

DIXON UNIFIED SCHOOL DISTRICT
Job Description

TITLE: English Learner/At-Risk Intervention Coordinator	CLASSIFICATION: Classified (SEIU)
REPORTS TO: Principal	RANGE: 290
WORK YEAR: 9 Months	CLASS: Administrative Support
BOARD APPROVAL: 1/14/16	
BOARD REVISION:	

PRIMARY FUNCTION: Under general supervision, to coordinate services to improve the academic achievement, attendance, and behavior of English Learner (EL) and Supplemental Concentration Grant (SCG)/at-risk students; and to do related work as required.

RELATIONSHIP TO STUDENT ACHIEVEMENT: This position supports student achievement by monitoring and providing support to target populations thus heightening their access to instructional time and degree of academic success.

SUPERVISION OVER: Students

ESSENTIAL DUTIES AND RESPONSIBILITIES: Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but to accurately reflect the primary job elements. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

- Identifies and monitors the academic progress of English Language Learners and SCG/at-risk students.
- Coordinates site-level California English Language Development Testing (CELDT) and provides administrators and certificated staff with accurate student data.
- Coordinates site-level Language Assessment Scales (LAS) Testing to determine initial placement of English Learners.
- Supports administrators and certificated staff in determining appropriate interventions for target students.
- Works collaboratively with site administration, teachers, and parents to reclassify English Learners to Fluent English Proficient as appropriate.
- Conducts focus group discussions with staff during lunch and/or Collaborative Planning Time (CPT) hours related to the academic achievement of target students.
- Provides ongoing, year-long monitoring to a select group of at-risk EL students by recurrently collecting academic achievement data, meeting with the identified students, and updating interventions as appropriate.
- Acts as a parent liaison for the school to heighten the involvement of EL and Spanish-speaking parents; Seeks their collaboration, input, and participation to enhance the educational experience of their children.
- With the principal, coordinates and participates in monthly meetings of the English Learner Advisory Committee (ELAC) to advise school officials on English Learner program services in compliance with California Department of Education (CDE) requirements.
- Plans and implements monthly educational presentations for the parents of target students.
- Coordinates with the Migrant Education program to provide resources and services to migrant students and their families upon District entry and disenrollment.
- Acts as an interpreter for administrative and certificated staff during meetings and telephone conversations to convey information regarding student achievement, attendance, and/or behavior to parents/guardians.
- Translates written school documentation into Spanish upon administrative request.

- Greets and provides assistance, information, and materials to Spanish-speaking visitors, parents, students and the public regarding school programs and policies, referring the most complex inquiries to the appropriate administrator.
- Conducts routine clerical duties including but not limited to, composing correspondence, scheduling appointments and various functions, compiling reports, sorting/distributing mail, operating standard office machines, filing documents, answering/screening/directing telephone calls, etc.
- Cares for, supervises, controls, and protects students in a manner commensurate to assigned duties and responsibilities.
- Completes other reasonable duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

- High school diploma or the equivalent.
- Community college and/or vocational training certificate highly preferred.
- Bilingual in English and Spanish.
- One year experience in clerical/office work OR an equivalent combination of experience and education from which comparable knowledge, skills, and abilities have been achieved.
- Prior experience working in a public school setting preferred.

LICENSES AND OTHER REQUIREMENTS:

- Fingerprint/criminal justice clearance.
- Possession of a negative TB risk assessment certificate and, if risk factors are identified, a negative TB examination, that is no more than 60 days old and renewable at least once every four years.

KNOWLEDGE AND ABILITIES: The following outline of essential knowledge, abilities, and physical requirements is not exhaustive and may be supplemented as necessary in accordance of the job.

KNOWLEDGE OF*:

- Policies and objectives of assigned programs and activities.
- Modern office practices and procedures.
- Correct English and Spanish usage, composition, grammar, spelling, and punctuation.
- Oral, writing, and public speaking skills.
- Computer procedures, software, and applications.

ABILITY TO*:

- Develop strong and meaningful rapport with students, parents, and families.
- Work effectively with people from various ethnic and socioeconomic backgrounds.
- Coordinate outreach efforts and sustain stakeholder involvement.
- Speak, read, and write fluently in English and Spanish.
- Speak, read, and write effectively in idiomatic English and Spanish.
- Plan and deliver oral presentations in English and Spanish.
- Edit documents for publication in English and Spanish.
- Be attentive to detail and take responsibility for accuracy of translation.
- Communicate clearly, concisely, and correctly, both orally and in writing.
- Operate a personal computer and peripheral equipment using District software.
- Demonstrate proficiency in keyboarding and typing.
- Operate a variety of modern office machines and equipment.
- Learn about and abide by state and federal program compliance regulations for target populations.
- Read, learn, interpret, and make minor decisions in accordance with District and school policies, programs, mission, and vision.
- Establish and maintain organized records and files.
- Establish priorities to plan and schedule work.

- Analyze situations and suggest appropriate action(s).
- Maintain confidentiality of privileged information obtained in the course of work.
- Exercise caution and comply with health and safety regulations.
- Provide service and assistance to others using tact, patience, and courtesy.
- Give, understand and carry out multi-step oral and written instructions.
- Form and maintain cooperative and effective working relationships with others.
- Sustain productivity with frequent interruptions.
- Maintain consistent, punctual, and regular attendance.
- Work both independently with little direction as a part of a team.
- Meet District standards of professional conduct as outlined in Board Policy.

**Candidates should have fundamental working knowledge of these concepts, practices, and procedures, and the ability to apply them in varied situations.*

WORKING CONDITIONS:

PHYSICAL DEMANDS (*With or without the use of aids*)*:

- Work is performed while in a stationary position for extended periods of time.
- Work is performed while moving about the office to utilize office equipment, etc.
- Work is performed while positioning self to access files and supplies.
- Work is performed while moving supplies weighing up to 20 pounds across the office.
- Requires the ability to communicate effectively with staff, students, parents, and community members.
- Requires the ability to detect information displayed on a computer screen and read documents.
- Requires the ability to operate a computer keyboard or standard office equipment.

**Consideration will be given to qualified disabled persons who with reasonable accommodation can perform the essential functions of the job.*

SAMPLE ENVIRONMENT: Indoor office and/or school setting where employees are protected from weather conditions or contaminants; occasional temperature changes; exposure to usual office sounds, dust, and possible odor of perfume or room deodorizer; in a vehicle traveling to job assignments.