



COMPTON UNIFIED SCHOOL DISTRICT

501 S. Santa Fe Ave. Compton, CA 90221

TITLE: Director of Black Student Achievement
REPORTS TO: Superintendent
DEPARTMENT: Educational Services
CLASSIFICATION: Certificated Management
FLSA: Exempt
WORK YEAR: 223 Work days
SALARY: Salary Schedule P, Range 12

I. DESCRIPTION OF POSITION

Under the direction of the Superintendent or Designee, the Director of Black Student Achievement is responsible for leading the District's efforts to achieve equitable outcomes and the production of quantifiable academic gains for Black Students. By establishing and implementing key goals of this initiative, the Director of Black Student Achievement enables Black Students academic growth as measured by current local, state and national accountability tools; utilizes verifiable evidence of high expectations and curriculum delivery; ensures equitable discipline practices; and provides training to CUSD employees to address and eliminate barriers to Black Student achievement. The Director facilitates processes designed to promote the high academic achievement, language acquisition and literacy of Black Students who may be Standard English Learners (SELs); recommends effective policy and implements pedagogical practices that result in equitable outcomes for students regardless of sociocultural or language backgrounds; coordinates and leads related professional learning for District staff. The Director works collaboratively with other District staff to identify barriers to access and equity, and proposes changes in policy and practice to help drive the District toward equitable outcomes for Black Students. Must possess the ability to lead associated committees and work with multiple District Departments to meet the needs of a continually changing environment, and help shift priorities to meet the need of a dynamic transformational effort.

II. ESSENTIAL DUTIES AND RESPONSIBILITIES

- A. Serve as the District's in-house expert on equity matters related to Black Student achievement, opportunity and leadership;
- B. Ensure coherence amongst initiatives and processes designed to improve the educational experience of Black Students;
- C. Create and spearhead a multi-year achievement initiative and budget for Black Student achievement, access, and equity that includes collaboration with Black Student families and community partners;
- D. Create, implement, and manage a Black Student Excellence Plan which supports schools as they close the achievement gap for Black Students, ensuring that key milestones and goals are met;
- E. Oversee implementation of the instructional program for Standard English Learners;
- F. Organize and facilitate professional development on culturally and linguistically responsive pedagogy;

- G. Formulate and facilitate leadership support pathways for current and emerging Black leaders in partnership with Black professional educator associations;
- H. Participate in the decision-making process of policy recommendations and strategic planning of metrics and systems to achieve and communicate progress towards goals as outlined in a Black Student Excellence Plan;
- I. Alignment of Black Student Excellence Plan to district plans such as the Local Control Accountability Plan (LCAP) and English Learner Master Plan;
- J. Produce a Black Student Excellence Annual Report which details District initiatives structured to improve the educational experiences and outcomes of Black Students; promote the Report's outcomes as a call to action for future priorities and initiatives;
- K. Develop and participate in professional learning with District leaders and ensure that the District's professional development plan includes the priorities of the Black Student Excellence initiative;
- L. Lead and supervise a team of employees who are collectively responsible for implementation and analysis of key components of the Black Student Excellence initiative;
- M. Partner with key stakeholder groups including the Board of Trustees, the National Alliance of Black School Educators, California Association of Black School Educators, and other key community-based equity, access, and opportunity organizations; capitalize on these collaborations to meet Black Student achievement targets;
- N. Establish family, school, and community partnerships by overseeing the implementation of district and site African American Parent Advisory Councils;
- O. Report regularly, to both internal and external stakeholders, all pertinent successes and challenges in leading this critical work;
- P. Assume responsibility for the planning and execution of programs that center the specific needs of CUSD's Black Students; align programs and monitor compliance with state and federal regulations;
- Q. Oversee, manage and evaluate the District's current programs aimed at supporting Black Student academic and social-emotional achievement;
- R. Develop accountability metrics for use districts wide to assess the district's progress toward achieving equitable outcomes for Black Students.
- S. Attend CUSD Board of Trustees, and other professional meetings as required;
- T. Identify the District's high-performing school practices for Black Students and, as relevant, encourage the district-wide implementation of those practices;
- U. Work closely with school site Administrators and Educational Services to ensure equitable Black Student access to core curriculum, special programs and enrichment opportunities, and college, career, and/or military service readiness pathways;
- V. Participate, as directed, in the recruitment, selection, assignment and orientation of personnel involved in the instructional services for Black Students;
- W. Support the development of Black Student parent partnership efforts to promote and propel student achievement;
- X. Provide professional development related to Black Student standard English acquisition for teachers, administrators, aides, parents and the community;
- Y. Provide support to appropriate staff members in the analysis and evaluation of instructional programs that are implemented and designed to support Black Students;

- Z. Participate in budget planning; select and purchase core and supplemental materials to provide a culturally-relevant curriculum;
- AA. Seek related grant opportunities to support Black Student Excellence initiatives;
- BB. Establish and ensure adherence among District partners and contractors to expectations around principles of anti-racism and inclusivity as it relates to Black Students and their families.
- CC. Perform other duties as assigned.

III. EDUCATION AND EXPERIENCE

- A. Possession of a California Clear Multiple or Single Subject Teaching Credential
- B. Possession of a California Administrative Credential
- C. Master's Degree from an accredited institution of higher learning, preferably in curriculum, administration or a closely related field
- D. Three or more years of successful teaching experience
- E. Three or more years of successful experience in an administrative position; experience as a site principal in an urban setting is preferred
- F. Experience in designing complex and culturally-relevant community engagement strategies for diverse stakeholders; experience in managing philanthropic donor support for school-based, equity-focused interventions and/or coaching/technical support for senior leaders, policymakers, and elected officials; experience in recommending key policies, programs and strategies that support Black Students
- G. Previous work experience in increasing proficiency and student achievement for Black Students
- H. Strong analytical and problem-solving skills

IV. KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of/expertise:

- A. Excellent oral and written communication skills
- B. Operation and administration of school district policies, laws, rules and regulations
- C. Budget development premised on categorical and supplemental concentration grant funding rules and regulations
- D. Excellent interpersonal skills for interaction with the Board of Trustees, Superintendent, administrators, colleagues, teachers, classified employees, parents, students and other community members
- E. California Common Core Standards curricular paths and assessment
- F. Current curriculum, instructional issues, and programs for Standard English Learners (SELs)
- G. Multi-Tiered System of Supports (MTSS) and its implications for supporting Standard English Learners (SELs).
- H. Mainstream English Language Development (MELD) strategies that develop listening, speaking, reading, and writing skills in academic English.
- I. Multicultural, multiethnic, and cultural issues as pertinent to the Black Student population
- J. Issues of race, racism, implicit bias, and prejudice and their impact on Black student achievement
- K. Appropriate intervention programs to address barriers to student academic achievement
- L. Cultural and Ethnic American English, including Black American Vernacular

- M. Effective leadership practices
- N. Effective organization and time management practices

Skills to:

- A. Engage issues of equity as demonstrated by a proven track record of successfully engaging with and improving outcomes for CUSD's Black Student population
- B. Challenge and influence peers to approach all work with an equity lens
- C. Engage with internal and external diverse staff, leadership, and constituents to promote trust, collaboration, and partnerships
- D. Effectively communicate content knowledge of the diversity, equity and inclusiveness research and best practices that support measurable Black Student achievement
- E. Evaluate staff and plans that impact Black Students effectively

Ability to:

- A. Demonstrate effective instructional, organizational, and administrative leadership
- B. Direct and coordinate academic achievement remedies for Black Students
- C. Make oral presentations to communicate purpose, key elements and outcomes of plans that address Black Student needs and growth
- D. Effectively communicate, in both oral and written forms, with all stakeholder groups
- E. Analyze problems, identify potential solutions and make appropriate and effective decisions
- F. Organize work, set priorities, meet deadlines, and maintain accurate records
- G. Establish effective working relationships at all levels of the organization
- H. Remain calm, deliberate, and tactful in stressful and emotional situations
- I. Read, write and speak Standard English, as well as Cultural and Ethnic American English
- J. Represent the District as needed locally, regionally and/or nationally
- K. Meet District standards for physical and mental health

V. WORKING CONDITIONS

Environment:

District offices, school sites, remotely (if necessary)

Physical abilities:

Hearing and speaking to exchange information and make presentations

The Compton Unified School District is an equal opportunity employer and in compliance with federal and state laws, does not **discriminate in employment practice** on the basis of race; actual or perceived, color, national origin, ethnic group ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, actual or perceived sexual orientation, sexual identity, gender expression, sex or association with a person or a group with one or more of these actual or perceived characteristics at any district site and/or activity, or any other reason protected by local, state or federal law.