



Lompoc Unified School District
1301 N A Street
Lompoc, CA 93436
Phone: 805.742.3300
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Title: Program Specialist, Community Schools

Reports to: Site Principal

Work Year: 195 days

Employment Status: 1.0 Full Time Equivalent

Benefits: Eligible to participate in district medical, dental and vision insurance.

Purpose of Position: The Community Schools Program Specialist applies a systemic, community partnership, youth-led, equity-focused, and developmentally appropriate approach to instruction, mental wellness, student behavior, and shared leadership with youth and families. The Specialist will play a key role in building and maintaining Multi-tiered Systems of Support (MTSS) that use a whole child design focus. The Specialist will secure resources and community partnerships that assist youth and their families to improve school attendance, learning outcomes, behavior, physical or mental health, and remove barriers to full participation in their education and on-time graduation.

Essential Functions:

- Conduct a needs assessment by working with school administrators, teachers, partner agencies, parents and students to identify barriers to learning, available resources, and gaps in services
- Identify, engage, and recruit partners to offer programs and services for students and families based on the community's needs assessment
- Develop the continuum of services for the students, families and community members within the school neighborhood
- Assist directly with information sharing and referral services to maintain an effective referral process to community resources
- Develop, maintain, and publicize a schedule of programs and activities offered at the school
- Create, strengthen and maintain the bridge between the school and the community by creating opportunities for shared leadership and trust. This can be done through the stakeholder group / School Advisory Board
- Facilitate and provide leadership through collaboration in order to resolve related issues to service delivery, access and coordination
- Establish and coordinate service teams to ensure needs are being met and services are being maximized to the extent possible and to make adjustments as needed
- Responsible for creating and implementing community schools plan
- Coordinate all services that are part of community schools initiative that take place during and beyond the school day. Services can include but are not limited to expanded learning opportunities, health services, mental health services, parent/family engagement, and direct material assistance
- Work with District Community Schools Council and Community Schools Specialists at other schools to most effectively and efficiently implement Community Schools and aligned plans
- Present to various groups about Community Schools work at the site and district level

Program Specialist, Community Schools (continued)

- Participate in site and district-wide implementation of an equitable and integrated system of student support (ex. School climate, Community Schools, attendance improvement, drop-out prevention/recovery, PBIS, Restorative Practices, MTSS, and Professional Learning Communities)
- Provide crisis intervention and community resource referrals for students, families, and staff as needed
- Facilitate empirically supported prevention programs focused on Transformative SEL skill-building and application
- Serve as a liaison between the school, the home, and community partners in building and maintaining positive relationships that support student learning and emotional wellness. This includes home visits with families, partnering with local agencies, participating in community meetings, etc.
- Present to small and large groups on school-based wellness initiatives
- Other duties as assigned

Working Conditions and 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.

- Use strength to lift items needed to perform the functions of the job not exceeding forty (40) pounds
- Sit, stand and walk for required periods of time
- Speak and hear
- Have the mobility to stand, stoop, reach and bend
- 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
- Be available to work evenings and weekends and attend periodic meetings and/or travel within and out of the District boundaries

Environmental Demands:

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

Knowledge, Skills, and Abilities:

- Deep knowledge of evidence-based and promising equity-focused, trauma-engaged practices for developing students' social and emotional competencies, building relationships between school stakeholders, and increasing student engagement
- Expertise in practices in school climate and MTSS supports
- Strong communication skills (speaking - including presentations - listening, and writing)
- Ability to build collaborative relationships with a variety of constituent groups, including external partners, to ensure the entire system operates in the most effective manner possible to support schools and students
- Strong leadership and team-building skills, e.g. ability to develop high performing teams united around a clear vision for serving schools and achieving student success
- Effective strategic planning capabilities, including the ability to establish long-term vision and goals, and align/manage activities toward goal fulfillment
- Expertise in guiding the analysis of data and data-based inquiry to ensure improvement in professional practice

Program Specialist, Community Schools (continued)

- Experience using data to drive critical conversations and continuous improvement among peer and non-peer colleague groups
- Ability to define problems, analyze data, and outline valid conclusions and action steps
- Experience providing consultation and technical assistance to peer and non-peer audiences
- Ability to coordinate and collaborate with diverse groups of professionals across multiple departments and organizations to achieve unified, consistent practices
- Experience coordinating and delivering professional development for a variety of internal and external stakeholders
- Skilled multi-tasker and excellent time manager; ability to effectively achieve multiple goals and manage multiple projects simultaneously
- Passion and urgency for the critical role of School Climate in improving the lives of students and families in Lompoc

Ability to:

- Communicate effectively, both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Prioritize work to meet schedules and timelines
- Effectively plan, organize and implement appropriate support services
- Exercise judgment and discretion in dealing with confidential matters
- Work independently with little direction
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds

Education, Training and Experience:

- Bachelor's degree from an accredited college or university
- Master's degree from an accredited college or university in Education, Social Work, Psychology, Counseling, or a related field is preferred
- Minimum of five (5) years of relevant professional experience, including the following, is required:
 - Experience developing and facilitating professional learning
 - Experience providing coaching and technical assistance to peer and non-peer audiences
 - Experience planning, implementing, and progress-monitoring complex projects
 - Experience in a classroom teaching position, and/or working in or with an urban education system with a focus on social, emotional, and behavioral supports strongly preferred

Licenses and Other Requirements:

- Valid California PPS, PPSW or Teaching Credential
- Valid California Class C driver license

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

Board Approval: May 14, 2024