

**WILLOWS UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE: Director of Categorical Programs

BASIC FUNCTION:

The Director of Categorical Programs is responsible for the overall implementation of State and Federal Programs for Willows Unified School District. Under the direction and supervision of the Superintendent, this position provides support, guidance, and accountability to all school sites for program quality and improvement. Additionally, this position oversees the planning, implementation, evaluation, and reporting required in all State and Federal Funding Projects contained in the Consolidated Application.

ESSENTIAL FUNCTIONS:

- The purpose of this position is to provide strategic and program planning; compliance; budgeting; oversight; and service delivery.
- Accountability for the development and implementation of the **Local Educational Agency Plan (LEAP), Local Control Accountability Plan (LCAP), Title III Improvement Plan** (as necessary), **English Learner Master Plan, School Safety Plans, Single Plans for Student Achievement (SPSA), School Accountability Report Cards (SARC)**, and
- All measures to ensure success and achievement for all students, particularly for underserved students, students from poverty, English learners, foster youth, and migrant students.
- Maintains all information related to the **California Longitudinal Pupil Achievement Data Systems (CALPADS)** and the **Student Information System, Aeries**.

DUTIES AND RESPONSIBILITIES:

- **Support and coordinate strategic planning efforts for the district and school sites to ensure program quality, continuous improvement, and student achievement for all students, with specific focus on underserved students, students from poverty, English learners, foster youth, and migrant students.**
- **Develop LEAP (Local Educational Agency Plan) and LCAP (Local Control Accountability Plan) in concert with district staff, school leadership, students, and community stakeholders.** Lead the implementation of state and federal categorical programs, including Title I, Title II, Title III, LCFF "Supplemental and Concentration", and migrant education programs. Recommend and administer policies and procedures to support state and federal categorical programs. Align plans and efforts to School Board Strategic Priorities and Eight State Priorities.
- Develop and administer the budgets for state and federal categorical programs described above within Board guidelines and state laws in collaboration with the Business Office. Coordinate the development and administration of centralized and school categorical

budgets. Complete applications for funding, compliance reports, and related correspondence to state and federal agencies.

- Stay knowledgeable and current on changes and new developments, laws, regulations, and requirements of all federal and state entitlement programs and funding formulas. Provide support and guidance to the Superintendent on all fiscal and programmatic matters and requirements for all state and federal programs.
- Support schools in program implementation and improvement. Oversee and assist in planning, developing, and implementing all Single School Plans for Student Achievement. Review all Plans ensuring alignment with the LEAP, LCAP, and School Board Strategic Priorities. Facilitate school accountability and support efforts.
- Coordinate administration of state assessments, including CAASSP/SBAC (Smarter Balanced Assessment Consortium), CELDT (California English Language Development Test), and CAHSEE (California High School Exit Exam), working with school administrators and school testing coordinators. Provide direction, training, and oversight in all aspects of test administration.
- Coordinate research and development work related to instruction. Organize all forms of valid data to support school personnel in understanding, monitoring, and evaluating quality instruction and student learning. Work with assessment and observational data to evaluate and improve the instructional program.
- Effectively utilize all forms of valid data to track student progress in the aggregate and by subgroup. Evaluate effectiveness of categorical programs. Assist the Superintendent in developing, implementing, monitoring, and evaluating state and federal categorical programs, grants, local partnerships, and student academic outcomes.
- Ensure that all functions are consistent with applicable state and federal regulations, policies and programs, and the District's educational goals, objectives and policies. Monitor district and school-wide compliance issues as they relate to the District's categorical programs. Coordinate and prepare for any external review processes related to state and federal programs, including LCAP oversight and Federal Program Monitoring (FPM) as necessary.
- As needed, develop or update Title III Improvement Plan and English Learner Master Plan to provide high quality service and best instructional practices to English learners. Stay knowledgeable and current on emerging best practices for instruction and service to English learners. Continually evaluate impact and effectiveness of plans, and adjust and revise as necessary.
- Act as liaison between the district and county, regional, and state offices through attendance at categorical coordinator meetings and other subcommittees related to consolidated programs. Represent the District to the board and outside agencies on matters related to federal and state entitlement programs. Participate in a variety of meetings related to federal and state entitlement programs. Develop and sustain partnerships with agencies and entities in support of students of focus.
- Prepare and deliver oral and written reports, recommendations, and presentations to the Board, committees, parents, and others regarding categorical program topics.

- Direct, coordinate, and conduct professional development for district certificated and classified staff to improve their effectiveness in meeting the special needs of English learners and at-risk students.
- Provide ELD support, resources, and expertise to staff. Stay knowledgeable and current on contemporary models, methodologies, and best practices for English Learners. Monitor and evaluate effectiveness of all programs.
- Coordinate and facilitate with the Superintendent the District English Learner Advisory Committee (DELAC) and District School Leadership Team (DSLTL). Plan, direct, and coordinate programs for parents and community organizations to increase support of categorical programs.
- Supervise the requisition of equipment, materials, and supplies for categorical programs and facilities; maintain inventory control.
- In collaboration with site principals, observe classroom instruction to assess curriculum implementation (content, materials, pedagogy, pace and standards), student performance, and program effectiveness.
- Provide reports and information, as necessary, to school and district personnel based on data sources to evaluate program and instructional effectiveness.
- Perform related duties and responsibilities as required.

GENERAL KNOWLEDGE, SKILLS, AND ABILITIES:

- State and Federal entitlement programs and legal requirements, practices, and procedures
- Principles and best practices of program development, budget preparation, and administration
- Understand the principles of program evaluation techniques
- Establish and maintains productive collaborative relationships with others at all levels
- Select, supervise, train, and evaluate staff
- Respond to staff, parent/guardian, and community issues and concerns
- Develop and administer program goals, objectives, and procedures
- Interpret and apply Federal, State, and local policies, laws, and regulations
- Work effectively with staff, parents, community, and outside agencies
- Communicate clearly and concisely, both orally and in writing
- Meet schedules and deadlines
- Establish professional credibility
- Analyze and interpret assessment results for the purpose of designing and modifying instruction
- Ability to effectively operate office equipment, computers, and all associated programs
- Use and share a variety of instructional strategies, apply knowledge of methods of supporting and extending instruction
- Ability to meet multiple deadlines and coordinate the work of multiple groups of people
- Ability to define problems, collect data, establish facts, and draw valid conclusions

- Maintain a safe and orderly working and learning environment
- Use effective interpersonal skills including tact, patience, and courtesy.

QUALIFICATIONS:

- Master's degree with major course work in education administration and three years of experience in categorical programs is desired
- Valid California credential authorizing service as an administrator, or eligibility for an administrative credential and teaching credential desired
- Previous experience as a site administrator is desired
- Bilingual in Spanish is desired
- Resourceful and driven to keep current with newest trends, methodologies, and thinking in instruction, assessments, and use of technology
- Strong communication and organizational skills
- Valid California drivers' license and ability to drive a car to perform job requirements.

PHYSICAL ABILITIES:

- Hear and speak effectively to make presentations and exchange information in person and on the telephone
- Communicate so others will be able to clearly understand normal conversation
- Dexterity of hands and fingers to operate a computer keyboard and manipulate paper
- See to read, prepare documents and reports, and to observe students
- Sit or stand for extended periods of time
- Work at a desk, conference table, small student classroom table, or in meetings in various configurations
- Hear and understand speech at normal levels
- Kneel, bend at the waist, and reach overhead, above the shoulders, and horizontally
- Lift objects weighing up to 25 pounds.

Board Approved: