

COMMUNITY SCHOOLS COORDINATOR

DEFINITION:

Under the direction of the Assistant Superintendent of Student Services or designee, the Coordinator will develop, coordinate, and implement a year-round Community Schools model in FCUSD, increase and deepen family and community engagement and oversee the McKinney-Vento/Families in Transition program. The Coordinator oversees the writing and implementation of state and/or federal Community Schools grants. The Coordinator will hire and supervise school site staff at various district locations for programs under their supervision. 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 program sustainability and will monitor student data related to the programs they oversee. The position is expected to model and advance the District's Performance and Process Targets, Welcoming School District Standards and Leadership Collective Commitments by promoting safe, inclusive learning environments; fostering respectful, collaborative relationships; and supporting equitable, service-oriented operations that contribute to student success.

Under the direction of the Assistant Superintendent of Student Services, or designee, the Coordinator will develop, coordinate, and implement a year-round Community Schools model in FCUSD; deepen family and community engagement; and lead the McKinney-Vento/Families in Transition program. The Coordinator will manage the development and implementation of state and federal Community Schools grants, including the California Community Schools Partnership Program (CCSPP), and supervise site-based staff supporting Community Schools initiatives across multiple district locations.

The Coordinator will serve as a liaison among families, youth leaders, government agencies, and nonprofit partners, using a whole-child approach to strengthen partnerships and improve outcomes for students from preschool through high school, particularly historically marginalized students. This role includes supporting a coalition of community partners focused on connecting families to essential resources that promote stability and well-being, identifying funding opportunities to sustain Community Schools programming, and monitoring student data to evaluate the effectiveness and impact of 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.

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DISTINGUISHING CHARACTERISTICS:

- Ability to collaborate with diverse stakeholders to assess needs and develop solutions that improve student outcomes; Work with changing priorities, regulations, and deadlines; Be an effective team member; Demonstrate skills collaborating with classified staff, teachers and administrators, etc. or something like that

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Hire, train and supervise Community School and McKinney-Vento staff.
- Supports the integration of the Community Schools mindset in district programs.
- The Coordinator will assist with the creation of a districtwide California Community Schools Partnership initiative that infuses the four pillars of Community Schools into family engagement initiatives and support for students in the McKinney Vento program
- In collaboration with Educational Services and Student Services colleagues, oversee school site and district-wide implementation of an equitable and integrated system of student support for students from preschool through graduation (e.g. positive school climate, attendance improvement, drop-out prevention/recovery, PBIS, Restorative Practices, MTSS, and Professional Learning Communities).
- Pursue community partnerships, write grants and complete required reports for grant funding to sustain and expand program services.
- 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.
- Provide professional development and community outreach to deepen understanding of the community schools framework, supports for students experiencing housing instability, and authentic family and community engagement.
- Monitor, document, and report academic, behavior, and attendance progress of individual students and LCAP student groups and make recommendations for appropriate interventions and systems change at the site and district level.
- Support schools to assess school and district-wide barriers that interfere with students' access to an optimal education experience.
- Participate in the planning and implementation of programs and policies, including needs assessments and evaluation components.
- 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.
- Present to small and large groups on Student Services 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.

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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:

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 essential functions.

- 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.
- 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.