

DIRECTOR OF EQUITY, DIVERSITY, AND FAMILY ENGAGEMENT

DEFINITION

Under the general direction of the Assistant Superintendent of Student Support Services Division or designee, the Director Of Equity, Diversity, and Family Engagement is responsible for establishing a comprehensive approach to improve school climate, create inclusive schools for diverse families and foster a District culture to support the equity and social justice within the District and the surrounding community. Responsible for providing leadership in the development, implementation and monitoring of systems, policies and core practices specifically related to closing the achievement and access gaps for underserved students. Responsible for the day-to-day aspects of the district parent engagement resource center, and directly coordinates support services and collaborates with partner services provided by internal departments or outside agencies.

SUPERVISION RECEIVED AND EXERCISED

Work independently under the direction of the Assistant Superintendent of Student Support Services Division. Exercise direction and general supervision over other professional, technical and clerical staff as assigned.

REPRESENTATIVE DUTIES: Incumbents may perform any combination of the essential functions shown below (E). This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

Researches, plans, implements and evaluates District-wide equity initiatives related to equity and student achievement. **(E)**

Develop in collaboration with community and staff the district Equity, Diversity and Family Engagement plans and supports the implementation in collaboration with stakeholders. **(E)**

Conducts internal review and evaluation of existing resources and programs established to support underserved students and families. **(E)**

Actively researches best practices and local, state and federal government policies related to achievement gap issues. Communicates findings to appropriate stakeholders on a regular basis. Develops a comprehensive communication plan regarding progress of work. **(E)**

Designs and implements equity and family engagement related projects, developing and weaving equity-centered tenets and frameworks into existing and new opportunities and facilitating transformative/experiential learning experiences for individuals, groups and institutions in improving educational equity and access to family resources. **(E)**

Builds meaningful relationships with educators, local, state and federal partners and community members; facilitates creative and inclusive experiences, navigating complex conversations and growing the District's organizational capacity to do action-based work in eliminating educational inequities and disparities for historically underrepresented students. **(E)**

Assesses the needs and supports of the District to provide or improve the opportunity of a quality education. *(E)*

Supports adult learning that transforms cultures, behaviors and practices to empower all students to learn, achieve and succeed in a global society; creates and promotes a more inclusive culture in which differences are valued and celebrated. *(E)*

Monitors the goals and strategies as described in Equity, Diversity, and Family Engagement plans; reporting outcomes for monitoring progress, refining activities and identifying next steps. *(E)*

Assess, plan, develop and implement training and programs in cultural proficiency that leads to the District's goal to become a culturally proficient organization. *(E)*

Promote cultural proficiency among all stakeholders in the organization. Direct and monitor District compliance and staff development with federal and state nondiscrimination mandates in educational programs. *(E)*

Develops and implements district-wide training to promote cultural understanding and competency and a climate of equity and inclusion. *(E)*

Consult with the compliance office regarding charges and complaints. *(E)*

Work directly with committees, district staff, and community groups to understand disproportionality as it relates to achievement outcomes and discipline. *(E)*

Maintain current knowledge and interpret applicable rules, regulations, policies, procedures, contracts, State and Federal laws, codes and regulations. *(E)*

Attends district and community meetings as required and facilitates a variety of meetings. *(E)*

Provides leadership in the context of individual and family strengths. *(E)*

Manage District Equity web page, providing regular content updates along with all relevant information. *(E)*

Provide a positive climate of interaction and communication between school staff, families and the community. *(E)*

Perform other related duties consistent with the scope and intent of the position. *(E)*

QUALIFICATIONS

Knowledge of:

- Education Code, Title V of the California Code of Regulations, state and federal laws
- Experience in working with disadvantaged groups
- Strong knowledge and experience in working with disadvantaged student groups of best practices in curriculum and instruction, program evaluation, evidence of classroom effectiveness, budget management, and data analysis

- Demonstrated knowledge of state/federal regulations and accreditation requirements governing public education programs
- California Public Records Act
- Uniform Complaint Procedure
- ADA compliance
- Labor Relation law and employee contracts
- Staff development and in-service resources and the ability to implement them.
- Administrative and managerial practices and ability to implement them.
- Site or District plan development.
- district budgeting processes.
- Community organizing and parent engagement best practices and strategies.
- Effective project management skills.
- Computer software applications relevant to the field of specialty.
- School district organization, operations, policies and objectives.
- Oral and written communication skills.
- Strong interpersonal skills to effectively work with diverse groups.

Ability to:

- Communicate effectively orally and in writing
- Work effectively with groups regardless of actual or perceived sex sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age or persons or groups associated with a person or group with one or more of these actual or perceived characteristics
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities
- Coordinate and facilitate staff development training
- Relate to diverse cultures
- Work independently and make decisions within established guidelines
- Establish and maintain cooperative working relationships with those contacted in the course of work
- Plan, organize and coordinate the district's goals and objectives.
- Control and direct complex projects.
- Meet a variety of internal and external deadlines.
- Establish and maintain effective working relationships with a variety of stakeholders, including (but not limited to) District staff, site administrators, parent and community leaders, community partners, regional education leaders and school board members.
- Prepare and deliver presentations.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Work independently.
- Facilitate decision-making at all levels.
- Operate computer equipment and related software.
- Maintain District standards of professional conduct.

Education and Experience:

Bachelor's Degree in education or related field from an accredited college or university.

Master's Degree in education, public administration or advanced degree from an accredited college or university required.

Five (5) years of site level experience in a public education environment and/or local and state government

Master of Arts or advanced degree from an accredited college or university

A minimum of five (5) years of teaching or related experience

At least five (5) years of experience in an administrative capacity having demonstrated success in performing increasingly responsible management functions in educational administration

License or Certificate:

- Teaching Credential - Preferred
- Administrative Services Credential - Required
- First Aid and CPR certificates must be obtained within sixty (60) days from date of hire
- Possession of a valid California driver's license

WORKING CONDITIONS

Physical Demands:

Employees in this position must have/be able to:

See to view a computer monitor and read a variety of materials

See, hear and speak with/without assistive devices sufficient to communicate effectively with others

Sit for prolonged periods of time

Dexterity of hands and fingers to operate a computer keyboard

Bend at the waist

Lift and/or carry up to 25 lbs., at waist height for short distances

Reach overhead, above the shoulders and horizontally, grasp, push/pull

SALARY PLACEMENT

MANAGEMENT Tier 7 Range 2

12 Month Work Year

Board Revision: 09/12/2023