



TITLE: DIRECTOR IV - Multilingual Programs

WORK YEAR: 219 Days

REPORTS TO: Assistant Superintendent of Curriculum and Instruction or appointed designee

EDUCATION AND EXPERIENCE:

- California Administrative Credential
- English Learner Authorization
- Master's Degree or higher
- Minimum of three (3) years of site administrator experience (preferred)
- Valid California Driver's License or Identification Card
- Experience leading English Learner/Multi Lingual programs (preferred)

PRIMARY FUNCTION:

Under the direction of the Assistant Superintendent of Curriculum and Instruction or appointed designee, the Director IV of Multilingual Programs will provide strategic district-wide leadership for all language acquisition and multilingual programs, including Dual Language Immersion (DLI), English Language Development (ELD), and World Languages. The Director ensures that the district's "Master Plan for Multilingual Learners" is implemented with fidelity and meets all Title I and Title III legal requirements.

ASSIGNED RESPONSIBILITIES:

Instructional Leadership

- Curriculum Adoption and Instructional Support: Lead the selection of bilingual, ELD, and World Language instructional materials, ensuring they align with the California ELA/ELD Framework and provide teachers and administrators with the support they require to meet the expectations of the standards
- Professional Learning: Design "Tier 1" professional development for all principals and teachers utilizing evidence-based strategies and in alignment with the District's Instructional Priorities (e.g., Integrated and Designated ELD, Language Objectives, Academic Discourse, Scaffolding, and Translanguaging)
- Program Monitoring: Direct the vertical alignment (TK-12) and maintain the coherence of English Language Development and Dual Language Immersion pathways across multiple school sites, in alignment with federal and state requirements
- Equitable Access: Provide instructional guidance and technical assistance to principals and site leadership teams regarding program implementation, master

*Director IV, Multilingual Programs
(TK-12)
12.2025*

scheduling, staffing models, service delivery, and equitable access to core content for all multilingual learners

Data & Accountability

- Student Outcomes: Lead analysis and use of student outcome and implementation data (e.g., ELPAC, ELPI, reclassification, course access, grades, benchmark data, attendance, discipline, A-G attainment, graduation/credit progress, etc.) to drive continuous improvement and increase student success
- Performance Monitoring: Analyze data from the California School Dashboard to identify achievement gaps and implement corrective actions, (i.e. training, coaching, technical assistance, etc.) for underperforming sites

Policy & Master Planning

- Master Plan Ownership: Lead the development, implementation, and periodic revision of the District Multilingual Learner/English Learner Master Plan aligned to District priorities, LCAP goals, and accountability requirements
- Reclassification Standards: Establish and monitor the criteria for students to transition from English Learner (EL) to Reclassified Fluent English Proficient (RFEP)
- State Seal of Biliteracy: Direct the process for graduating seniors to earn the California State Seal of Biliteracy

Fiscal Monitoring & Compliance

- Categorical Funding: Manage multi-million dollar budgets including Title III (Immigrant and LEP) and LCFF (Local Control Funding Formula) supplemental funds
- Advisory Committees: Provide oversight and support for the District English Learner Advisory Committee (DELAC) and collaborate with site administrators to ensure they are following all state and federal guidelines with site English Learner Advisory Committees (ELAC)
- Federal Program Monitoring (FPM): Serve as the lead administrator for state audits and "Cycle Reviews" conducted by the California Department of Education (CDE), as it relates to Multilingual learner program
- Translation Services: Oversee the district's translation and interpretation department to ensure all "vital documents" are accessible to non-English speaking families

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

Knowledge of:

- Federal and State laws, rules, regulations and policies related to categorically funded programs
- Curriculum and curriculum development as it relates to categorically funded projects and professional development
- In-service training and staff development procedures
- Principles of governmental budgeting and expenditure control

- Program assessment and evaluation
- Public Information principles and techniques
- Principles of supervision, training and program administration
- Principles and practices of education administration

Ability to:

- Provide effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding quality education for students
- Effectively communicate and work with diverse groups of people such as (but not limited to) District Office Personnel, Principals, Teachers, Students and Parents
- Analyze and evaluate data for specific use
- Maintain confidentiality
- Prioritize workload and conflicting demands
- Effectively work in a demanding environment
- Work in a diverse socio-economic and multicultural community
- Demonstrate organizational, time management, analytical and problem-solving skills
- Develop and provide effective presentations to the public, Board and staff
- Effectively communicate orally and in writing, with a variety of public, staff and management groups
- Maintain consistent, punctual and regular attendance

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (*reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions*):

Physical:

- Ability to push, pull, and transport instructional and/or presentation materials
- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels.
- Ability to bend, twist, stoop and reach
- Ability to commute to various locations to conduct business

Mental:

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Problem solving
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication

- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels

Environment:

- Indoor – frequently
- Outdoor – occasionally
- Ability to work at a desk and in meetings of various configurations.