

Western Placer Unified School District

POSITION DESCRIPTION

Position Title: **Director, Supplemental Programs & Accountability**
Department: Educational Services
Reports to: Assistant Superintendent, Educational Services

SUMMARY:

The Director of Supplemental Programs & Accountability provides leadership, direction and staff assistance toward the planning, development, coordination, evaluation, and research of all State and Federal programs, projects, grants and assessments. The Director is responsible for administering and coordinating all activities as they pertain to the No Child Left Behind Act (NCLB) of 2001 and the California Assessment of Student Performance and Progress (CAASPP) System within the District. The Director advises the Assistant Superintendent of Educational Services on Program Improvement issues in the District and works directly with Program Improvement schools on specific program changes.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provides assistance to the Assistant Superintendent of Educational Services, to evaluate and develop policies and program recommendations relative to curriculum, instruction, and assessment related to state and federal programs in the District; the Director is the Superintendent's designee in matters dealing with State and Federal compliance.
- Works with the Assistant Superintendent to develop and implement the Local Education Agency Plan (LEAP), Local Control Accountability Plan (LCAP), and the Single Plan for Pupil Achievement for each site; Ensures that the LEAP is updated and approved by the Board of Trustees annually;
- Supervises all aspects of State and Federal Programs, including student identification and classification; assistance in curriculum development, instructional methodology, data-gathering and program evaluation District-wide; presents information to the Board of Trustees on issues related to State and Federal Programs;
- Oversees all State and Federal programs in the Consolidated Application; completes and submits the Consolidated Applications; facilitates the development of fiscal and program documents required for all Consolidated Application Programs;
- Oversees programs and supports provided with LCFF supplemental funds including but not limited to AVID, English Learner Services, Homeless/Foster Youth Services, and RtI.
- Serves as the District representative to Categorical Director's meeting with California Department of Education (CDE);
- Serves as the District Testing Coordinator and facilitates the administration of all federal, state, and local assessments;
- Works closely with the technology department to ensure student information is accurately reflected in AERIES and CALPADS;
- Supervises the 21st Century After-School Program at the Title I sites where funded;
- Assists in the determination of staff development needs for instructional staff working with "At Risk" students and works with other directors in Educational Services to develop staff development opportunities;
- Oversees grant programs in the District, including hiring of personnel, in conjunction with Human Resources, management of budget, evaluation of program goals, and coordinating tasks among principals and other staff;

- Works with the Assistant Superintendent, other Directors and departments to coordinate the implementation of NCLB, including Program Improvement; Communicates information and research to District staff, parents, and community members regarding NCLB and the role of the District for providing services to students; responsible for ensuring that the District is implementing NCLB; as new updates and guidance are provided, this information is disseminated to site and District administrators to ensure implementation;
- Serves as liaison with community and school groups holding advisory and decision-making roles in Consolidated Programs; Facilitates the district's DAC and DELAC committees;
- Serves as the District grant application coordinator, monitoring grant applications, and serving as a liaison between the Board of Trustees and those submitting the grants; these grants include individual teacher, school site and District applications that are submitted to either State or Federal Government and/or to Private Non-Profit Organizations;
- Assists principals in the identification of Title 1 students and the development of instructional programs which meet the learning needs of those students and the scientific research based requirements of NCLB;
- Coordinates the District Federal Program Monitoring (FPM) process to assure that the district and all schools meet the mandates for compliance; the Director of Supplemental Programs & Accountability is responsible for correcting areas found to be out of compliance during the FPM process;
- Supports principals to assure that all schools meet necessary timelines for submission of budget and other program information according to District, State, and Federal requirements;
- Works in collaboration with other Directors as required; and
- Performs other related duties as assigned.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must have knowledge of principles of public school administration; innovative practices in program improvement; legal and program requirements related to services for State and Federal programs; instructional programs associated with compensatory Education School Improvements and other supplemental programs; State and Federal guidelines and the requirements for NCLB; and requirements related to California's Assessment of Student Performance and Progress (CAASPP) system.

EDUCATION and/or EXPERIENCE:

Required: bachelors' degree; administrative credential; English Learner Authorization
Preferred: 3-years' experience as a site administrator; BCLAD; bilingual Spanish

OTHER SKILLS AND ABILITIES:

Knowledge of office procedures and practices, including filing systems, receptionist and telephone techniques, letter and report writing, and sound bookkeeping procedures; English usage, spelling, grammar and punctuation; ability to operate common office machines including data processing equipment such as computer terminals, printers and word processors. Ability to interpret and apply pertinent school district procedures, policies, laws, rules and regulations, and to apply them with good judgment in a variety of situations; compose routine correspondence independently; make arithmetical calculations quickly and accurately; process documents using word processing equipment and software; meet the public tactfully and courteously and answer questions correctly; compile and maintain accurate records and files; understand and carry out oral and written directions; establish and maintain cooperative relationships with those contacted in the course of work, and have strong interpersonal relationship skills.

CONFIDENTIAL/MANAGEMENT STATUS

Cases or confidential district matters are not to be discussed by the coordinator under any circumstances outside of the District office. Infringement of the above policy may result in immediate dismissal.

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before parents, staff, students, colleagues, and other professionals.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs.

REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed written oral, and technical instructions. Ability to define problems, collect data, establish facts, and draw valid conclusions.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk or hear. The employee is occasionally required to stand and walk. Occasionally the employee will type for long periods of time. Specific vision abilities required by this job include close vision, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The work environment includes the district office and school sites.

The noise level in the work environment is usually quiet. The employee continuously interacts with the public and other staff and occasionally meets multiple demands from several people.

The information contained in this job description is for compliance with the American with Disabilities Act (.A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.