

DIXON UNIFIED SCHOOL DISTRICT
Job Description

TITLE: Coordinator of Services for Unduplicated Count Students (SCG Coordinator)	CLASSIFICATION: Administrative
REPORTS TO: Assistant Superintendent of Educational Services	SALARY SCHEDULE: Intermediate School Principal
DEPARTMENT: Educational Services	WORK YEAR: 216 Days
BOARD APPROVAL:	
BOARD REVISION:	

PRIMARY FUNCTION: Under general supervision, to coordinate district-wide services for targeted disadvantaged students including English Learners, students eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).

RELATIONSHIP TO STUDENT ACHIEVEMENT: This position supports student achievement by increasing and improving services for targeted disadvantaged pupils, closing opportunity and achievement gaps between students, and heightening achievement and engagement for children in the unduplicated count.

SUPERVISION OVER: Not Applicable

REPRESENTATIVE 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.

- Monitors District implementation of and performance on LCAP goals pertaining to targeted disadvantaged pupils.
- Establishes and maintains systems for district-wide data collection to ensure accountability for LCAP actions and services and determine the efficacy of provided interventions and supports.
- Researches effective intervention strategies and programs for targeted disadvantaged students.
- Participates in Common Core State Standards (CCSS) implementation meetings with a focus on heightening the achievement for unduplicated count pupils.
- Participates in Learning Walks and uses the observations and data collected to inform and plan district-wide instructional professional development that improves curricular access for all students.
- Facilitates meetings with Elementary Intervention Teachers to guide analysis of assessment data, focus instruction for targeted disadvantaged students, and determine the best research-based support model for targeted students.
- Supports the implementation of high quality English Language Development (ELD) by facilitating professional development for ELD teachers and leading implementation of the board-approved ELD curricular program.
- Ensures the efficacy and alignment of the District's outreach to parents of targeted students through regular meetings with and support of site-level Bilingual Parent Liaisons.
- Facilitates meetings with parents and guardians of targeted disadvantaged pupils to incorporate their input in the planning and implementation of the LCAP.
- Partners with the Yolo Housing Authority as needed to support the Computer Learning Center at the Migrant Center.
- Coordinates year-round services for migrant students including the Migrant Education summer school program.

- Attends and participates in monthly District English Language Advisory Committee (DELAC) meetings to assist in implementing district-wide services for English Learners.
- Collaborates with secondary principals and support class teachers to revise and improve upon the intermediate/high school intervention model.
- Makes presentations to the Governing Board including updates on LCAP goals pertaining to targeted disadvantaged students and data illustrating the efficacy of implemented actions and services.
- Disaggregates and analyzes data to measure and improve program effectiveness.
- Establishes, maintains, and enhances effective communication with administrators, teachers, parents and other stakeholders.
- Demonstrates a commitment to professional growth and ethical standards that advance the mission, vision, goals, policies, and instructional program of the Dixon Unified School District.
- Performs other duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

- 1-2 years of educational leadership experience at the site or district level.
- Minimum of 5 years successful teaching experience in public schools.
- Experience using an online data management system.

LICENSES AND OTHER REQUIREMENTS:

- Valid Administrative Services Credential.
- Valid California Multiple-Subject Teaching or Single Subject Credential.
- 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:

KNOWLEDGE OF:

- Instructional needs of English Learners, socioeconomically disadvantaged children, and foster youth.
- Effective research-based ELD and Specially Designed Academic Instruction in English (SDAIE) instructional practices and second language acquisition process.
- Online data management systems.
- Common Core State Standards and frameworks.
- Instructional strategies, conditions of learning, and assessment driven instruction.
- Effective communication, collaboration, and interpersonal skills.
- Presentation and facilitation skills.
- Organization, communication skills and efficiency in meeting deadlines.
- Professional Learning Communities (PLCs), inquiry cycles, and reflection techniques.

ABILITY TO*:

- Interpret and use data for the purpose of improving student achievement.
- Design and deliver quality professional development for administrators and teachers.
- Analyze data to monitor student achievement and evaluate programs.
- Communicate in a professional manner both orally and in writing.
- Function as a positive collaborative member of a team.
- Form and maintain cooperative and effective working relationships with others.
- Maintain the confidentiality of schools, teachers, and classrooms.
- Maintain consistent, punctual, and regular attendance.
- See to read a variety of materials.
- Hear and speak to exchange information.

- Work both independently with little direction and as a part of a team.
- Meet district standards of professional conduct as outlined in Board Policy.

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

WORKING CONDITIONS:

SAMPLE ENVIRONMENT: Office, school sites (classrooms and meeting rooms), and driving to school sites.

SAMPLE PHYSICAL ABILITIES: Sitting for extended periods of time; dexterity of hands and fingers to operate a computer keyboard; reaching overhead, above the shoulders, and horizontally; bending at the waist and kneeling or crouching to retrieve files from cabinets and shelves or hook up computers; lifting light objects.