



**Orange County Department of Education  
Human Resources Department  
Classified Management Class Specification**

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**Administrator, Charter Schools**

**Class Code: 1477**

**Work Days: 225**

**GENERAL PURPOSE**

Manage, supervise, plan, and coordinate charter schools' authorization process and oversight; research and track data and legislation pertaining to Charter Schools; serve as the liaison for school and countywide charter school petitioners; and provide assistance to higher level management staff.

**SUPERVISION RECEIVED AND EXERCISED**

1. Receives direction from higher level management staff
2. Exercises direct supervision over management, professional, technical, and clerical staff.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

*This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.*

1. Develop and implement goals, objectives, policies, priorities, and strategic plan; identify resource needs; establish schedules and methods for providing specialized services; and recommend and implement policies and procedures.
  2. Coordinate organization, staffing, and operational activities for Charter Schools.
  3. Monitor legislation pertaining to Charter Schools and coordinate the Charter School approval committee for OCDE.
  4. Serve as the liaison for school and countywide charter school petitioners: convene and facilitate a panel of OCDE administrators to review charter school petitions for accuracy, compliance, and efficacy; update charter school petitioners regarding Board dates, progress, and decisions; prepare reports relevant to charter school petitions and matters; and represent OCDE at state and local level for charter school issues and at charter school appellate hearings.
  5. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.
  6. Represent OCDE at conferences and departmental meetings.
  7. Plan and exchange information with other professionals within the charter school area; acquire and deliver effective services within the program; identify opportunities for improving service delivery methods and procedures; review potential improvements with appropriate management staff; and implement improvements.
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8. Participate in the development and administration of budget for charter schools; project funds needed for staffing, equipment, materials, and supplies; direct the monitoring of and approval of expenditures; and recommend adjustments as necessary.
  9. Research and analyze financial data; test the validity of the data and reconcile entitlements and apportionments; identify fiscal solvency issues; and recommend corrective or administrative actions.
  10. Prepare and present comprehensive fiscal and technical reports and information to charter schools, county office staff, and the board.
  11. Establish and maintain collaborative relationships with charter school providers and community-based agencies.
  12. Coordinate and implement a variety of training programs, workshops, and meetings to meet the needs of participants and develop training materials.
  13. Research and respond to questions and concerns from instructional and administrative staff regarding charter schools.
  14. Attend and participate in professional group meetings; stay abreast of trends and legislative issues related to charter schools.
  15. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties.
  16. Demonstrate attendance sufficient to complete the duties of the position as required.
  17. Perform related duties similar to the above in scope and impact as required.

#### **QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)**

##### **Knowledge of:**

1. Operation, services, activities, and guidelines of internal/external programs and charter schools.
2. Orange County Board of Education policies related to charter schools.
3. Pertinent federal, state, and local legislative regulations.
4. California Education Code, California Administrative Code, and the policies, rules, and regulations of the County Schools Office.
5. Recent research findings and trends relating to charter schools.
6. Basic procedures, methods, and techniques of budget control.
7. Recent developments, current literature, and sources of information related to charter schools.
8. Procedures, methods, and techniques of project and workflow management and organization.
9. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
10. Community-based organizations, educational agencies, and other local, state, and federal agencies related to charter schools.
11. Modern principles and practices of program development and facilitation.

##### **Ability and Skill to:**

1. Develop and translate policies and procedures into practical applications.

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2. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; and effectively delegate authority and responsibility.
  3. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
  4. Develop reporting procedures to document, evaluate, and make recommendations regarding the effectiveness of programs, services, and products that have been developed to meet the established goals and objectives of the program.
  5. Establish and maintain effective working relationships with various constituencies.
  6. Interpret and explain laws, codes, contracts, policies, and procedures.
  7. Develop and present training materials.
  8. Prepare clear and concise correspondence, reports, and other written materials.
  9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
  10. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

#### **Education, Training, and Experience:**

A typical way of obtaining the knowledge, skills, and abilities outlined above is a master's degree in education, administration studies, or a related field and four (4) years of experience in the areas of school budgets and curriculum and program development and implementation in public or government entities; or an equivalent combination of training and experience.

#### **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

##### **Physical Demands**

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces and move items weighing up to 25 pounds.

##### **Mental Demands**

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

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## **WORK ENVIRONMENT**

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

Employees typically work in an office environment that is fast-paced with high pressure.