

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description**

TITLE:	Specialist, Community Schools	CLASSIFICATION:	Certificated Non-Management (SCTA)
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	9895	WORK YEAR:	184 Days
DEPARTMENT:	Assigned School Site	SALARY:	Training Specialist Annual T-A/N20
REPORTS TO:	School Principal and Executive Director of Student Support and Health Services	HR APPROVAL:	11-13-2023
		CABINET APPROVAL:	2-2-2024
		BOARD APPROVAL:	6-20-2024

BASIC FUNCTION:

Under the direction of the site’s principal and/or designee, the Community Schools Specialist (CSS) is responsible for the, integration, alignment, and coordination of the community school (CS) strategy at the school site level. The District is committed to the Six Pillars and Four Mechanisms of the Community School Strategy as outlined by the National Education Association at www.nea.org/communityschools.

The CSS will facilitate, coordinate, and schedule the Community School Implementation Team (CSIT) including recruiting/training of new members (i.e. students, parents/guardians, school staff, and community partners who are representative of the diversity of the school community).

The CSS will work with the school’s inclusive leadership team (CSIT) (and a broad range of school staff, families, administrators, and community partners) to conduct an extensive needs and assets assessment and to develop and implement a CS strategic plan based on the results of that assessment.

The CSS will initiate, facilitate, and maintain programs at the school level in alignment with the CS strategic plan. The CSS develops and furthers the use of community resources to create optimal impact by enhancing community and individual assets, meeting critical needs, and promoting long-term collective solutions.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

1. Assets and needs assessment, data collection and analysis:

- Coordinate initial, comprehensive needs and assets assessment, and additional ongoing assessments and listening projects to identify gaps in service for students and families and to identify existing resources in the community and the district to fill those gaps. **E**
- Coordinate the work of the Community School Intervention Team (CSIT) to analyze data from needs and assets assessments. **E**

- Coordinate needs and resources assessment activities on an ongoing basis, employing a variety of strategies and including a broad cross-section of stakeholders. **E**
2. **Using such data to inform, and implement, strategic plan:**
 - Build high-functioning problem-solving teams for identified needs. **E**
 - Match students and families with high-quality community partnerships and district resources that meet identified needs and support student achievement. **E**
 - Implement a menu of strategic programs and services according to the priorities identified by the by the CSIT, in partnership with school staff, students, parents/guardians, and community allies. **E**
 3. **Program coordination and alignment:**
 - Coordinate community resources serving the school. **E**
 - Ensure the integration and alignment of community and district resources and partnerships to maximally support the goals of the principal, school leadership team, and strategic partners to the fullest extent possible. **E**
 - Coordinate programming related to the community schools strategic plan, during and beyond the school day for students, families and the community. **E**
 - Assist with designing and managing volunteer systems within the school. **E**
 4. **Implementation and monitoring:**
 - Monitor the effectiveness of interventions and supports in collaboration with school site team (CSIT). **E**
 - Perform required data collection and evaluation; prepare and present written and oral reports to district and partners. **E**
 5. **Community/Family engagement and organizing:**
 - Coordinate and participate in parent and community engagement initiatives, with a specific focus on engaging families of color and underserved/marginalized families. **E**
 - Serve as a member of site-based teams related to the Community Schools strategic plan, as appropriate. **E**
 6. **Leadership and facilitation:**
 - Serve as an active member of the CSIT. **E**
 - Assist the principal in integrating diverse community partners, parents, etc. into school governance structures. **E**
 - Coordinate trainings and professional development for school staff, parents/guardians, and community groups to support implementation of the community school model. **E**
 7. **Advocacy and ambassadorship:**
 - Represent the initiative in various public forums as needed and participate in advocacy activities to promote the initiative. **E**
 - Facilitate communication and relationship-building with community partners, key stakeholders, and volunteers including representing the school in neighborhood groups or relevant coalitions. **E**
 - Participate in district and other professional learning and training sessions. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Experience coordinating programs, grants, conducting needs/asset assessments is preferred. Experience collecting, analyzing, and presenting information and data to diverse audiences is preferred. Experience building, facilitating, and leading high functioning adult teams is preferred. Bachelor's degree from an accredited university in education, social work, health or related field. Master's degree preferred. Experience coordinating comprehensive program activities in a school/academic setting is preferred. Bilingual skills preferred. Knowledge and experience working in the school or surrounding community preferred. Experience working with students/families similar to the demographics served by the school community preferred, with a minimum of three years preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license, and provide personal automobile. Possession of a California Credential in teaching and/or with Specialization in Pupil Personnel Services (Counseling, Psychology, or Social Worker) required. Specific languages and District Primary Language Assessment may be required. Must be available to work at least two evenings per week or on Saturdays.

KNOWLEDGE, SKILLS, AND COMPETENCIES:

- Demonstrated ability to collect, interpret, and analyze data from a variety of sources, evaluate that data, and make recommendations based on evaluation
- Excellent interpersonal and communication skills (verbal & written), including active listening
- Demonstrated ability in grassroots community organizing, and leadership identification and development
- Knowledge of community resources
- Able to build and lead high-functioning teams and facilitate groups
- Ability to market a school, write grants, and fundraise
- Cultural sensitivity and a demonstrated commitment to equity and social justice
- Demonstrated ability to build trust and effective working relationships with a wide variety of stakeholders and people from varied backgrounds (communities of color, low-income communities, speakers of various languages, etc.)
- Ability to organize, prioritize and respond to deadlines while working on multiple tasks
- Awareness of the physical, social, emotional and academic development of the learner
- Knowledge of political, economic, and social barriers to educational equity
- Skilled in PowerPoint, Excel, Google Docs/Drive, and social media
- Ability to work independently and without close supervision

DISCLAIMER:

The statements of the job description are intended to describe the general nature and level of work performed by an employee in this category. The description does not contain an exhaustive list of all responsibilities, duties, skills and other requirements necessary of employees to perform in this position.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Flexible schedule - Ability to adjust work day schedule to work evenings and/or on weekends to participate in district meetings and community engagement activities as needed; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of

hands and fingers to operate a computer keyboard; see to read and prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects. Physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions.

SAMPLE HAZARDS:

Contact with dissatisfied, hostile individuals; may risk exposure to communicable diseases, home environments that are not clean or safe, and personal safety hazards.