requirements:

- Possess a Valid California driver's license.
- Possess a California Administrative Services Credential.

Duties and Responsibilities:

- a. **Student Personnel**
 1. Makes appropriate disposition of pupils referred by faculty members, counselors, and administrators who are exhibiting serious personal, emotional, or behavior problems.
 2. Counsels with parents and pupils experiencing difficulties and makes referrals to services available within the school or community.
 3. Makes recommendations for consideration of part-day programs, exemptions, exclusions, or expulsions for students with special problems.

4. Cooperates in the issuance of suspensions of pupils, when necessary; informs parents of this action, and arranges a program for the pupil's return to school.
5. Reports to faculty members any action taken regarding referrals and plans jointly to avoid further difficulties.
6. Enrolls and transfers pupils; receives special placements from the Probation Department, Alternative Education, and other agencies.
7. Works closely with counselors and teachers to promote proper standards of behavior for all pupils.
8. Interprets to pupils and their parents Tulare Joint Union High School District Board of Trustees policies and procedures regarding discipline and school rules and regulations regarding student behavior.
9. Assists in the reception of new pupils at periods designated by the principal during the week preceding the beginning of the school term.
10. Assists in handling the violation of the rules and regulations of the school.
11. Organizes and supervises a program of school supervision of buildings and grounds by teachers.
12. Supervises pupils in all types of non-classroom activities such as lunchtime, dances, sports activities, and non-sport activities.
13. Establishes and supervises a program for supervision for all teachers for school dances.
14. Assists in the coordination and planning of the extracurricular program.
15. Supervises preparation of daily bulletin and master calendar.

b. Curricular and Instruction

1. Assists the principal and teachers in the development and implementation of curriculum.
2. Assists the principal in the overall evaluation of the instructional program.
3. Provides staff development support assistance aimed at the improvement of instruction.
4. Works closely with district support personnel in the improvement of instruction at the school site level.

c. Certificated Personnel

1. Works closely with the principal on back-to-school and end-of-year duties.
2. Attend principal's meeting whenever the principal is unable to attend.
3. Supervises certificated personnel and instruction as assigned.
4. Prepares teacher evaluation reports as assigned.
5. Prepares and submits official reports as requested.

6. Serves as a voting member on the School Advisory Committee.

d. Community Relations

1. Confers with representatives from fire, health, welfare, law enforcement, and related agencies.
2. Assists parent organizations in membership drives, preparation for meetings, and arrangements for programs.
3. Fosters good community relations by meeting and participating with community groups and organizations.

e. Other Areas

1. Assists the principal in planning for safe and efficient operations of the school plant.
2. Works with the principal in supervising a safety program – fire drills, earthquake drills, etc.
3. Directs scheduling of reservations for use of facilities on campus.
4. Additional duties within or without the major areas of responsibility will be assigned to individual assistant principals at the discretion of the school site principal.

Physical Demands:

The physical requirements indicated below are examples of the physical aspects that a person holding this position must perform in carrying out essential job functions.

Reasonable accommodation may be made to enable a person with a disability to perform the essential job duties.

- Sufficient vision to read printed material, see distant objects with clarity, and identify and distinguish objects.
- Sufficient hearing to hear conversations in person and on the telephone, and hear sounds clearly up to 20 feet.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone, and in addressing groups.
- Ability to exert up to 25 pounds of force to lift, carry, push, pull, or otherwise move objects.
- This type of work requires occasional or frequent standing, walking, sitting, bending, and reaching for extended periods of time.
- Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects, operate mechanical equipment, and move about the work area.
- Employees in this classification may be subject to work environments that have exposure to weather or interiors with extremes of heat and/or cold, wet and/or humid conditions, high noise levels, and various work related hazards.



EMPLOYMENT OPPORTUNITIES

TULARE JOINT UNION HIGH SCHOOL DISTRICT
426 North Blackstone, Tulare, CA 93274



The **TULARE JOINT UNION HIGH SCHOOL DISTRICT** is accepting applications for the position of **Assistant Principal/Head Counselor – Pupil Personnel Services at Mission Oak High School**. Applications may be picked up and returned to the District Office at 426 North Blackstone, Tulare, California by **4:30 p.m. on December 5, 2007**.

DEFINITION

- Assumes responsibility for the planning, direction, and supervision of the guidance and counseling program in a high school (9-12 grades).
- Under the direction of the principal, the Assistant Principal/Head Counselor for Pupil Personnel Services carries out the following duties and responsibilities.

WORK YEAR

- 207 Days

MAJOR DUTIES AND RESPONSIBILITIES

- Fosters good community relations by meeting with parents and community groups.
- Assists in developing immediate and long-range goals for a program of guidance and counseling.
- Prepares periodic reports of the guidance and counseling program.
- Coordinates programs of articulation with feeder and receiving schools.
- Supervises the enrollment, orientation, and scheduling of students.
- Provides for a systematic appraisal of each pupils abilities and interests.
- Provides for maintenance and interpretation of pupil personnel records.
- Counsels with pupils and parents regarding career choices and further education.
- Organizes and arranges for the dissemination of vocational information (Career Center, ROP, career assemblies).
- Interprets test data to pupils and parents.
- Supervises activities and duties of the counselors.
- Serves as a member of Student Study Team, which recommends part-day programs, exemptions, or exclusions for students with special problems.
- Serves as a member of the School and District Advisory Council.
- Counsels with parents and pupils experiencing learning and behavioral difficulties, and makes referrals where appropriate.
- Develops programs for in-service training of counselors.
- Organizes and supervises schoolwide-counseling program.
- Organizes and supervises the preparation of counseling and scholarship booklets.
- Organizes and administers the testing program.
- Assists in preparing the master schedule.
- Disseminates information regarding scholarships.
- Supervises the evaluation of transcripts and student eligibility to graduate, including the preparation of graduation lists.
- Organizes university visitations and College Night.
- Works with the school psychologist.
- Develops and maintains rapport with feeder schools.
- Evaluates school personnel as assigned.
- Performs other duties as assigned.

MINIMUM EMPLOYMENT STANDARDS

- Masters Degree
- Current Valid California Administrative and/or Counseling Credential
- Secondary Counseling Experience Preferred

SALARY RANGE

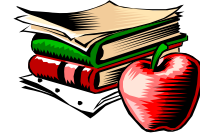
- \$91,093 – \$104,068 (2007-08) Tulare Joint Union High School Administrative Salary Schedule. Pay with Administrative Credential

APPLICATION REQUIREMENTS

- Resume
- Letter of Introduction
- District Application for Certificated Employment



EMPLOYMENT OPPORTUNITIES
TULARE JOINT UNION HIGH SCHOOL DISTRICT
426 North Blackstone, Tulare, CA 93274



NOTICE OF CERTIFICATED EMPLOYMENT OPPORTUNITY

Position: Assistant Superintendent for Curriculum and Instruction

Information and Procedures: Information regarding the Assistant Superintendent for Curriculum and Instruction position is available at the Tulare Joint Union High School District Office - 426 North Blackstone, Tulare, California, on the district website www.tulare.k12.ca.us. or Ed-Join.org.

Performance Responsibilities: See Job Description

Salary:

- \$108,187 - \$121,449 (2006-2007 Schedule) with M/A Degree

Work Year:

- 230 Days – starting July 1, 2007

Deadline for Application:

- Application Materials are Due May 11, 2007.

Evaluation Procedure: Applications will be reviewed and interviews conducted by a committee chaired by the Superintendent or his designee. The committee's recommendations will be presented to the Board of Trustees for their consideration and action.

All candidates will be notified in writing of the results of the paper screening and interviews.

Application Procedure: Information and application forms may be obtained at the Tulare Joint Union High School District Office or on our website.

- District Certificated Application
- Copy of Credential
- Resume
- Letter of Introduction
- Three (3) Letters of Recommendation

Submit all application documents to:

Jasper Land, Interim Assistant Superintendent
Tulare Joint Union High School District
426 N. Blackstone Street
Tulare, CA 93274
(559) 688-2021

Equal Opportunity Employer

Tulare Joint Union High School District
Assistant Superintendent for Curriculum and Instruction
Job Description

BASIC FUNCTION:

The Assistant Superintendent shall assist the Superintendent, substantially and effectively in the task of providing leadership in the areas of curriculum, instruction, staff development, and student support services.

WORK YEAR: 230 Days

REPRESENTATIVE DUTIES:

Curriculum and Instruction:

- Plan, implement, coordinate, articulate, and maintain Curriculum and Instruction programs consistent with the established philosophy, goals, and objectives of the District.
- Lead the District accountability effort to ensure increasing effective instruction and student performance to meet the District mission vision and goals.
- Serve as a member of the Superintendent's Cabinet and management team.
- Attend and participate in School Board and District meetings.
- Participate in the supervision and evaluation of principals, directors, and specialists, as assigned.
- Establish and direct the work assignments of the Curriculum and Instruction department.
- Participate in initiating, implementing, and interpreting the District educational programs to the Board of Education, staff, and the public.
- Maintain relationships and contacts with District administrators, teachers, and others to reflect the focus of the District.
- Ensure educational articulation among elementary, middle, and high schools within the District.
- Assist in the formulation, interpretation, and administration of District policy.
- Prepare reports pertaining to the District-wide instructional program.
- Assist in the determination of types of education programs needed by the schools and make appropriate recommendations.
- Coordinate the District textbook selection process.
- Analyze, coordinate, and implement the staff development and instructional material needs of the District and provide for these needs in order to support and maintain a strong education program.
- Coordinate in cooperation with the business office staff, the functions, budgets, responsibilities, and activities of the Compensatory Education Program, the Gifted and Talented Education (GATE) program, the EL program, and other such education programs associated with Curriculum and Instruction department.
- Oversee the District testing program.
- Prepare state reports as required.

- Provide direction to the instructional staff regarding Curriculum and Instruction expectations for all District students.
- Maintain a District-wide calendar of events, activities, and responsibilities.
- Act as liaison to designated community agencies and groups having an interest in schools.
- Provide leadership and direction to programs involving education technology.
- Responsible for development and implementation of plans, which connect the District's educational program with the feeder districts and community colleges.
- Support and assist principals in matters related to curricular development and instructional improvement and shall assist the Superintendent in evaluating their performance in these areas.
- Coordinate and evaluation staff development needs with the Assistant Superintendent of Human Resources.
- Coordinate and communicate budget matters to the Business Manager.
- Recommend program goals and policy changes in the educational program.
- Establish adequate controls for all education programs.
- Facilitate and coordinate activities to achieve a strategic plan as assigned by the Superintendent.
- Provide support service to the District department heads, principals, and their designees concerning any aspect of the instructional programs.
- Staff, direct, supervise, and evaluate personnel within the department of his/her responsibility.
- Oversee comprehensive reports regarding student achievement.
- Interpret and comprehend school district policies and regulations.
- Perform other duties as assigned by the Superintendent.

EDUCATION AND EXPERIENCE:

- Minimum of four (4) years of teaching experience;
- Three (3) to five (5) years increasingly responsible management experience preferred;
- A Master's degree in education or curriculum or related field from an accredited university or college is preferred.
- Experience in curriculum and instruction preferred.

LICENSES AND OTHER REQUIREMENTS:

- Valid California driver's license;
- California Administrators Credential.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Planning, organization, and direction of the functions of curriculum and instruction department;
- Credentialing laws and certification of compliance issues;

- Principles and practices of management;
- Oral and written communication skills;
- Applicable laws, codes, regulations, policies, and procedures;
- Districts organization, operations, policies, and objectives;
- Modern office management and procedures.

ABILITY TO:

- Provide technical information and assistance to others concerning Curriculum and Instruction policies;
- Develop, interpret, and monitor department and program budgets, and evaluate and compare costs associated with the delivery of service;
- Establish and maintain effective working relationships with staff and the public;
- Interpret, apply, and explain rules, regulations, policies, and procedures;
- Implement management strategies based on evaluation data;
- Coordinate the completion of a number of tasks simultaneously in order to meet internal and external deadlines;
- Analyze situations accurately and adopt an effective course of action;
- Meet schedules and time lines;
- Work independently with little direction;
- Plan and organize work;
- Prepare comprehensive narrative and statistical reports;
- Supervise and evaluate the performance of assigned staff;
- Operate and use District business systems and equipment.

WORK CONDITIONS:

ENVIRONMENT:

- General office environment.

PHYSICAL DEMANDS:

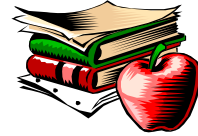
- Light physical effort.
- Normally located in a work environment with light physical qualifications and requirements.

SALARY:

- \$108,187 - \$121,449 (2006-2007 Schedule) with M/A Degree



EMPLOYMENT OPPORTUNITIES
TULARE JOINT UNION HIGH SCHOOL DISTRICT
426 North Blackstone, Tulare, CA 93274



NOTICE OF CERTIFICATED EMPLOYMENT OPPORTUNITY

Position: Assistant Superintendent for Human Resources

Information and Procedures: Information regarding the Assistant Superintendent for Human Resources position is available at the Tulare Joint Union High School District Office - 426 North Blackstone, Tulare, California, on the district website www.tulare.k12.ca.us or Ed-Join.org.

Performance Responsibilities: See Job Description

Salary:

- \$107,649 - \$120,844 (2006-2007 Schedule) with M/A Degree

Work Year:

- 230 Days – starting July 1, 2007

Deadline for Application:

- Application Materials are Due March 30, 2007.

Evaluation Procedure: Applications will be reviewed and interviews conducted by a committee chaired by the Superintendent or his designee. The committee's recommendations will be presented to the Board of Trustees for their consideration and action.

All candidates will be notified in writing of the results of the paper screening and interviews.

Application Procedure: Information and application forms may be obtained at the Tulare Joint Union High School District Office or on our website.

- District Certificated Application
- Copy of Credential
- Resume
- Letter of Introduction
- Three (3) Letters of Recommendation

Submit all application documents to:

Jasper Land, Interim Assistant Superintendent
Tulare Joint Union High School District
426 N. Blackstone Street
Tulare, CA 93274
(559) 688-2021

Equal Opportunity Employer

Tulare Joint Union High School District

Assistant Superintendent for Human Resources

Job Description

BASIC FUNCTION:

Plan, organize, and implement the functions of the Human Resources Department providing direct services to employees regarding employment and fiscal related issues, while implementing and supporting District goals and objectives.

WORK YEAR: 230 Days

REPRESENTATIVE DUTIES:

HUMAN RESOURCES:

- Develop, implement, and revise District personnel procedures and maintain smooth and efficient delivery of services in compliance with laws, policies, and regulations.
- Manage and organize substitute services; including review and recommendations for efficient placement of substitutes for teachers and classified staff.
- Maintain compliance with governmental statutes, regulations, and rules relating to personnel administration and advise appropriate parties of the provisions of the law.
- Develop and maintain a system for personnel records for all employees in order to provide comprehensive, efficient, accurate, and current records of all matters pertinent to employment, transfer, tenure, retirements, leave, and promotions.
- Develop and revise job descriptions in accordance with current laws, Education Code, and District procedures.
- Interpret existing personnel policies and regulations to the staff and make recommendations concerning the formulation of personnel policies and regulations.
- Coordinate negotiations and labor relations.
- Supervise a variety of projects effecting District-wide personnel, programs, and activities.
- Prepare and maintain statistical information on all personnel and submit the necessary Federal, State, County, and local statistical reports, records, and files.
- Establish procedures to evaluate certificated credentials and provide services of college credit counseling and review.
- Coordinate the needs, recruitment, interviews, and placement of all certificated and classified employees.
- Represent the Superintendent and the School Board in certificated and classified relationships.
- Serve as the District's Affirmative Action officer.
- Serve as the District's Title IX officer.
- Serve as the District's Grievance officer.
- Be responsible for recommending formulation of policy related to personnel.
- Represent the District with other administrators at Parent-Teacher associations and community organizations.
- Monitor, direct, and control the storage and release of personnel files to assure confidentiality and security.

- Provide appropriate notification to employs and other prospective applicants regarding employment vacancies through the posting of job notices and through newspaper, professional journals, placement centers, Internet, and job fairs.
- Coordinate the evaluation program of employees.
- Direct the pre-employment activities for newly hired personnel.
- Assist with the Peer Assistance and Review Program (PAR) and the BTSA Induction Program.
- Assist with district-wide classified employee recognition program.
- Serve on District, County, City, and community committees as requested and/or assigned.
- Manage Worker's Compensation program.
- Recommends and signs leave requests for classified and certificated employees.
- Perform other administrative assignments as directed by the Superintendent.

GENERAL:

- Supervise and evaluate the performance of assigned staff.
- Conduct and attend meetings, resolve ad-hoc problems, provide directives and guidance for staff, District personnel, and the public.
- Attend Board meetings and advise the Board as to requirements and responsibilities of the District.
- Maintain continuing communications with employee groups.

EDUCATION AND EXPERIENCE:

- Four (4) years of teaching experience;
- Three (3) to five (5) years increasingly responsible management experience preferred;
- A Master's degree in education or public administration or related field from an accredited university or college is preferred.
- Experience in Human Resources/Personnel preferred.

LICENSES AND OTHER REQUIREMENTS:

- Valid California driver's license;
- California Administrators Credential.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Planning, organization, and direction of the functions of personnel issues, labor relations/negotiations, and legal services;
- Compensation practices;
- Personnel procedures and practices;
- Credentialing laws and certification of compliance issues;
- Legal procedures, terminology, and negotiation processes;
- Oral and written communication skills;

- Principles and practices of management;
- Applicable laws, codes, regulations, policies, and procedures;
- District organization, operations, policies, and objectives;
- Modern office management and procedures.

ABILITY TO:

- Provide technical information and assistance to others concerning employment policies and personnel issues;
- Manage labor contracts and labor relations;
- Develop, interpret, and monitor department and program budgets, and evaluate and compare costs associated with the delivery of services;
- Establish and maintain effective working relationships with the staff and the public;
- Communicate effectively both orally and in writing;
- Interpret, apply, and explain rules, regulations, policies, and procedures;
- Implement management strategies based on evaluation data;
- Coordinate the completion of a number of tasks simultaneously in order to meet internal and external deadlines;
- Analyze situations accurately and adopt an effective course of action;
- Meet schedules and time lines;
- Work independently with little direction;
- Plan and organize work;
- Prepare comprehensive narrative and statistical reports;
- Supervise and evaluate the performance of assigned staff;
- Operate and use District business systems and equipment.

WORK CONDITIONS:

ENVIRONMENT:

- General office environment.

PHYSICAL DEMANDS:

- Light physical effort.
- Normally located in a work environment with light physical qualifications and requirements.

SALARY:

- \$107,649 - \$120,844 (2006-2007 Schedule) with M/A Degree

TULARE JOINT UNION HIGH SCHOOL DISTRICT

426 North Blackstone Street
Tulare, California 93274

NOTICE OF CERTIFICATED EMPLOYMENT OPPORTUNITY

POSITIONS: Secondary School Counselor
Tulare Western High School

PERFORMANCE OBJECTIVE:

To provide assistance to students, parents and teachers in the continuing process of helping students develop and reach appropriate education, personal and career goals.

PERFORMANCE RESPONSIBILITIES:

1. Counsels with pupils, parents, and teachers relative to student progress.
2. Counsels with pupils and parents regarding educational and occupational choices.
3. Counsels with pupils, on a group or individual basis, who are experiencing learning and behavioral difficulties. Involves parents when appropriate.
4. Works with other district staff in developing and implementing dropout and intervention programs.
5. When necessary, refers pupils to specialized services and programs.
6. Fosters good community relations by meeting with parents and community groups.
7. Assists in developing immediate and long-range goals for a program of guidance and counseling.
8. Assists with programs of articulation with feeder and receiving schools.
9. Assists with enrollment, orientation, and scheduling of students.
10. Assists with a systematic appraisal of each pupil's abilities and interests.
11. Performs other duties as assigned.

SALARY: Appropriate placement on the Certificated Management-Counselor Salary Schedule

CREDENTIAL: Appropriate California Pupil Personnel Services Credential

DEADLINE FOR APPLICATION: August 22, 2008

APPLICATION PROCEDURES: Information and application forms may be obtained at the Tulare Joint Union High School District Office or on our website.

- District Certificated Application
- Copy of Credential
- Resume
- Letter of Introduction
- Three (3) Letters of Recommendation

Submit all application documents to:

Alfonso Gamino, Assistant Superintendent for Human Resources
Tulare Joint Union High School District
426 North Blackstone Street
Tulare, California 93274
(559) 688-2021

TULARE JOINT UNION HIGH SCHOOL DISTRICT

426 North Blackstone Street
Tulare, California 93274

NOTICE OF CERTIFICATED EMPLOYMENT OPPORTUNITY**POSITIONS:**

The Tulare Joint Union High School District is accepting applications for *Dean of Students at Mission Oak High School*. Applications may be picked up at the Tulare Joint Union High School District Office, 426 North Blackstone, Tulare, California 93274. Deadline for applications is April 17, 2009, at 4:30 p.m.

PERFORMANCE OBJECTIVE:

The Dean of Students, under the direct supervision of the school principal and in cooperation with the assistant principals, provides general assistance to the principal and assistant principals in a wide variety of school administrative functions, and provides direct services to identified Title I students and their parents/guardians.

WORK YEAR: 205 Days

GENERAL DUTIES:

1. Assumes the role of principal and assistant principal(s) in their absence.
2. Assists the principal/assistant principals in the following:
 - a. maintenance of a safe and secure campus
 - b. supervision and coordination of school activities (may involve evening and weekend assignments)
 - c. works with the community to promote a positive school-site image
 - d. conducts classroom visitations and teacher evaluations
 - e. fire drills and other disaster preparedness activities
 - f. serves on District Expulsions Panel as needed
 - g. works with district committees as assigned
 - h. acts as a resource person to the faculty in instructional matters and classroom management techniques
 - i. participates in the development and implementation of new school programs
 - j. conducts parent conferences dealing with discipline and attendance
 - k. assists in supervising buildings and grounds, including scheduling of the use of facilities, if needed
 - l. assists in the coordination and organization of graduation activities
 - m. assists in matters related to curriculum development as assigned by the principal
 - n. assists in the evaluation of staff
 - o. serves as a member of the School Advisory and District Advisory Committees
3. Performs other duties as assigned by the school principal.

I.A.S.A. TITLE I DUTIES AND RESPONSIBILITIES:

1. Maintain regular contacts with Title I students and their parents/guardians.
2. Refer the student to the appropriate remediation program when necessary, such as:
 - a. Special Tutoring
 - b. Remedial Reading and/or Math
 - c. Health Services
 - d. Counseling or Psychological Services
 - e. Employment
 - f. Adult School
 - g. Other Alternative Programs
3. Assist in the organization and coordination of activities of the Tulare Joint Union High School District Title I Advisory Board.
4. Works closely with the Administrative Intern for Categoricals on special project services as they relate to the school site.

QUALIFICATIONS:

1. Bachelor's degree and valid secondary teaching credential
2. Three years or more of teaching experience preferred
3. Bilingual in English/Spanish is preferred.

SALARY: \$80,566 - \$100,066 – Dean of Students (2008-09)

CREDENTIAL: Candidates must currently possess a California State Administrative Credential

APPLICATION PROCEDURES: Completed district application, resume, letter of intent, and 3 letters of recommendation.

Alfonso Gamino, Assistant Superintendent for Human Resources
Tulare Joint Union High School District
426 North Blackstone Street, Tulare, California 93274
(559) 688-2021



EMPLOYMENT OPPORTUNITIES

TULARE JOINT UNION HIGH SCHOOL DISTRICT
426 North Blackstone, Tulare, CA 93274



JOB DESCRIPTION **DIRECTOR OF SPECIAL EDUCATION**

BASIC FUNCTION

- Under the direction of the Assistant Superintendent of Instruction, plan, organize, coordinate, control, and direct district special education programs and services; assure compliance with SELPA policies and state and federal laws, codes, and regulations; coordinate assigned programs; supervise and evaluate the performance of assigned staff.

WORK YEAR

225 Days

MAJOR DUTIES AND RESPONSIBILITIES

- Plans, organizes, controls, and directs the district's special education services programs; provides an organization structure that leads to an effective delivery of special education and psychological services to students.
- Assures the district's compliance with the district and SELPA policies, practices, and procedures as well as state and federal laws, codes, and regulations; coordinates the district's response to special education complaints and represents the district in due process proceedings.
- Directs the program of identification and placement of students into special education programs; assures that each identified student receives a Free Appropriate Public Education (FAPE) that is within the Least Restrictive Environment (LRE); coordinates evaluation and placement process with all members of the IEP teams.
- Facilitates the development and implementation of adaptations of the core curriculum for special education programs, assists teachers in adapting the core curriculum.
- Consults with and advises personnel regarding the operation of Student Study Teams at each school site as needed.
- Coordinates the development and implementation of IEP's in the district's special education programs; reviews IEP's for quality standards with special education staff.
- Collaborates with other district personnel and feeder schools to coordinate strategies and programming to ensure success for all students.
- Directs, coordinates, and facilitates staff development activities for certificated and classified staff as related to early intervention, teaching strategies, and special education.
- Provides leadership that promotes collaborative planning, innovative thinking, and exemplary models and programs in special education.
- Assists the principals with the evaluations of special education personnel.
- Participates in the recruitment, selection, assignment, and supervision of special education staff.
- Manages the special education budget.
- Represents the district in the Tulare County Special Education Local Plan Area (SELPA) director meetings.
- Supervises the preparation of special education and workability reports to the state as directed.
- Advises the district personnel regarding changes in state and federal laws as well as judicial decisions affecting special education practices; assists in the development of policies and administrative regulations related to special education.
- Attends and conducts staff meetings; attends and chairs IEP meetings as needed.
- Attends state and regional conferences, workshops, and meetings to maintain current knowledge of regulations and requirements related to special education.
- Mental Health Wraparound Coordinator.
- Assures that 504 plans are developed and reviewed as needed and serves as the district complaint coordinator.
- Supervises District Psychologist, Speech and OT/PT.
- Collaborates with SELPA Program Managers.
- Foster Care Liaison.

- Performs other duties as assigned.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Applicable state and federal laws, codes, and regulations; case law pertaining to special education and Section 504
- Disabilities affecting school-aged students
- Instructional methodologies and strategies for both typical and atypical learners
- State frameworks
- Content and Performance State Standards
- Educational evaluation and research; techniques for group and individual evaluation
- Statistical methods
- Curriculum development; curriculum modification and adaptation for students with disabilities
- Continuum of services for autism spectrum
- Continuum of educational services; inclusion strategies
- Coordinated Compliance Review procedures
- Budget development
- Staff development practices
- Regulations governing student record maintenance; maintenance of confidential information
- Consortium policies, practices, and procedures

Ability to:

- Communicate effectively both orally and in writing
- Work cooperatively and collaboratively with all members of the school community
- Respond to, mediate, and resolve conflicts concerning service delivery
- Provide leadership to staff; motivate staff to implement planned changes
- Coordinate a variety of schedules
- Develop, implement, and evaluate instruction strategies
- Implement collaborative and team building processes
- Plan and implement staff development and parent education programs
- Coordinate services provided by outside agencies
- Establish and maintain effective working relationships with others
- Maintain accurate records and insure security of confidential records; prepare reports
- Read, interpret, apply, and explaining rules, regulations, policies, and procedures
- Train, supervise, and evaluate personnel
- Plan, organize, and prioritize work

MINIMUM EMPLOYMENT STANDARDS

- Current Valid California Teaching Credential
- Current Valid California Administrative Services Credential and have experience in special education
- Masters Degree
- Demonstrate ability to effectively plan, organize, and implement an education program and support services

SALARY RANGE

- \$100,200 – \$113,556 (2008-09) Tulare Joint Union High School Administrative Salary Schedule.

APPLICATION REQUIREMENTS

- Resume
- Letter of Introduction
- Three Letters of Reference
- District Application for Certificated Employment

TULARE JOINT UNION HIGH SCHOOL DISTRICT
Certificated Job Description
Director of State and Federal Programs and Assessment

Brief Description of the Position

Under the direction of the District Superintendent and in cooperation with the school principals and District administration, the Director of State and Federal Programs and Assessment maintains, organizes and administers the District's compensatory education program, vocational education program, migrant education, English Language Development, other special programs and state and federal assessment programs. The Director provides ongoing development, preparation of documentation and budgets, staff in-service, and assessment of all programs in the area of responsibility.

Work Year 225 Days

Major Duties and Responsibilities

- Be responsible for the preparation and submission of all categorically funded proposals, fiscal and evaluation reports.
- Assist school site personnel in the supervision of certificated and classified staff members participating in categorically funded programs
- Arrange consultant and staff development activities related to needs of those participating in categorically funded programs.
- Work closely with the school sites in ordering, processing, assigning and annually inventorying all categorically funded materials, supplies and equipment.
- Report periodically to the Board of Trustees, the District Superintendent and the District Staff, regarding progress of the various categorically funded programs and projects.
- Keep informed of legislation, rules and regulations related to federal and state programs and assessments.
- Assist various citizens' advisory committees to understand and accomplish their role as mandated by law.
- Maintain liaison with federal and state consultants in bureaus that provide federal and state funds for the implementation of programs.
- Responsible for the development and processing of the Consolidated Application.
- Responsible for the development and implementation of mandated review processes.
- Monitor teacher ELD certification.
- Develop proposals and grants for the purpose of implementing new programs.
- Facilitate communication and coordination among instructional staff for the purpose of meeting curriculum guidelines and ensuring that state mandates are achieved.
- Coordinate the efforts of the staff in accountability assessment programs.
- Work with site principals and teachers in coordinating continuity and articulation of assessment results and site plans.

- Provide staff development to ensure understanding of the assessment instruments and programs.
- Assume responsibility for reviewing and evaluating the results of state testing.
- Provide assistance to site principals regarding Adequate Yearly Progress (AYP) and Program Improvement status.
- Provide assistance to site principals regarding Academic Performance Index (API).
- Work with parents and staff to establish and implement plans to ensure that the district and school sites meet expected performance goals.
- Direct Educational Options Committee Meetings
- Facilitate Expulsion Panel Hearings
- Perform other duties as assigned by the Superintendent.

Qualification Requirements

Certifications:

- Valid California Administrative Services Credential
- Valid California Teaching Credential

Experience Required:

- Prior teaching experience with increasing levels of administrative responsibility in curriculum development and implementation.

Skills, Knowledge, Abilities

Skills to manage personnel and programs, communicate effectively, problem solve. Knowledge of curriculum, education code, district policies, and state and federal assessment programs and requirements. Abilities to provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, communicate with individuals of varied cultural and educational backgrounds, communicate in oral and written form. Significant physical abilities include reaching/handling/fingering, talking/hearing conversations and other sounds, visual acuity/depth perception/visual accommodation.

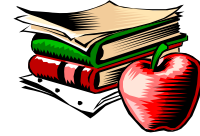
Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works inside. The position demands meeting deadlines with severe time constraints and frequently working irregular or extended hours. The employee is directly responsible for safety, well-being and work output of staff.



EMPLOYMENT OPPORTUNITIES
TULARE JOINT UNION HIGH SCHOOL DISTRICT
426 North Blackstone, Tulare, CA 93274



NOTICE OF CERTIFICATED EMPLOYMENT OPPORTUNITY

Position: Principal

Information and Procedures: Information regarding the **Principal** position at **Tulare Western High School** is available at the Tulare Joint Union High School District Office - 426 North Blackstone, Tulare, California or on the district website www.tulare.k12.ca.us or Ed-Join.org.

Performance Responsibilities: See Job Description

Salary:

- \$106,487 - \$123,367

Work Year:

- 225 Days – start date of July 1, 2009

Deadline for Application:

- Application Materials are Due March 9, 2009 at 4:30 p.m.

Evaluation Procedure: Applications will be reviewed and interviews conducted by a committee chaired by the Superintendent or his designee. The committee's recommendations will be presented to the Board of Trustees for their consideration and action.

Application Procedure: Information and application forms may be obtained at the Tulare Joint Union High School District Office or on our website.

- District Certificated Application
- Copy of Credential
- Resume
- Letter of Introduction
- Three (3) Letters of Recommendation

Submit all application documents to:

Alfonso Gamino, Assistant Superintendent for HR
Tulare Joint Union High School District
426 N. Blackstone Street
Tulare, CA 93274
(559) 688-2021

Equal Opportunity Employer

Tulare Joint Union High School District

Principal

Job Description

BRIEF DESCRIPTION OF POSITION:

The principal is the educational leader of the school. The principal has a variety of responsibilities that ultimately lead to the improvement of the performance of all students in the school. As the administrator of the school, the principal is responsible for the enforcement of the State Education Code, the rules and regulations of the California State Board of Education, the policies of the Tulare Joint Union High School District Board of Education and other state and federal laws and regulations.

Reports to: District Superintendent

WORK YEAR: 225 Days

ESSENTIAL FUNCTIONS:

- Improve student achievement by nurturing excellent teaching and learning and building a safe and supportive student culture.
- Supervise students and staff.
- Use data to inform decisions about instruction.
- Distribute leadership across staff.
- Manage and evaluate staff using sound methods.
- Engage parents in student learning and site functioning.
- Develop and empower teams.
- Build trust to facilitate change.
- Plan strategically.
- Schedule and manage effectively.
- Manage personal and staff time and priorities.
- Build and maintain network of support outside the school.
- Reports to the Superintendent on growth and improvement of the high school programs.
- Ensures high quality curriculum design and delivery.
- Provides for an ongoing process of assessing student needs.
- Coordinates and provides direction/supervision for the school's co-curricular and extracurricular activities.
- Assures proper use and distribution of monies generated through block grant, categorical programs, special projects, grant funds as well as those monies generated through the Associated Student Body.
- Works closely and cooperatively as a member of the District management team.
- Strives to continually improve management and administration skills and abilities.
- Attend Cabinet and School Board meetings.
- Perform other duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- California content frameworks and standards.
- A variety of researched-based instructional practices.
- Leadership skills, management strategies and community building techniques.
- Local policies, state and federal laws relating to minors.

ABILITY TO:

- Provide effective instructional leadership.
- Create a nurturing and safe learning based on high expectations for all students.
- Analyze data and use it to make decisions.
- Provide professional development and coaching to teachers.
- Distribute leadership among administrators, teachers, staff, parents, students & community members.
- Effectively manage staffing, budget, facility, and other administrative responsibilities.
- Build and lead the school community in attaining community, school –based, district, state and federal goals.
- Use relational databases, web-based tools, the internet and other technologies.
- Calmly and efficiently handle crises and solve problems.
- Effectively communicate orally and in writing.
- Manage competing priorities and time.

EDUCATION AND EXPERIENCE:

- Four (4) years of teaching experience;
- Three (3) to five (5) years increasingly responsible management experience preferred;
- Experience as a site principal preferred;
- A Master's degree in education from an accredited university or college is preferred.

CREDENTIAL:

Possess a valid California Administrative Services Credential.

WORK CONDITIONS:

ENVIRONMENT:

Office environment; fast-paced work; constant interruptions. Employee occasionally works in outside weather conditions. The noise level in the work environment is usually moderate to extreme.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and make presentations; dexterity of hands and fingers to operate a computer keyboard; seeing to monitor various activities and read documents, and view computer monitors; sitting or standing for extended periods of time; kneeling, bending at the waist, and reaching overhead, above the shoulders, and horizontally; lifting light objects.

SALARY:

\$106,487 - \$123,367

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

CSIS California School Information Services

**FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
September 28, 2010**

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Central Union High School District, hereinafter referred to as the District, mutually agree as follows:

1. BASIS OF AGREEMENT

The Team provides a variety of services to school districts and county offices of education upon request. The District has requested that the Team provide for the assignment of professionals to study specific aspects of the Central Union High School District operations. These professionals may include staff of the Team, County Offices of Education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this Agreement.

In keeping with the provisions of AB1200, the County Superintendent will be notified of this agreement between the District and FCMAT and will receive a copy of the final report. The final report will be published on the FCMAT website.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are to:

- 1) Review district level administrative and management organizational structure and staffing and make recommendations for efficiencies (if any).
- 2) Review distribution of duties within administrative structure and make recommendations.
- 3) Review school site level administrative and management structure and make recommendations.
- 4) Survey administrative and management staffing in comparable districts and make recommendations for efficiencies (if any).

B. Services and Products to be Provided

- 1) Orientation Meeting - The Team will conduct an orientation session at the School District to brief District management and supervisory personnel on the procedures of the Team and on the purpose and schedule of the study.
- 2) On-site Review - The Team will conduct an on-site review at the District office and at school sites if necessary.
- 3) Exit Report - The Team will hold an exit meeting at the conclusion of the on-site review to inform the District of significant findings and recommendations to that point.
- 4) Exit Letter - The Team will issue an exit letter approximately 10 days after the exit meeting detailing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.
- 5) Draft Reports - Sufficient copies of a preliminary draft report will be delivered to the District administration for review and comment.
- 6) Final Report - Sufficient copies of the final study report will be delivered to the District administration following completion of the review.
- 7) Follow-Up Support – Six months after the completion of the study, FCMAT will return to the District, if requested, to confirm the District's progress in implementing the recommendations included in the report, at no cost. Status of the recommendations will be documented to the District in a FCMAT Management Letter.

3. PROJECT PERSONNEL

The study team will be supervised by Anthony L. Bridges, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

- A. *Mary Barlow* *FCMAT Deputy Administrative Officer*
- B. *John F. Von Flue* *FCMAT Fiscal Intervention Specialist*

Other equally qualified consultants will be substituted in the event one of the above noted individuals is unable to participate in the study.

4. PROJECT COSTS

The cost for studies requested pursuant to E.C. 42127.8(d)(1) shall be:

- A. \$500.00 per day for each Team Member while on site, conducting fieldwork at other locations, preparing and presenting reports, or participating in meetings. Cost per day for outside consultants will be billed at the actual daily rate.
- B. All out-of-pocket expenses, including travel, meals, lodging, etc. The District will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon acceptance of the final report by the District.

Based on the elements noted in section 2 A, the total cost of the study is estimated at \$5650.

- C. Any change to the scope will affect the estimate of total cost.

Payments for FCMAT services are payable to Kern County Superintendent of Schools - Administrative Agent.

5. RESPONSIBILITIES OF THE DISTRICT

- A. The District will provide office and conference room space while on-site reviews are in progress.
- B. The District will provide the following (if requested):
 - 1) A map of the local area
 - 2) Existing policies, regulations and prior reports addressing the study request
 - 3) Current organizational charts
 - 4) Current and four (4) prior year's audit reports
 - 5) Any documents requested on a supplemental listing
- C. The District Administration will review a preliminary draft copy of the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the Team prior to completion of the final report.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with District pupils. The District shall take appropriate steps to comply with EC 45125.1(c).

6. **PROJECT SCHEDULE**

The following schedule outlines the planned completion dates for key study milestones:

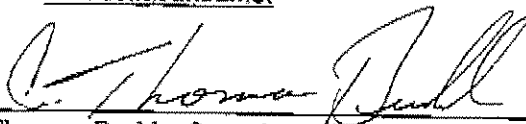
<i>Orientation:</i>	<i>to be determined</i>
<i>Staff Interviews:</i>	<i>to be determined</i>
<i>Exit Interviews:</i>	<i>to be determined</i>
<i>Preliminary Report Submitted:</i>	<i>to be determined</i>
<i>Final Report Submitted:</i>	<i>to be determined</i>
<i>Board Presentation:</i>	<i>to be determined</i>
<i>Follow-Up Support:</i>	<i>If requested</i>


7. **CONTACT PERSON**

Name of contact person: Dr. Thomas Budde

Telephone: (760) 336-4515 FAX: (760) 353-3606

E-Mail: tbudde@cuhisd.net

 9/29/10
 Dr. Thomas Budde, Superintendent. Date
 Central Union High School District

 September 28, 2010
 Mary C. Barlow, Deputy Administrative Officer Date
 Fiscal Crisis and Management Assistance Team