

**Job Title: DIRECTOR OF STUDENT EQUITY, ACCESS AND OUTCOMES**

**Definition:**

Under the general supervision of the Assistant Superintendent of Educational Services, organize and direct activities ensuring equity for all students. Provide assistance, consultation and advice to all sites and District departments in matters relating to District operations regarding student achievement, culturally responsive curriculum, and equal access. Work closely with department leads, cabinet, administrators, site leadership teams, instructional coaches, and other staff to support and assure equal access to educational opportunities for all students, particularly student groups who show a need for increased services as determined by multiple measures.

**Distinguishing Characteristics:**

Ensure all District policies and actions align with the objective of equity and access for all student populations. Increase support for historically underrepresented student groups with the goal of eliminating opportunity gaps and improved student outcomes. Collaborate and plan comprehensive, multi-year professional development to ensure all staff increase their cultural proficiency, and work to remove systemic barriers that prevent the District from meeting its mission and vision. Continue to build the capacity of leaders to create inclusive environments that honor every student's ability, race, ethnicity, gender, language, sexual orientation, gender identity, and socioeconomic status. Plan, organize, and coordinate community involvement and family engagement activities in order to connect the intellectual, human and culturally relevant assets of the internal and external school community. Provide support to staff in meeting identified instructional goals of the District with a focus on culturally responsive teaching and education related practices, social justice and diversity through a multi-tiered system of support.

**Essential Job Duties:**

The following tasks are essential for this position. Incumbents in this classification may not perform all these tasks or may perform similar related tasks not listed here.

1. Plan and monitor the District's actions to address equity through a multi-tiered system of supports designed to close the opportunity gap.
2. Identify policy issues that relate to equity and access for a diverse range of students and serve as a community resource on matters related to educational and community partnerships engagement.
3. Collaborate with all stakeholder groups and staff to conduct a needs assessment to ensure that equity and access goals, strategies and objectives are included within all district and site planning documents in order to improve learning outcomes for all students including, but not limited to, Local Control and Accountability Plan, each school's Single Plan for Student Achievement (SPSA), and Special Education Plans.
4. Analyze and interpret student performance to monitor Local Control and Accountability Plan goals set for targeted populations and provide reports to District leadership.
5. Plan, organize, and coordinate a variety of activities related to equity and access to provide opportunities for the District's diverse populations and collaborate to ensure curriculum is equitable, unbiased and reflective of the district's diversity.

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6. Lead and support school improvement initiatives through the District Multi-Tiered System of Support that close opportunity gaps between racial, ethnic, economic, and other historically underserved groups by working with all diverse communities.
7. Collaborate with all sites to identify disproportionality in discipline referrals, suspension, expulsion, special education eligibility, academic and non-academic outcomes; provide and monitor strategies and resources to address these concerns.
8. Work collaboratively with all departments to review and support internal and external systems, practices, and policies that address institutional biases and increase awareness and support of equity and inclusion.
9. Develop district-wide tools and work with sites, District, and community groups to better understand and address disproportionate discipline, achievement/opportunity gaps, and bias.
10. Serve as a community resource on matters related to District and community partnership and family engagement; establish collaborative relationships with families and the community by improving community access and involvement.
11. Provide oversight and training for Family Ambassadors, home/school liaisons, family partners, and volunteers at all sites to build the capacity of families to increase positive student outcomes.
12. Plan and conduct training and assist the Professional Development staff with the design of ongoing in-service training programs which provide staff with skills to recognize and courageously confront cultural, social, economic, gender, religious bias and various forms of stereotyping.
13. Collaborate with and provide guidance to site administrators and staff (PBIS teams, site chairs, etc.) to cultivate meaningful student engagement opportunities through professional development, increasing staff capacity to build positive relationships and to evaluate and address issues of student equity and climate.
14. Collaborate with various department leads for the purpose of designing professional development opportunities and alignment with District inclusive practices and cultural proficiency.
15. Lead and work with school and district improvement initiatives that close student outcome gaps while accelerating achievement for targeted racial, ethnic, foster youth, students with disabilities, and socio-economically disadvantaged student groups.
16. Regularly visit schools and other appropriate program sites to observe programs in operation in partnership with administration and instructional leadership teams; observe classroom instruction and review data; empower school sites to make decisions that directly serve the multi-tiered needs of their students and support the SPSAs.
17. Visit and dialogue with other districts, attend conferences and other related professional development opportunities to learn best practices in improving and maximizing conditions for learning for all students in Lancaster School District classrooms and schools.
18. Collaborate with the District's Human Resources staff for the purpose of identifying existing barriers and strategies to assure a diverse and culturally proficient workforce.

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19. Compile data from a wide variety of sources for the purpose of analyzing issues, ensuring compliance with various policies and procedures, and/or monitoring program components and implementation that provide information to appropriate individuals, Instructional Leadership Teams, and Administrators including data on discipline, absenteeism, least restrictive environments, etc.
20. Oversee and guide the implementation and evaluation of the Comprehensive Coordinated Early Intervening Services Plan and Equity Matrix for the purpose of continuous improvement and course correction as needed.
21. Serve as liaison between the District, community and post-secondary institutions; represent the District at various meetings, community related functions, and coordinate District-wide committees and task forces that further equity initiatives. Support each site's administrators and representatives in establishing and/or strengthening their committees.
22. Responds to issues and inquiries from school district administrators, parents, and educators regarding educational equity for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.
23. Communicate and collaborate with other administrators, District personnel, parents, students, and outside organizations to coordinate professional development, activities and programs, resolve issues and conflicts, and exchange information; model district standards of ethics and professionalism.
24. Prepare and present reports for the Board of Education; confer with District leadership to clarify and resolve pending issues; and recommend appropriate actions.
25. Perform other related duties as assigned.

**Minimum Knowledge, Skill and Ability:**

**Knowledge of:**

- Current educational administration principles, practices, and California Professional Standards for Educational Leaders.
- Educational programs, curriculum and instructional practices.
- School plant operations and appropriate supportive services required to assure operational effectiveness.
- Labor Relations law and employee contracts.
- Accurate budget preparation and control.
- Oral and written communication skills.
- Principles and practices of management.
- Applicable laws, codes, regulations, policies, and procedures.
- Interpersonal skills using tact, patience and courtesy.
- District organization, operations, policies, objectives and goals.
- Culturally Linguistic Responsive Theory and Pedagogy.
- Curriculum development policies and procedures.
- Evaluation approaches, strategies, and techniques.

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- Operation of a computer and related software.
- Initiatives proven to effectively address systemic issues of disproportionality, equity, and access.
- Research on issues of equity and institutional bias.

**Skills and Ability to:**

- Provide leadership and develop effective working relationships.
- Plan, organize and direct a highly visible and proactive public relations and communications program.
- Exercise judgment and discretion in interpreting and applying policies and procedures.
- Prepare comprehensive narrative and statistical reports.
- Manage change and modify strategies based on data to help groups of people make decisions that remain over time.
- Coordinate and use student achievement data to develop student-centered goals for improving learning and teaching in classrooms to eliminate the achievement gap.
- Communicate, in formal and informal settings, a message centered on teaching and learning, student achievement, and resource allocations using effective skills.
- Provide timely delivery of high-quality services.
- Perform independently, courageously and ethically to accomplish stated goals.
- Establish and maintain cooperative, effective and collaborative working relationships with a diverse range of people.
- Demonstrate high energy, potential and commitment to meet District goals and outcomes.
- Communicate using patience and courtesy in a manner that reflects positively on the organization.
- Plan, organize, control, and coordinate a variety of activities related to Equity and Access
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, economic, and other historically underserved groups by working with all of the diverse communities.
- Establish and maintain effective working relationships with staff, parents, and the public.
- Communicate effectively, both orally and in writing.
- Analyze situations accurately and adopt an effective course of action.
- Plan and organize work to meet schedules and deadlines.
- Prepare comprehensive narrative and statistical reports.
- Supervise and evaluate the performance of assigned staff.
- Operate a computer and related software.
- Meet State and District standards of professional conduct as outlined in Board Policy.

**Training and Experience:**

- MA/MS Degree in Educational Administration or related field
- Administrative Services Credential required
- Five (5) years classroom teaching experience, five (5) years administrative experience

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- Valid California driver's license; provide personal automobile and proof of insurance.

**Desired Qualifications:**

- Professional Development and Training in the area of equity
- Experience as principal and/or experience and training in the area of coaching and mentoring
- Ability to analyze data to inform decision making, monitor implementation, and evaluate effectiveness of programs and performance

**Physical Requirements and Working Conditions:**

- Require vision (which may be corrected) to read small print.
- Require the mobility to stand, stoop, reach and bend. Require mobility of arms to reach and dexterity of hands to grasp and manipulate small objects
- Perform work, which may require sitting for prolonged periods
- Is subject to inside environmental conditions
- May be required to work at a computer terminal for prolonged periods
- Will be required to have live scan fingerprinting completed and cleared prior to beginning work
- May be required to take and pass physical examination.
- May be required to work evenings or weekends
- May be required to attend periodic evening meetings and/or travel within and out of District boundaries to attend meetings
- Must have a valid California driver's license and be insured
- Utilize own vehicle for transportation as needed

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**PHYSICAL REQUIREMENT INFORMATION**

Physical Demands:	HPD = Hrs. Per Day		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting			X
Standing		X	
Walking		X	
Bending (neck)	X		
Bending (waist)	X		
Kneeling	X		
Reaching	X		
Stooping	X		
Crawling	X		
Twisting (back & neck)	X		
Climbing	X		
Pushing/Pulling		X	

Lifting				Carrying		
	Rarely (0-1.5HPD)	Occasionally (1.5 – 3HPD)	Frequently (3 – 6HPD)	Rarely (0-1.5HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0–10 lbs.		X			X	
11–25 lbs.		X		X	X	
26–50 lbs.	X					
51–75 lbs.	X					

Mental Demands:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise			X
Interpret Data		X	
Organize			X
Write			X
Plan			X
Multi-Task		X	

Equipment Use:	Rarely (0 – 1.5 HPD)	Occasionally(1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone		X	
Copier	X		
Computer			X
FAX Machine	X		
Radio	X		