

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	District Community Schools Specialist	<b>CLASSIFICATION:</b>	Certificated Non-Management (SCTA)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	9890	<b>WORK YEAR:</b>	190 Days
<b>DEPARTMENT:</b>	Assigned School Site	<b>SALARY:</b>	Program Specialist and School Social Worker Annual S1-A/N21
<b>REPORTS TO:</b>	Executive Director of Student Support and Health Services	<b>HR APPROVAL:</b>	1-26-24
		<b>CABINET APPROVAL:</b>	11-28-23

**BASIC FUNCTION:**

Under the direction of the Executive Director, Student Support and Health Services or designee, the District Community Schools Specialist (DCSS) is responsible for the integration, alignment, coordination, and monitoring of the system-wide community school (CS) strategy in accordance with California Community School Partnership Program (CCSPP) grant requirements. 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](http://www.nea.org/communityschools).

The DCSS will co-facilitate, coordinate, and schedule the Community School Advisory Council (CSAC) including recruiting/training new members (i.e. students, parents/guardians, school staff, and community partners who are representative of the diversity of the school community).

The DCSS will work with the CSAC to review the site-level needs and assets assessments and to develop, implement, and revise a District CS implementation plan based on the results of that assessment and the District’s system-wide community school (CS) strategy as set forth above.

The DCSS will collaborate with program leaders at the system and site level in alignment with the CS strategic plan. The DCSS develops and furthers the wisest 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:**

- Align the processes sites use for initial, comprehensive needs and assets assessment, and additional ongoing assessments and listening projects to identify gaps in service for students and families to ensure a comprehensive, evidence-based and coordinated process is used across CS sites. **E**

- Support site CSS with coordination of the needs and asset assessments and listening projects. **E**
  - Assist the CSS with identifying existing resources in the community and the district to fill identified gaps. **E**
  - Coordinate the CSAC to analyze data from site-level needs and assets assessments including synthesizing and preparing data and reports to facilitate analysis. **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 plans:**
- Build high-functioning problem-solving teams for identified needs. **E**
  - Match schools with high-quality community partnerships and district resources that meet identified needs and support student achievement. **E**
  - Provide technical assistance and support to CSS with implementing a menu of strategic programs and services according to the priorities identified by the CSIT. **E**
- 3. Program coordination and alignment:**
- Coordinate the integration and alignment of community and district resources and partnerships to maximally support the goals of the site to the fullest extent possible. **E**
  - Initiate, facilitate, and coordinate programs and strategies related to the community schools implementation during and beyond the school day for students, families and the community. **E**
  - Coordinates central office initiated community resources serving the Community School sites per the need assessments and district initiatives. **E**
- 4. Implementation and monitoring:**
- Review and monitor the site-level CS strategic plan implementations and effectiveness data in collaboration with the site CSS and site leader and make recommendations. **E**
  - Perform required data collection and evaluation; prepare written and oral reports required by grant funders and present to district leadership and constituents as needed. **E**
  - Assist in grant writing, reporting and development and identification of other resources to increase and sustain programs and services. **E**
- 5. Community/Family engagement and organizing:**
- Coordinate and participate in district and site- parent and community engagement initiatives, with a specific focus on engaging families of color and underserved/marginalized families. **E**
  - Attend meetings of the CSAC. **E**
  - Attend meetings of the CSITs as needed. **E**
- 6. Leadership and facilitation:**
- Work cooperatively with principals and other district administrators and supervisors in planning and implementing the system-wide Community Schools (CS) strategy. **E**
  - Assist the Director in integrating diverse community partners, parents, etc. into district governance structures. **E**
  - Coordinate training and professional learning for site-based CSS, parents/guardians, other District staff, and community groups to support implementation of the community school model. **E**
  - Provide advisement, guidance, and support to site-based CSS to carry out Community School grant expectations and site-activities. **E**
- 7. Advocacy and ambassadorship:**

- Facilitate communication and relationship-building with community partners, key stakeholders, and volunteers including representing the District in regional groups or relevant coalitions and advocacy activities to promote the initiative. **E**
- Participate in district and other relevant professional learning and training sessions. **E**
- Assists in interpreting the programs and goals of the school district to the community. **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 five years preferred.

### **LICENSES AND OTHER REQUIREMENTS:**

Possession of a California Credential in teaching and/or in Pupil Personnel Services (Counseling, Psychology, or Social Worker) is required.

### **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; and kneel or crouch to retrieve files from cabinets and shelves; hear and speak to exchange information; see to read and assure accuracy of records and reports.

**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.