

COMMUNITY SCHOOLS COORDINATOR

DEFINITION:

Under the direction of the Director of Strategic Initiatives and Support Services, the Coordinator will develop, coordinate, and implement a year-round Community Schools model in FCUSD and oversee implementation of state and/or federal Community Schools grants. The Coordinator will hire and supervise school site staff who are leading the CCSPP initiative at their site. The Coordinator will serve as a liaison to families, youth leaders, government partners and non-profit agencies. They will use a whole child design approach to partnership development for students from preschool through high school that increases on-time graduation and mental wellness for historically marginalized students. The Coordinator will support a community coalition of partners that will develop systems to connect families with basic resources needed for family stability. They will seek funding for Community Schools sustainability and will monitor student data related to Community School services.

QUALIFICATIONS:

- **Experience:** At least two years of professional experience performing similar functions and duties, preferably in a school setting. Experience in implementing elements of the Community Schools model in a diverse setting is preferred.
- **Education:** Master's degree in Social Work, Counseling, Education, Public Health or Nursing from an accredited college or university.
- **Credential Requirements:** Administrative Services Credential.

DISTINGUISHING CHARACTERISTICS:

- The Coordinator will assist with the creation of a regional California Community Schools Partnership initiative, with a focus on a specific school and/or a collaborative of schools Rancho Cordova.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the *Director of Strategic Initiatives and Student Supports* or designee, incumbent will:

- Hire, train and supervise Community School staff.
- Implement the four pillars of CCSPP, including integrated Student Services, Extended Learning, Family Engagement and Shared Leadership.
- Oversee school site and district-wide implementation of an equitable and integrated system of student support for students from preschool through graduation (ex. Integration of School climate, attendance improvement, drop-out prevention/recovery, PBIS, Restorative Practices, MTSS, and Professional Learning Communities).
- Write required reports for grant funding.
- Facilitate evidence-informed prevention programs focused on Transformative SEL skill-building and application.
- Use a systems perspective with students in need of intervention and recommend changes at the school level or strategies for use at home to support students as they learn new skills.
- Monitor, document, and report academic, behavior, and attendance progress of individual students and LCAP accountability groups and make recommendations for appropriate interventions and systems change at the site and district level.
- Participate and use various data resources to assess school and district-wide social problems and situations interfering with students' access to an optimal education experience.
- Participate in the planning and implementation of programs and policies, including needs assessment and evaluation components.
- Act as an advocate for educational equity and provide professional development for staff, parents or community groups serving and supporting culturally and racially diverse populations.
- Serve on various committees, projects and task forces at the school and district level to address a wide range of issues relevant to the district and community.

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- Pursue grants and business sponsorships to provide sustainable Community School resources.
- Present to small and large groups on Community School elements and initiatives.
- Perform related duties as reasonably assigned.

KNOWLEDGE:

- California Education Code.
- California Community Schools Partnership Program requirements and framework.
- School systems and student/family interventions.
- Continuous Improvement cycles.
- Data-informed decision-making.
- Family Engagement best practices.

ABILITIES AND SKILLS:

- Strategic thinking.
- Creating presentations and public speaking.
- Writing reports.
- Program creation and implementation.
- Work individually and as part of a team.
- Create and deliver professional development and community presentations.
- Meeting facilitation.

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- Employee will do work in the community, including home visits and occasional evening meetings.
- The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.