

## **Chief Accountability Officer Job Description**

### **YPICS**

YPICS (Youth Policy Institute Charter Schools, Inc.) is a Southern California-based charter management organization originally developed by Youth Policy Institute. As a CMO, YPICS operates, supervises, and supports three free public charter schools serving students in the San Fernando Valley. Founded by passionate public school choice educators, YPICS prides itself on the dedicated adults who work tirelessly to meet our scholars where they are and provide the needed support for overall success. We promise to provide authentic learning experiences to our citizen scholars so they seize and create opportunities in their communities. We seek to inspire our scholars to be community-oriented innovators who positively contribute to the larger community of the San Fernando Valley.

Both Bert Corona Charter School and Moñsenor Oscar Romero Charter Middle School were developed to provide better quality public educational options for families as part of a comprehensive community strategy. The middle schools emphasize technology integration, project-based and service-learning, along with high levels of parental involvement. Serving the Pacoima and Pico Union/Westlake communities of Los Angeles, where many public schools are overcrowded and underperform on state achievement measures, the schools prepare students for academic success and active community involvement.

Bert Corona High School opened in August 2015 and build upon the promise to build California's Future Leaders. In partnership with Mission College, the instructional focus will carry forward the middle school themes and early college access. The program will also include Linked-Learning/CTE pathways.

YPICS seeks to successfully partner with parents/guardians to fulfill the hopes and dreams of their children. Our schools are focused on supporting families to help their children succeed in life by ensuring access to a high-quality, rigorous education and by providing a positive school culture and environment in a public school setting. Children are the focus of our families and therefore are the primary focus of our schools. Families are the building block of a community. By lifting families, we can build strong communities.

### **YPICS Focus Initiatives**

1. **Service Learning:** Involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature, benefiting both the community and the student by combining a service experience with a learning experience.
2. **Enhanced Learning:** By incorporating technology within the curriculum, students learn computer skills while pursuing academic goals.

3. Project-Based Learning: students are engaged in interdisciplinary learning often find the content more exciting and relevant, especially if presented in a way that relates to their own lives.
4. Parent & Community Involvement: commitment to community-based education providing support for its students through an integrated approach to school, family, and community. YPICS embodies the belief that students thrive when they are part of a supportive community.

### **The Opportunity**

YPICS seeks a dynamic, experienced educator and leader to build upon the successes of our three schools and serve as an exemplary instructional leader who is centered on equity and inclusion. The CAO will accomplish this by applying their depth of experience to the YPICS mission/vision, management experience, educational leadership expertise, and operational oversight. As part of the senior management team, the CAO will work in partnership with the Executive Director and the Chief Operations Officer to meet the goals of:

- ALL students prepared for the college and/or career path of their choice
- ALL students demonstrating annual growth on state assessments
- ALL teachers ...
- ALL school-based Executive Administrators...

The CAO leads the academic program and the implementation of a system of support for school leaders and teachers to maximize their impact on the developmental and academic success of our scholars. The CAO will ensure a strong culture for using data to inform instruction and develop pathways for teaching excellence to be celebrated and shared through a cohesive professional development system. The CAO will lead the organization in planning, development, implementation, and evaluation of the instructional programs grades 6-12; provide leadership development opportunities to maintain the YPICS cadre of high caliber teachers and leaders; provide inspiration and direction for the commitment to continuous improvement in standards-based assessment, teaching and learning; ensure compliance with state and federal laws as applied to charter schools; provide a collaborative environment for the refinement of the YPICS model for academic excellence.

### **Responsibilities**

**Reporting directly to the Executive Director, who serves on the organization's Senior Leadership Team, the key responsibilities of the CAO will include:**

#### **Design and development of the academic program:**

- Implements the strategic vision for the network academic model, guided by YPICS's graduate profile, "deeper learning" pedagogies, and antiracist stance; incorporates

evidence-based best practices; aligns curriculum, instruction, and assessments; meets state, federal, and college/career requirements; and meets the needs of all students

- Collaborates with the Executive Director of YPICS to ensure the education model is sound and meets the diverse needs of students throughout the network
- With input from key stakeholders and in partnership with the Executive Administrators, develops network strategy for implementation of the academic model and resource allocation to achieve desired student outcomes
- Ensures that our academic model includes high expectations and an effective tiered system of supports to meet the needs of all students, including special populations (e.g., Special Education, English learners, and other groups)
- Promotes educational equity (equitable outcomes and processes) as a guiding principle across the entire school network, and ensures that equity is reflected in curriculum, instruction, and assessment systems
- Continually aligns and refines academic model and professional development to drive improvement and achieve desired student outcomes across school network
- Ensures academic team efforts are effectively building the capacity of teachers and leaders across the system to meet the needs of all students and create conditions for students to thrive, especially students who have historically been marginalized
- In partnership with the ED/COO, deploys resources and staff to support the instructional and overall needs of each school

#### **Principal support and coaching:**

- Coaches school leaders on all academic facing work including academic programming, curriculum, instruction, and assessments
- In partnership with the ED/COO, supports the culture of continuous improvement systems including establishing key priority indicators and setting high expectations and standards for quality teaching and learning that align with mission and organizational philosophy.
- Partners with the superintendent of schools to coach and support leadership teams in instruction, culture, and transformative leadership
- Defines and monitors key metrics to determine the success of school network and foster data-driven continuous improvement
- Ensures that YPICS students are regularly engaging in challenging, memorable, inquiry-based learning experiences, measured by the quality of student work that emerges from those experiences
- Fosters a collaborative and results driven culture across the network of schools
- Prepares academic alignment, and the instructional program and results information needed, for successful oversight, accreditation, LCAP development, and charter renewal processes (including WASC accreditation) in partnership with the

## Senior Leadership

- Lead the development of the charter petitions, and annual LCAPS
- Oversee the SARC development and submission for compliance alignment
- Lead Compliance Accountability (support academic and data teams)

### **Senior leadership team member responsibilities:**

- Collaborates with the Executive Director and the senior leadership team to establish and monitor academic organizational goals, objectives and strategic plans, exploring growth opportunities and identifying key risks and success factors
- Ensures that academic data is reported to state and federal agencies is accurately
- Partners with the COO to ensure that all CPM and state operational data is reported on state and federal platforms
- Develops external partnerships with educational organizations, non-profit partners, and universities
- Positively representing YPICS in the larger education reform movement
- Works with key partners in the development and revision of educational policies for recommendation to the Board

### **Requirements**

**In order to fulfill these responsibilities, the ideal Chief Academic Officer candidate will be/have:**

- A minimum of 5 years as a successful administrator and 5 years supervising school leaders
- A Master's in education or a related field, or comparable management-level experience
- Administrative Services Credential
- A healthy blend of strategic, team, operational, and equity leadership
- A drive to succeed and achieve great results on behalf of students, especially those furthest from an opportunity
- Expert knowledge, understanding, and experience in developing equity-centered curricula, progressive instruction, project-based learning, and assessment systems, especially performance assessment systems
- A demonstrated track record for innovative teaching, especially in project-based or inquiry-based learning.
- Supervisory and leadership development experience with school leaders, instructional staff, and teacher leaders

- A successful record leading effective teams and individuals, managing organizational change, and initiating key innovations
- Experience and comfort in holding structured cross-race dialogues in teams about how dynamics of race, power, privilege, and microaggressions are playing out within teams
- An ability to connect with a diverse group of people and build strong relationships grounded in listening and high levels of challenge and support
- Experience and comfort with giving and receiving both positive and constructive feedback and track record of taking action and adapting style and processes based on the feedback
- Excellent written and verbal communication skills, including ability to convey complex information to a variety of audiences (e.g., large groups, staff meetings, senior leadership team meetings, public board meetings, memos)
- A strong analytic, performance management, accountability, and systems-thinking orientation necessary to inform strategy development and execution

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Monsenor Oscar Romero ends 2024 (Submission July 1, 2023)

Bert Corona MS ends 2026 (Submission July 1, 2025)

Bert Corona HS ends 2027 (Submission July 1, 2026)