



RIALTO UNIFIED SCHOOL DISTRICT CERTIFICATED MANAGEMENT

DIRECTOR, COMMUNITY SCHOOLS

DEFINITION

Under the direction of the assigned administrator or designee, the Director of Community Schools provides strategic leadership in the development, implementation, supervision, and evaluation of districtwide community school strategies and initiatives. The Director oversees and evaluates community schools personnel, establishes performance standards, and ensures accountability for results. The Director requires strong leadership to integrate academic, health, mental health, and social services with robust community and family engagement, thereby supporting student success and well-being. The Director acts as the primary liaison between the District, school sites, and external community partners. The Director is responsible for ensuring equity, fiscal accountability, and continuous improvement across all programs under their purview, and serves as the District's lead representative in advocating for supportive services and partnerships at the local, county, and state levels.

ESSENTIAL DUTIES

- Program Leadership & Vision: Develop and articulate a clear vision, mission, and strategic plan for the Community Schools Initiative in alignment with District goals and the needs of the Rialto community.
- Grant Management & Fiscal Oversight: Oversee the planning, writing, submission, and management of Community Schools grants (e.g., California Community Schools Partnership Program - CCSPP). Ensure fiscal accountability, compliance with grant requirements, and appropriate resource allocation.
- Partnership Development: Collaborate with the Senior Director of Community Partnerships to identify, cultivate, and maintain strong, mutually beneficial partnerships with governmental agencies, non-profit organizations, healthcare providers, local businesses, and community stakeholders, providing comprehensive support services.
- Integrated Student Supports: Collaborate with the Executive Director of Student Services to facilitate the co-location and integration of academic, health, mental health, and social services (e.g., medical screenings, counseling, basic needs assistance).
 - Developing a needs-assessment process to identify student and family barriers to learning.
 - Implementing multi-tiered systems of support (MTSS) that connect students to necessary resources.
- Expanded Learning Opportunities: Collaborate with the Executive Director of Expanded Learning Opportunities to ensure access to high-quality, free before-school, after-school, intervention, intercession, and summer programs.
- Program Implementation & Support: Provide direct guidance and support to Community Schools site staff (e.g., Specialists) in developing and implementing the Four Pillars of Community Schools: Integrated Student Supports, Expanded Learning Opportunities, Authentic Family and Community Engagement, and Collaborative Leadership and Practice.
- Collaborative Leadership and Practice: Establish and maintain a shared leadership structure (e.g., a School Site Steering Committee) that includes administration, teachers, staff, families, students, and community partners.
 - Promote a culture of shared responsibility, trust, and continuous improvement among all stakeholders.
 - Allocate time and resources for cross-functional teams to plan, coordinate services, and analyze data collectively.
- Evaluation & Data Analysis: Establish a robust framework for monitoring and evaluating the effectiveness of the Community Schools model across sites. Utilize data on student outcomes, service utilization, and partner contributions to drive continuous program improvement and inform decision-making.
- Professional Development: Plan and deliver professional development and training for District and site staff on the Community Schools model, best practices in community engagement, and effective cross-sector collaboration.
- Communication: Serve as the District's representative and advocate for the initiative, regularly communicating progress, challenges, and successes to the Superintendent, Board of Education, staff, families, and the community.
- Leads and oversees site-based leadership teams to assess student and family needs, set districtwide priorities, and integrate supports into school improvement and instructional goals.

- Collaborates with Cabinet-level administrators, principals, and department leaders to design, expand, and sustain high-quality community school services aligned with District strategic plans.
- Chairs and directs advisory councils (Community Schools Steering Committee) and district-level family engagement committees, ensuring an authentic stakeholder voice in decision-making.
- Oversees districtwide systems for community needs assessments, family engagement strategies, and coordinated referral processes, ensuring services are targeted and equitable.
- Prepares and delivers formal reports and presentations to the Superintendent, Cabinet, Board of Education, and community partners; serves as a lead representative for the District in public forums.
- Oversees the development and distribution of districtwide communications (newsletters, media campaigns, digital platforms) to promote awareness of available services and initiatives.
- Represents the District at high-level community events and meetings with elected officials, public agencies, and external stakeholders to advocate for resources and partnerships.
- Develops and implements department policies, procedures, goals, and objectives in alignment with District strategic priorities and compliance requirements.
- Performs other related duties as assigned by the Superintendent or Cabinet.

QUALIFICATIONS

Knowledge of:

- Principles and practices of the California Community Schools Framework and integrated student support services.
- Federal, State, and County community resource organizations, including agencies funded from government and private sources.
- Principles and practices of parent education, community outreach, and family involvement.
- Community Engagement Strategies and Inclusive Leadership Models.
- Program development, monitoring, and evaluation practices.
- District, State, and Federal accountability frameworks related to family engagement.
- Cultural backgrounds and needs of the communities served by the District.
- Modern office practices, technology, and software applications.

Ability to:

- Plan, organize, coordinate, and manage community-based school programs and partnerships to enhance educational outcomes.
- Interpret and explain District policies, regulations, and procedures.
- Communicate effectively both orally and in writing in English and a designated second language.
- Develop and implement departmental plans aligned with District goals.
- Build and maintain effective relationships with staff, families, and community stakeholders.
- Work independently and exercise sound judgment and flexibility in response to changing needs.
- Analyze problems, identify solutions, and implement recommendations.
- Maintain confidentiality and demonstrate professionalism in all situations.
- Meet deadlines and manage multiple priorities in a fast-paced environment.

EXPERIENCE AND EDUCATION

EXPERIENCE:

- Five (5) years of administrative experience with a minimum of three (3) years experience as a Principal.
- Five (5) years successful teaching experience and have a proven ability to perform at a high level of competence in positions of leadership and responsibility.

EDUCATION:

Required:

- Possession of a Master's Degree from an accredited university in social sciences, social services, education, school counseling, or a related field.

LICENSES, CERTIFICATIONS, AND OTHER REQUIREMENTS:

- Valid California K-12 Administrative Credential.
- Fingerprints on file as required by State Law.
- TB Skin Test as required by State Law.
- Must possess a valid California driver's license.

PHYSICAL DEMANDS

Physical class:

Moderate Work - lifting - 50 pounds maximum with occasional lifting and/or carrying objects weighing up to 25 pounds.

Work area requirements:

Ability to traverse any part of 40 acres, including construction site, campuses, fields, and concrete/asphalt areas; ability to use standard school hand tools, computer, telephone, and photocopy machine. Possession of a valid California driver's license and a private vehicle.

Physical requirements:

The time requirements are listed considering this wording and meaning:

Occasionally/low - up to 3 hours

Frequently/Medium - 3 to 6 hours

Constantly/High - 6 to 8 hours

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| Stooping: | Low | Carrying: | Occasionally |
| Bending: | Frequently | Standing: | Occasionally |
| Lifting: | Occasionally | Kneeling: | Low |
| Reaching: | Occasionally | Sitting: | Occasionally |
| Handling: | Constantly | Push/Pull: | Occasionally |
| Grasping: | Occasionally | Walking: | Constantly |
| Fingering: | Occasionally | *Driving: | Occasionally |
| Keyboarding: | Medium - must be literate | | |

**Verification of the possession of a valid California Motor Vehicle Operator's License, a DMV printout and insurability by the District's liability insurance carrier is required.*

Frequent motion:

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| Twisting: | Low |
| Wrist flexion: | Frequently |
| Elbow flexion/extension: | Frequently |
| Reaching to shoulder level: | Occasionally |
| Forward shoulder/neck flexion: | Occasionally - 3 hours per day |
| Reaching to above shoulder level: | Occasionally |
| Reaching below shoulder level: | Frequently |

Sensory requirements:

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| Ability to see: | Constantly |
| Ability to hear: | Constantly |
| Ability to talk: | Constantly |
| Ability to smell: | Constantly |
| Ability to touch: | Constantly |

Must be able to deal with these environmental considerations:

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| Heat: | Has own controls |
| Odor: | Yes |
| Noise: | Yes |
| Humidity: | Occasional |
| Moisture: | Occasional |
| Fluorescent lights: | Yes |
| Floor may be slippery at times: | Tiled areas |
| Working in close quarters with others: | Yes, all the time |
| Working inside: | 95% of the day |
| Working outside: | 5% of the day |

This job requires:

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| Alertness: | Constantly |
| Attention to detail: | Constantly |
| The use of two hands: | Constantly |
| Recall of names and dates: | Constantly |

Ability to work in temperatures down to 30 degrees and up to 105 degrees.

Ability to deal with psychological factors:

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| Teamwork: | Constantly |
| Frustration: | Moderate - depends on the time of year |
| Repetitive tasks: | Yes, signature |
| Level of responsibility: | High |
| Must keep up with schedule: | High |
| Able to work extended hours as needed: | High |
| Dealing with upset employees, parents, community members: | Moderate |

Physiologic factors:

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| Must maintain a high level of consciousness: | Yes |
| Orientation to time, place, or person: | Yes |
| Ability to read at 12th-grade level: | Yes |
| Ability to comprehend and follow directions: | Yes |
| Able to keep up a high activity level during the shift: | Yes |

Date: 11/20/2025;ns