Position: Director - Equity in Excellence	FLSA: Exempt	Work Days: 223
Reports to: Associate Superintendent or Designee	Salary: Classified Management Salary Schedule – Range C	

Job Descriptions are intended to present a descriptive list of the range of duties performed by employees in the class. Job Descriptions are not intended to reflect all duties performed within the job.

OVERALL OBJECTIVE AND SUMMARY:

The Director - Equity in Excellence (E2) leads districtwide equity initiatives to promote fair, inclusive, and high-quality educational opportunities for all students. This role identifies and addresses systemic barriers, advances equitable practices, and improves outcomes for historically underserved student groups.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities may include, but are not limited to, the following:

- Supervise, support, and evaluate staff as assigned; foster a culture of accountability, collaboration, and professional growth.
- Provide leadership aligned with the District's Vision, Goals, Core Values, and Theory of Action for Student Success.
- Plan, organize, and oversee assigned functions to support effective operations, continuous improvement, and alignment with district priorities.
- Use data and evidence to inform decision-making, monitor progress, and drive outcomes through the Cycle of Continuous Learning and Improvement (CCLI).
- Promote equitable access to programs and services and inclusive practices that support the success of all students.
- Maintain compliance with applicable laws, regulations, policies, and collective bargaining agreements.
- Oversee and/or support budgeting, resource allocation, and strategic planning efforts to advance district goals (as applicable).
- Promote safe, positive, and productive learning and working environments.
- Provide vision, leadership, and strategic direction for the district's Equity in Excellence (E2) framework and initiatives.
- Lead the development, implementation, monitoring, and continuous improvement of districtwide equity goals, LCAP actions and services, and strategic priorities to support equitable outcomes for all student groups.
- Promote a shared understanding of equity across the district.
- Analyze district data, including achievement, discipline, attendance, and access to programs, and collaborate with Research and Data to develop equity-focused dashboards, reports, and tools that identify disparities, monitor progress, inform decision-making, and support targeted actions to eliminate inequities across school sites.
- Identify and implement expanded learning and intervention opportunities, provide coaching and support to site and district leaders to address disproportionality and improve outcomes for historically underserved student groups, and design and lead professional learning on equity, cultural responsiveness, implicit bias, and inclusive practices for staff at all levels.
- Collaborate with Educational Services to align curriculum, instructional materials, and assessments reflect diverse perspectives and are culturally relevant and inclusive.
- Support the development and implementation of policies, practices, and inclusive school climate initiatives that promote equitable access to resources, programs, opportunities, belonging, respect, and positive relationships for all students and staff.
- Facilitate stakeholder engagement, including students, families, staff, and community partners, to gather input and build shared ownership of equity initiatives.
- Partner with other departments to coordinate support for diverse student populations.
- Monitor and support site-level equity plans and initiatives, ensuring alignment with district goals and measurable outcomes.
- Stay current on research, best practices, and legal requirements related to equity, access, and inclusion in education.
- Prepare reports and presentations for the Superintendent, Cabinet, and Board of Trustees on equity initiatives and outcomes.
- Represent the district in regional and statewide equity-focused networks and partnerships.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Principles and practices related to the technical aspects of the assigned department.
- Federal, State, and local laws, regulations, Education Code provisions, and collective bargaining agreements applicable to assigned departments.
- District organization, operations, policies, goals, and objectives.
- Recordkeeping, office organization, and standard administrative practices.
- Proper English usage, including grammar, spelling, punctuation, and vocabulary.

Ability to:

- Communicate effectively orally and in writing and build effective working relationships with diverse audiences, including staff, students, families, community partners, and stakeholders.
- Exercise sound judgment in problem-solving, conflict resolution, and decision-making.
- Adapt to changing priorities and organizational needs with flexibility and professionalism.
- Manage budgets and allocate resources in alignment with district priorities, as applicable.

PHYSICAL ABILITIES

Positions in this classification typically require the following physical abilities to successfully perform the essential functions of the job, with or without reasonable accommodation:

- **Mobility:** Ability to sit, stand, and walk for extended periods of time. Ability to move throughout district facilities, school sites, offices, warehouses, and community locations as required.
- **Manual Dexterity:** Sufficient fine motor skills to operate a computer, keyboard, mouse, tablet, telephone, and other standard office equipment. Ability to write, type, review, and prepare documents accurately.
- **Vision:** Ability to read printed materials and electronic documents, review data, and analyze reports. Adequate visual acuity to utilize computer screens for extended periods and observe site conditions.
- **Hearing and Speech:** Ability to hear and understand conversations in person, over the telephone, and through virtual platforms. Ability to speak clearly to participate in meetings and direct communication with individuals and groups.
- **Lifting/Carrying:** Ability to occasionally lift, carry, push, or pull materials and equipment typically up to 25 pounds.
- **Reaching/Bending/Stooping:** Ability to bend, stoop, reach, and stretch as required.
- **Travel:** Ability to travel between district sites, community locations, and external meetings. May require operation of a personal or district vehicle.
- **Work Environment Tolerance:** Ability to work in standard office settings as well as school, operational, warehouse, or outdoor environments, which may include moderate noise levels and varying temperatures.
- **Extended Work Hours:** Ability to work extended hours, evenings, and occasional weekends as required for meetings, events, emergencies, or operational needs.

LICENSES AND CERTIFICATES

- Valid California driver’s license required
- Valid California Teaching Credential preferred