

## **ELK GROVE UNIFIED SCHOOL DISTRICT**

### **CLASS TITLE: DIRECTOR - EDUCATIONAL EQUITY**

#### **BASIC FUNCTION:**

Under the direction of the Deputy Superintendent, Education Services and Schools, the Director is responsible for establishing a comprehensive approach to improve school climate, creating inclusive schools for diverse families, and fostering a District culture to support equity and social justice within the District and the surrounding community; provides leadership of the Educational Equity department, including managing fiscal operations and training and supervising department staff; leads development, implementation, monitoring, and evaluation of systems, policies, and core practices specifically related to closing the achievement, relationship, opportunity, and expectation gaps for underserved students.

#### **ESSENTIAL FUNCTIONS:**

Advocate for educational equity whereby students experience an educational system that leverages their assets, addresses their needs, and affirms their identities.

Fosters a district-wide culture of inclusion, cultural proficiency, and social justice.

Plan, organize, supervise, and evaluate the operation of educational equity programs, committees, and services; assure program compliance with District, State, and Federal laws, rules, and regulations; monitor, assess, and evaluate program effectiveness, modifying programs as necessary.

Ensures department goals and programs align with the District mission, vision, frameworks, and guiding documents.

Train, supervise, and evaluate the performance of assigned classified and certificated personnel; interview and select employees and recommend transfers, reassignment, termination, and disciplinary actions.

Direct and manage fiscal operations of the Educational Equity department; assure funding from state, federal, and private sources, as appropriate; serve as a liaison between funding agencies and the District; prepare grants and funding applications, as appropriate.

Develop and prepare annual budgets for the department; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.

Provide technical expertise, information, and assistance to the Deputy Superintendent of Education Services and Schools regarding educational equity; assist in the formulation and development of policies, procedures, and programs to assure an equitable, safe, and efficient work and learning environment; advise the Deputy Superintendent of Education Services and Schools of equity challenges and recommend appropriate corrective action.

Engage in research and professional learning and development to maintain access to the latest professional information on transformative leadership for educational equity in school systems; communicate findings to appropriate stakeholders on a regular basis; seek out and maintain collaborative partnerships with educational equity experts in higher education, professional organizations, and community institutions.

Develop comprehensive communication plans for a variety of stakeholders on educational equity progress and needs; prepare reports on key equity initiatives.

Develop comprehensive professional learning and development plans for addressing educational inequities.

Design and facilitate transformative learning experiences for individuals, groups, and institutions in improving educational equity; navigate complex and emotional conversations; grow the educational equity literacy skills of District stakeholders.

Facilitate the development of school-based equity leadership teams.

Build meaningful relationships with educators, local, state, and federal partners, students, families, and community members to support the District's capacity to do action-based work in eliminating educational inequities and disparities.

Facilitate strategic planning processes for educational equity; monitor and evaluate progress on goals and strategies; engage in liberatory design thinking to understand equity challenges and their impact on underserved populations; prototype, implement, refine, and redesign strategies to eliminate inequities.

Collaborate with and provide consultation and coaching to District and site leadership to coordinate educational equity activities and programs, resolve issues, and exchange information; develop the shared ownership of educational equity across District stakeholders and their capacity to lead educational equity efforts.

Support efforts to diversify the District workforce by addressing inequities in the recruitment, hiring, development, and retention of staff.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files related to educational equity; analyze district data through an equity lens to identify inequities in the system and advise on ways to address those inequities.

Operate a computer and assigned software programs; operate other office equipment as assigned; operate a vehicle to conduct work.

Attend and conduct a variety of meetings, conferences, and events as assigned.

Perform related duties as assigned.

**DEMONSTRATED KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Educational equity theories, research, and practices.  
Cultural proficiency.  
Social and Emotional Learning (SEL) competencies.  
Advocacy and coalition-building strategies.  
Strategic planning, program evaluation, and continuous improvement processes.  
Budget and fiscal requirements.  
Research and data collection and evaluation methods and procedures.  
Adult learning theory and techniques.  
Applicable laws, codes, regulations, policies, and procedures.  
Policies and objectives of assigned programs and activities.

**ABILITY TO:**

Develop, apply and train others in culturally responsive, healing-centered and restorative practices and SEL competencies.  
Design and implement effective equity policies and programs.  
Learn District organization, operations, policies, and objectives.  
Maintain current knowledge of program rules, regulations, requirements, and restrictions.  
Supervise the performance of assigned personnel.  
Gather research and analyze data for use in statistical calculations and reporting in order to meet federal and state requirements in the area of equity, diversity and inclusion.  
Promote commitment to a climate of equity and inclusion.  
Work with a significant diversity of individuals and/or groups.  
Conduct research and analyze and interpret data.  
Understand and follow verbal and written instructions.  
Prepare reports and presentations that communicate effectively both verbally and in writing to administrators, staff, students and the community.  
Work independently, with minimum direction, and make decisions within the framework of established guidelines.  
Work effectively with all levels of District staff, parents, students and the community.  
Analyze and resolve problems effectively while building and strengthening relationships in the process.  
Establish priorities and meet deadlines.  
Maintain consistent, punctual and regular attendance.  
Work beyond the traditional work day when work requirements necessitate.  
Travel for work-related purposes.  
Maintain confidential records.  
Operate standard office equipment including a computer and assigned software.  
Be highly responsive – attentive and quick to respond to support others  
Be flexible – Adjust and adapt appropriately to change  
Be culturally responsive – able to learn from and relate respectfully to people from one’s own culture and other cultures  
Be empathetic – Is able to connect with and understand the feelings of another; is able to “walk in someone else’s shoes.”

Be team-oriented – Has the perspective that collective thinking is preferred over the views of the individual, has the desire and ability to achieve consensus and involve others in decision-making, communicating openly and honestly, caring about fellow team members, being accountable for problems and trying to understand other points of view.

Be perceptive – Has the ability to discern nuance and the unseen connections within communications, actions, and body language – reading the situation and applying it to a broader context.

Take initiative – Takes on things before being asked to do so; is motivated to act when appropriate without direction

Be self-aware – Is aware of one's own feelings, character, strengths, and challenges; has an accurate awareness of others' perspectives/opinions of themselves

Have an awareness of mindset – Having an awareness of the lenses through which you see yourself, others, your relationships and your work

Be creative – The ability to transcend traditional ideas, rules, patterns, and create meaningful new ideas

Be curious – Is inquisitive about why and how things occur and seeks alternative, and improved methodologies

Use systems thinking – Is able to comprehend complexity by examining all parts of the whole, their individual characteristics, the interdependencies of each, and how the whole fits into a larger system

Use critical thinking – Is able to accurately conceptualize, analyze, synthesize, and evaluate information

Be resourceful – Is able to find ways and means of addressing, responding, and being attentive in a variety of situations, particularly new and complex ones

Be imaginative – Has a creative mind to think of things that are not always based on traditional, or typical constructs

Be adaptable – Is able to adjust oneself to variable conditions

Be connected – Has a sense of belonging and being connected to something greater than oneself

Have director goals – Has a clear sense of purpose

Be persistent – Is able to stick to something and continues to focus on it, particularly under conditions that are complex, unpredictable and ever-changing

Be resilient – Is able to successfully adapt in the face of trauma, adversity, and/or conditions of everyday stress

Be optimistic – Maintains a positive and favorable attitude and outlook about people and things

**EDUCATION AND EXPERIENCE REQUIRED:**

Master's degree or doctorate preferred, preferably in educational leadership or related field, five (5) years of increasingly responsible experience in site- and district-level settings, including supervisory or administrative responsibilities involving the improvement of educational programs. Experience leading equity, diversity, and inclusion and/or cultural proficiency initiatives required.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California Class C driver's license.

Valid CA Administrative Services Credential or Certificate of Eligibility for Administrative Services Credential.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Office environment.

School site environment.

Driving a vehicle to conduct work.

**BOARD APPROVED:**