



**Santa Barbara Unified**  
Every child, every chance, every day.

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**Title:** Principal, High School

**Reports to:** Assistant Superintendent, Secondary

**Salary Schedule Range:** Range 25, Management Salary Schedule, 225 day contract, \$149,578 - \$166, 475.  
Annual stipends for a Master's and Doctorate degrees

**Employment Status:** Full-time (FLSA Exempt)

**Benefits:** Eligible to participate in District medical, dental and life insurance.

**Purpose of Position:** To serve as the educational and instructional leader and chief administrator of the school responsible for the achievement of all students. Achieving academic excellence is a priority that requires that the principal work collaboratively to lead all members of the school staff to enhance the achievement of historically underserved students. The principal must implement policies, regulations, and procedures of the Board of Education to assure that all students are met with high expectations, are given access to a rigorous core curriculum, and are supervised in a safe, child-centered learning environment that meets and exceeds the Common Core State Standards. Inherent in the position are the responsibilities for planning, curriculum development, co-curricular activities, human resource management, financial management, emergency procedures, resource scheduling and facilities operations.

#### **Essential Functions:**

##### **Equity**

- Serve as the administrator for the educational program that delivers on the unique needs of a socio-economically, culturally, ethnically, racially and linguistically diverse student populations
- Oversee and lead the implementation of practices that ensure equitable outcomes for all students
- Engage staff in professional learning that enhances the achievement of all students, particularly socio-economically, culturally, ethnically, racially and linguistically diverse student populations
- Develop an annual budget that reflects the needs of our most vulnerable learners, where actions and expenditures are supported by student outcome data
- Take leadership in establishing and prioritizing school goals and objectives in conjunction with all staff, parents and the community. Goals and objectives should prioritize all learners

##### **Accountability**

- Uphold California Education Code, the Administrative Code of California and the policies and regulations of the Santa Barbara Unified School District
- Provide continuous supervision and evaluation of the instructional program with a heavy emphasis on effective implementation of the program to meet the needs of a socio-economically, culturally, ethnically, racially and linguistically diverse student population
- Evaluate classroom instruction and implementation of student supports based on evidence of student achievement, and implement and review the results of all students interventions to assure that all students meet grade level proficiencies.
- Recruit and assign certificated and classified employees to support the achievement of all students, in particular a heightened level of focus on socio-economically, culturally, ethnically, racially and linguistically diverse student populations.
- Ensure that all employees support the achievement of all students, in particular a heightened level of focus on socio-economically, culturally, ethnically, racially and linguistically diverse student populations.
- Create school plans that prioritize outcomes for historically underserved students. (SPSA, WASC, etc).

### **Student-Centered**

- Ensures that the master schedule and budget fully supports the educational program that delivers on the unique needs of a socio-economically, culturally, ethnically, racially and linguistically diverse student populations
- Communicate and provide accountability for the school's program expectations to meet the needs of students from all segments of the community.
- Ensure that students work with counselors on the development of a 4 year and beyond plan that informs their educational program.
- Work closely with students, parents, and staff to establish and maintain high expectations for achievement and systematic support using a Multi-Tiered System of Support (MTSS) so all students can achieve college and career readiness.
- Review the results of all students interventions to assure that all students meet the college and career readiness goals.

### **Culture and Climate**

- Implement family engagement programs and required school advisory committees (e.g. School Site Council, ELAC) aligned to the district's Framework for Family Engagement and designed and planned with and in support of the needs of parents of various cultural and linguistic backgrounds.
- Assume responsibility before, during, and after school hours for the health, safety, and welfare of all personnel (students and employees) assigned to the school
- Monitor and maintain the physical facility and surrounding grounds for safety of staff and students

Perform other duties as assigned.

**Working Conditions & Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and function of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

- Use strength to lift items needed to perform the functions of the job.
- Sit, stand and walk for required periods of time.
- Speak and hear.
- Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
- Communicate effectively in English, using proper grammar and vocabulary.
- Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

### **Environmental Demands:**

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

- Exposure to a variety of childhood and adult diseases and illnesses.
- Occasional exposure to a variety of weather conditions.
- Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.

### **Knowledge of:**

- The importance of equity, cultural proficiency, cultural awareness, implicit bias, and anti-racist agenda
- Two-way communication methods that enhance the school experience for families, students and employees.
- Transformational systems leadership approach
- Data analysis and data-driven decision making
- Procedures, methods and techniques of organization, management and supervision of a school
- Leadership strategies that will result in transformational change and equitable outcomes for all students
- Curriculum, assessment and evaluation techniques to ensure program and personnel effectiveness with all types of students
- Associated Student Body (ASB) accounting and policies and procedures related to co-curricular fiscal management

**Ability to:**

- Implement an equity agenda that ensures that the entire school program is centered around the acceptance and achievement of all students
- Implement and expect that communication strategies are inclusive of all stakeholders
- Shape the culture and climate of the school so that the school is the center of the community and serves the needs of all families
- Establish accountability measures that ensure that every staff member is focused on equal educational opportunities for all students and families, particularly those socio-economically disadvantaged, and our culturally, ethnically, racially and linguistically diverse students and families.
- Apply effective student-family, family-teacher and family-school counseling skills that focus on anti-bias and cultural awareness precepts.
- Make effective decisions that result in equitable outcomes for students while remaining open-minded, fair and firm

**Education, Training and Experience**

- A valid California Administrative Services Credential
- A strong background of successful teaching experience.
- Prior successful administrative experience is highly desirable.
- Desire for second language proficiency in Spanish or other language to match community needs.

*The District reserves the right to update, revise or change this job description and related duties at any time.*

*Revised 2/14/21*