



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

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**Coordinator, Charter Schools Services**

**Class Code: 1472**

**Work Days: 225**

**GENERAL PURPOSE**

Manage and coordinate charter school's authorization process and oversight; coordinate assigned activities with other units, divisions, the public, and outside agencies; research and track data and legislation pertaining to charter schools; serve as the liaison for school and community charter school petitioners; and provide assistance to administrative staff as assigned.

**SUPERVISION RECEIVED AND EXERCISED**

1. Receives direction from higher level supervisory and management staff.
2. May exercise direct supervision over 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. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; and implement policies and procedures.
  2. Serve as liaison for school and community charter school petitioners: convene and oversee panels of OCDE administrators to review charter school petitions for accuracy, compliance, and efficacy; update charter school petitioners regarding Board dates, progress, and decisions; and prepare reports relevant to charter school petitions and matters.
  3. Act as a resource to charter petitioners, parents, and the public; respond to requests and disseminate current information regarding charter schools' topics and issues.
  4. Research, monitor, and track legislation pertaining to charter schools.
  5. 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.
  6. Make presentations to program staff, community-based organizations, and others who are interested in and may be of assistance to the program.
  7. Participate in the preparation and administration of the budget, submit budget recommendations, and monitor expenditures.
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8. Attend and participate in professional group meetings; stay abreast of trends and legislative issues related to charter schools.
  9. Analyze, assess, and interpret student data; maintain records pertaining to charter schools; and compile reports and statistical information needed for evaluation and planning purposes.
  10. Demonstrate attendance sufficient to complete the duties of the position as required.
  11. Perform related duties similar to the above in scope and impact as required.

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

### **Knowledge of:**

1. Services, activities, and guidelines of charter schools.
2. Pertinent federal, state, and local legislative regulations.
3. California Education Code, California Administrative Code, and the policies, rules, and regulations of the Orange County Department of Education.
4. Procedures, methods, and techniques of project and workflow management and organization.
5. Community-based organizations, educational agencies, and other local, state, and federal agencies related to charter schools.
6. Recent developments, current literature, and sources of information related to charter schools.

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

1. Develop and translate policies and procedures into practical applications.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
4. Establish and maintain effective working relationships with various constituencies.
5. Interpret and explain laws, codes, contracts, policies, and procedures.
6. Develop and present training materials.
7. Effectively manage multiple projects, sensitive issues, and organize resources to meet goals and deadlines.
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; and present information effectively in front of both large and small groups.

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**Education, Training, and Experience:**

A typical way of obtaining the knowledge, skills, and abilities outlined above is a bachelor's degree in education, administration studies, or a related field and four (4) years of experience in educational administration 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.

**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 the essential functions.

Employee typically works in an office environment that is fast-paced with high pressure.