

EQUITY LEADER

DEFINITION:

Under the direction of the Director of Social Emotional Learning and Equity or assigned administrator, Equity Leaders will participate in an intensive professional learning program focused on advancing equity and cultural competence. Participants will co-create and implement an Equity Leader Action Plan, aligned with the district's Local Control and Accountability Plan (LCAP), to support systemic change and build inclusive learning environments across school sites and departments.

QUALIFICATIONS:

- Experience: This position is supplemental to your current position in the district and is not site-specific. Candidates must be current employees of the district.
- Education: Possession of a credential issued by the California Teaching Commission (CTC).

DISTINGUISHING CHARACTERISTICS:

- Perform essential job functions and job task requirements.
- Promote educational excellence for all students.
- Advocate for historically marginalized students, families and staff.
- Willing to engage in courageous conversations and tasks related to topics of race & ethnicity, gender, religion, ability, class, sexual identity, etc.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Director of Social Emotional Learning and Educational Equity, the incumbent will:

- Complete intensive professional learning program (New Equity Leaders Only).
- In alignment with the Local Control Accountability Plan (LCAP), Equity Leaders will participate in at least three (3) Equity Leader Action Plan activities/strategies. These activities/strategies will be co-created and approved by the Director of SEL and Equity.

KNOWLEDGE:

- California Education Code.
- Applicable laws, codes, regulations, standards, policies, and procedures.

ABILITIES AND SKILLS:

- Written and verbal communication skills.
- Ability to plan, prioritize and organize work to meet deadlines, schedules, and timelines.
- Ability to communicate productively with others including colleagues and supervisor.
- Promotes educational excellence for all students and advocates for historically marginalized students, families and staff.
- Attends required meetings and completes training, as assigned.
- Engages in courageous conversations with respect to group agreements, fostering open and constructive dialogue.
- Accesses multiple data points and demonstrates cultural humility and curiosity about varied perspectives when confronting systemic inequities.
- Use Microsoft Office applications and Google Suite.
- Ability to facilitate professional learning.

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.

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Significant physical abilities include the 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:

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.