

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

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| TITLE: | Coordinator, Learning Support Services | CLASSIFICATION: | Non-Represented Management, Classified |
| SERIES: | Coordinator I | FLSA: | Exempt |
| JOB CLASS CODE: | 0122 | WORK YEAR: | 210.5 Days |
| DEPARTMENT: | Integrated Support Services | SALARY: | Range 9 Salary Schedule A |
| REPORTS TO: | Site Administrator/Director, Integrated Support Services | BOARD APPROVAL: | 07-21-03 |
| | | HR APPROVAL: | 05-27-10 |
| | | HR REVISION: | 05-26-11 |

BASIC FUNCTION:

Plan, organize, and coordinate the development, implementation, enhancement, and improvement of learning support services for school students with academic, behavior, attendance, and/or social/emotional concerns.

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 principal job elements.)

Collaborate with the principal and other school and district personnel to identify and implement evidence-based programs that support the health, wellness, and achievement of the lowest-performing students; lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Organize, participate in, and/or conduct family involvement programs focused on such issues as health, literacy, parent engagement, school programs, and community resources; manage community outreach activities to engage low-performing and at-risk students, parents, and other family members. **E**

Facilitate and/or participate in Student Study Teams (SST), Section 504 Plan (Section 504 Plan of Rehabilitation Act and the Americans with Disabilities Act), Individual Education Plans (IEP), School Attendance Review Boards (SARB), and Student Attendance Review Teams (SART) to assist in developing interventions for the lowest-performing students. **E**

Coordinate and facilitate professional learning opportunities for teachers and staff on issues related to the social, emotional, and health needs of all students. **E**

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Develop collaborative relationships with school, business, and community partners through formal written agreements, regular meetings, and ongoing communication. **E**

Serve on various community and district committees in a leadership and/or advisory capacity on matters relevant to integrated support services, school safety, athletics, after school programs, and other learning support services. **E**

Assist in the development and implementation of school-wide and community-wide projects (i.e., job fairs, health fairs, dental screenings, immunizations, etc.) through coordination with existing district and community resources. **E**

Collect, analyze, and utilize data to determine impact on student learning; prepare and submit progress and/or evaluation reports as required. **E**

Serve as a communication liaison between school administration, staff members, key community collaborative members, and the Director of Integrated Support Services or assigned supervisor. **E**

Promote integrated support services/learning support activities and opportunities through outreach events and distribution of marketing materials. **E**

Secure, monitor, and coordinate grants and additional resources designed to improve learning support services at the school site; provide fiscal oversight of multiple funding sources. **E**

Responsible for the maintenance and security of records held by staff, and ensure adherence to all mandates regarding confidentiality of records. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of support staff and/or site learning support and security staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; provide dual supervision of staff from community-based organizations and public agencies that are co-located at the school site. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: bachelor's degree, and three years of increasingly responsible experience in an administrative or supervisory position with a background in providing support to low-income and/or low-performing students. Advanced degrees are preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance. Administrative Services Credential and/or Pupil Personnel Services Credential preferred.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Complex system organization as represented in a school campus.
Support services for at-risk, low-income, and low-performing students.
Planning, organization, and coordination of the assigned programs.
District organization, operations, policies, and objectives.
Grant writing, and budget preparation and control.
Applicable laws, codes, regulations, policies, and procedures related to assigned duties.
Interpersonal skills using tact, patience, and courtesy.
Effective oral and written communication skills.
Principles and practices of management, supervision, and training.
Evaluation approaches, strategies, and techniques.
Operation of a computer and related software.

ABILITY TO:

Plan, organize, and coordinate the development, implementation, enhancement, and improvement of learning support services for students with academic, behavior, attendance, and/or social/emotional concerns.
Communicate effectively, both orally and in writing.
Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
Interpret, apply, and explain rules, regulations, policies, and procedures.
Analyze situations accurately, and adopt an effective course of action.
Plan and organize work to meet schedules and timelines.

Establish and maintain effective working relationships with diverse array of individuals and organizations.
Prepare comprehensive narrative and statistical reports.
Operate a computer and related software.
Supervise and evaluate the performance of assigned staff.
Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to exchange information and make presentations; dexterity of hands and fingers to generate reports, grant proposals, and correspondence utilizing a computer; see to monitor activities, read documents, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reaching overhead, above the shoulders, and horizontally to retrieve and store files and other items; lift light objects.

HEALTH BENEFITS: Management employees purchase their own health benefits with district-offered plans.