



RIALTO UNIFIED SCHOOL DISTRICT

TEACHER ON SPECIAL ASSIGNMENT (TOSA) DISTRICT COMMUNITY SCHOOLS LEAD

Job Description

DEFINITION

Under the direction of the assigned District Administrator, the District Community Schools TOSA serves as a peer coach, instructional resource, data literacy mentor, and operational liaison dedicated to supporting Community Schools Specialists and Classroom Teachers through Professional Learning Communities (PLCs). The TOSA works directly with site specialists to build their capacity in program coordination, partnership management, data literacy, and family engagement. Concurrently, the TOSA collaborates with grade-level, subject-area, and interdisciplinary PLCs to facilitate data sense-making, helping teacher teams translate quantitative and qualitative whole-child data into actionable classroom strategies aligned with community-based learning, embedded community resources, and streamlined student support referrals within the Multi-Tiered System of Supports (MTSS).

ESSENTIAL DUTIES

1. Direct Support & Peer Coaching for Community Schools Specialists

- **Role Onboarding & Capacity Building:** Provide non-evaluative mentoring and technical support to Classified Management Specialists on program implementation, workflow organization, data management, and California Community Schools Partnership Program (CCSPP) grant deliverables.
- **Data Literacy & Sense-Making Support:** Build the capacity of site specialists to collect, interpret, and visually present whole-child data (e.g., climate surveys, attendance patterns, CBO utilization rates, and basic needs assessments) so site teams can make informed, evidence-based decisions.
- **Toolkits & Standardized Workflows:** Develop ready-to-use site toolkits (e.g., CBO onboarding guides, MOU templates, parent survey packages, data dashboards, and advisory council meeting structures) so specialists do not have to create systems from scratch.
- **Site Specialist Collaboration:** Conduct regular 1-on-1 and small-group working sessions with site specialists to troubleshoot CBO partnership challenges, review site-level metric trends, track grant milestones, and standardize community outreach tools across sites.
- **Needs Assessment & Asset Mapping:** Co-facilitate baseline needs assessments and community asset mapping processes at school sites, guiding specialists through data analysis to identify root causes and community needs.

2. Instructional Support, Data Sense-Making & PLC Integration

- **Collaborative Data Sense-Making in PLCs:** Guide PLCs through structured data protocols to analyze whole-child metrics—combining academic assessment data with non-academic indicators (e.g., chronic absenteeism, mental health referrals, behavior trends, and student vulnerability scores) to uncover equity gaps and student needs.
- **Actionable PLC Inquiries:** Assist PLCs in moving from data analysis to action by designing targeted, whole-child interventions, adjusting instructional practices, and connecting specific student groups to relevant community resources during PLC cycles.
- **PLC Facilitation & Co-Planning:** Attend grade-level, department, and site-based PLC meetings to help teacher teams integrate community-connected learning, real-world contexts, and local community assets into core academic units based on data insights.
- **Streamlining Student Referrals:** Collaborate with PLCs to simplify the data-driven process for connecting students and families to site-based health, mental health, housing, and food supports, reducing the administrative burden on classroom teachers.
- **Expanded Learning Academic Alignment:** Work with PLCs and extended-day/after-school providers to analyze program attendance and academic growth, ensuring tutoring, enrichment, and CBO programs directly support grade-level essential standards.
- **Professional Development:** Design and deliver practical, PLC-aligned professional learning on data literacy, trauma-informed instruction, restorative circles, relational teaching, and culturally responsive pedagogy.

3. Systems Building, Data Transparency & Inter-Departmental Coordination

- **Data Dashboarding & User-Friendly Reporting:** Collaborate with district IT and research departments to refine community schools dashboards, ensuring data is easily accessible, visual, and actionable for site specialists and PLCs without creating compliance burdens.

- **Vetting Community Partners:** Screen, vet, and manage central MOUs with local CBOs, non-profits, and health providers, utilizing evaluation data to ensure site specialists and PLCs have access to pre-approved, high-impact community partners.
- **Cross-Departmental Liaison:** Function as a single point of contact between site teams/PLCs and central office departments (e.g., Student Services, Special Education, English Learner Services, Business Services, Research & Evaluation) to solve site-level operational and data barriers quickly.

4. General Responsibilities

- Conduct regular site visits to provide embedded, side-by-side coaching to specialists and participate directly in site PLC collaborative data inquiry work.
- Represent the district's Community Schools Initiative at local, county, and state network events.
- Perform other non-administrative duties related to the certificated job description as assigned by the supervisor.

QUALIFICATIONS

Knowledge of:

- CCSPP framework, four pillars, and cornerstone principles.
- Professional Learning Community (PLC) architecture, collaborative inquiry cycles, and essential standards mapping.
- Data literacy frameworks, qualitative/quantitative data sense-making protocols, and continuous improvement science in education.
- Classroom pedagogy, unit planning, and standards-aligned project-based learning.
- Peer coaching methodologies and adult learning theory.
- MTSS structures, whole-child intervention design, and integrated student support systems.

Ability to:

- Facilitate engaging data sense-making protocols that make complex data accessible and non-threatening for classroom teachers and classified specialists.
- Translate raw district, site, and community data into clear visual insights and practical instructional workflows.
- Build strong, trusting relationships with both certificated teachers within PLCs and classified specialists.
- Translate high-level grant deliverables into actionable classroom and PLC team goals.
- Facilitate engaging workshops, training sessions, and collaborative PLC team meetings.
- Communicate complex processes and data trends clearly and concisely.

Experience and Education:

- Credential: Valid California Clear Teaching Credential (or Pupil Personnel Services Credential).
- Experience: Minimum of five (5) years of successful classroom teaching or certificated school-based experience.
- Driver's License: Valid California Driver's License and personal transportation for frequent site visits.
- Fingerprints on file as required by State Law
- TB Skin Test as required by State Law.

Preferred:

- Prior experience as a Site PLC Lead, Grade-Level Chair, Department Chair, Data Coach, or Instructional Coach.
- Demonstrated experience facilitating collaborative data protocols and sense-making routines with adult learners.
- Experience integrating CBOs or community-based learning into classroom instruction within a PLC cycle.
- Bilingual/Biliterate skills reflective of the district's community demographics.

PHYSICAL DEMANDS

****Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.***

Work area requirements:

Regular classroom, on the playground, parking lot, bus stop areas and possibly field trips. Ability to traverse some parts of 40 acres of campus which would include asphalt, ramps, sidewalks, grass on playgrounds and dirt.

Physical class:

Light - lifting 20 pounds maximum with frequent lifting and/or carrying objects weighing up to 10 pounds.

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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

Standing: Occasionally
Stooping: Occasionally
Bending: Frequently
Lifting: Frequently
Reaching: Frequently
Handling: Frequently
Grasping: Frequently
Carrying: Frequently

Fingering: Frequently
Kneeling: Occasionally
Sitting: Occasionally
*Driving: Occasionally
Walking: Frequently
Push/Pull: Occasionally
Keyboarding: Occasionally

Frequent Motion:

Twisting: Occasionally Forward should/neck flexion: Frequently
Wrist flexion: Frequently Reaching above shoulder level: Occasionally
Elbow flexion/extension: Frequently Reaching below shoulder level: Frequently
Reaching to shoulder level: Occasionally

Sensory Requirements:

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

This Job Requires:

Alertness: Constantly
Attention to detail: Constantly
Recall of names and dates: Yes
The use of two hands: Constantly
Ability to work in temperatures down to 70 degrees and up to 110 degrees.

Must be able to deal with these environmental considerations:

Heat: Yes Odor: Yes
Noise: Yes Humidity: Yes
Moisture: Yes Fluorescent lights: Yes
Working inside: 95% of the day Floor may be slippery at times: Yes
Working outside: 5% of the day Working in close quarters with others: Yes

Ability to deal with psychological factors:

Team work: Yes, always
Frustration: Some frustration: must be able to stay calm and handle the situation minute by minute
Level of responsibility: High
Must keep up with schedule: High
Dealing with angry teachers, students and parents: Occasionally

Physiological Factors:

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

**AN EQUAL OPPORTUNITY EMPLOYER
RIALTO UNIFIED SCHOOL DISTRICT IS A "DRUG and TOBACCO-FREE WORKPLACE"**