

DISTRICT LEAD COUNSELOR

DEFINITION:

The District Lead Counselor provides system-level leadership and coordination for secondary school counseling programs across the district. The position focuses on equity, consistency, compliance, and continuous improvement of counseling services aligned with the American School Counselor Association (ASCA) model and district priorities. The role is designed to be comparable in scope and responsibility to other district-level lead or coordinator positions and is not intended to replace site-based counseling, registrar, curriculum, or technical roles.

20% of the District Lead Counselor's assignment will be performed at a school site as an active member of the site counseling team to ensure district leadership remains grounded in current site practices and student needs.

QUALIFICATIONS:

Experience:

- Minimum of five years of secondary school counseling experience
- Demonstrated experience with equity-centered counseling practices and postsecondary readiness systems
- Strong knowledge of California graduation requirements, UC a–g requirements, and the College and Career Indicator

Experience Preferred:

- Experience in a counseling leadership, coordinator, or head counselor role
- Experience working with district-level initiatives or cross-departmental teams
- Familiarity with ASCA National Model implementation at the systems level

Education:

- California Pupil Personnel Services credential authorizing service as a California School Counselor and Master's Degree in a related field of study from an accredited college or university.

DISTINGUISHING CHARACTERISTICS:

- Perform essential job functions and job task requirements
- Promote educational excellence for all students
- Possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model

ESSENTIAL DUTIES AND RESPONSIBILITIES:

District Leadership and Program Coordination

- Provide districtwide leadership and coordination for secondary counseling programs to ensure equitable, consistent, and data-informed practices.
- Lead the development and refinement of a comprehensive district counseling framework aligned with ASCA principles and district goals.
- Serve as a collaborative support to site head counselors in implementing district counseling policies, procedures, and initiatives.
- Maintain shared district counseling resources, tools, and guidance documents.

Professional Learning and Capacity Building

- Coordinate and facilitate professional learning for counselors focused on academic planning, college and career readiness, equity, and social-emotional supports.
- Support site and district staff in understanding and improving counseling-related outcomes, including College and Career Indicator (CCI) metrics and a–g completion.

Equity, Access, and Compliance

- Lead district efforts to identify and remove systemic barriers to student access, participation, and postsecondary readiness, with particular attention to unduplicated student groups.
- Conduct periodic equity reviews of counseling systems and practices using district data in collaboration with Testing and Research.
- Collaborate with district departments to ensure alignment with state and federal requirements, including FAFSA/CADAA completion, foster youth graduation requirements, and CALPADS reporting.

Collaboration and Partnerships

- Serve as district liaison to internal departments (ETIS, Curriculum, Testing & Research, Registrars) and external partners (county office, community colleges, universities) to support coordinated student services and pathways.
- Partner with ETIS and site teams during master schedule development to support equitable access to coursework and districtwide scheduling consistency.
- Serve as a member of the Curriculum Advisory Committee ensuring communication to sites of changes in curricular offerings.
- Coordinate districtwide guidance structures supporting student transitions, including 9th-grade transition planning between middle and high schools.

College and Career Systems Oversight

- Lead district implementation of the California College Guidance Initiative (CCGI), including counselor training and alignment of course data with UC a–g requirements.
- Oversee district a–g submission and approval processes and collaborate with appropriate departments to ensure accuracy.
- Support consistent districtwide approaches to dual enrollment, credit recovery, and alternative pathways in collaboration with site administrators and partners.

KNOWLEDGE:

- Principles and practices of comprehensive school counseling aligned with the ASCA National Model, including academic, career, college readiness, and social-emotional domains.
- Knowledge of federal, state, and district counseling-related mandates (e.g., FAFSA/CADAA, foster youth graduation requirements, CALPADS reporting, UC/CSU a–g requirements, NCAA eligibility, and the College and Career Indicator), with emphasis on coordination, guidance, and oversight rather than technical processing.
- District-wide program development, implementation, and evaluation strategies, including equity audits and use of data for continuous improvement.

- Laws and regulations governing student records, enrollment, transcripts, dual enrollment, and credit recovery, as they relate to counseling policy alignment and coordination with registrars and district departments.
- Best practices in professional development design, facilitation, and support for school counseling staff.
- Master schedule processes and systems for ensuring equitable student access to curriculum.
- Digital platforms and student information systems relevant to counseling, data review, and reporting, with an understanding of system capabilities rather than responsibility for system maintenance.
- Strategies for collaborating with families, community partners, colleges/universities, and external agencies to support districtwide counseling initiatives and coordinated services.
- Child and adolescent development, including normal/atypical behavior, mental health supports, and crisis intervention protocols.
- Diversity, equity, and inclusion principles in serving students from varied academic, socioeconomic, cultural, disability, and linguistic backgrounds.
- Ethical standards of the counseling profession and applicable confidentiality requirements.

ABILITIES AND SKILLS:

- Oral and verbal communication skills.
- Operation of office equipment including a computer and assigned software.
- Record-keeping and report preparation techniques.
- Effective personal and academic counseling techniques and procedures.

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:

The work environment characteristics described here 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.