

# **Birmingham Community Charter HS Categorical Program Advisor (TSP and Title I, Title III)**

**2017-2018 School Year**

## **Teacher Preparation Salary Table B, Full-Time Position**

Categorical Program Advisor for Targeted Student Population (TSP), Title I and Title III Advisor will have strong instructional, administrative and organizational skills that will increase academic growth of Title I, English learners, low income, migrant, homeless and foster youth. The advisor will also have strong interpersonal skills and be able to work with stakeholders to support a culture of collaboration and high expectations for all.

### **Primary Duties and Responsibilities:**

- Prepare surveys and reports required by Federal, State, and District related to Title I, Title III and Target Student Populations
- Coordinate the writing of compliance documents such as the SPSA, SARC, LCAP, Charter Oversight, LEA Plan and WASC reports
- Assist with budget development and maintenance, specifically, Title I, Title I Parental Involvement, Title III and TSP allocations
- Facilitate ELAC and SSC meetings, prepare agendas, and take minutes
- Assist in organizing professional development for teachers, paraprofessionals, parents and volunteers
- Provide support as needed for teachers regarding migrant, foster youth, low income and Title I student learning and academic success
- Collaborate with Pupil Services and Attendance Counselor (PSA), Psychiatric Social Worker (PSW) and other staff to ensure the school is meeting the needs of the foster youth, homeless, and migrant students
- Support the English Learner Advisory Committee (ELAC) and the School Site Council (SSC) in fulfilling their legal responsibilities
- Perform duties required by the Title I program
- Assist with the development of the school's Parent Involvement Policy and School Parent Compact
- Facilitate Parent Engagement activities including Parent Trainings and Parent Classes
- Collaborate with and support the activities of Parent Community Representatives
- Provide support with FPM as well as any other audits or reviews related to categorical programs
- Attend trainings per supervisor's approval, take notes and report on learned information and documentation upon return
- Gather and interpret data related to categorical funding
- Continue to develop, refine and implement the School Wellness Policy
- Assist in the development and completion of the Local Control Accountability Plan per instructions from administration
- Represent the school site at meetings and training pertaining to English learners, foster youth, low-income and Title I students
- Develop and support school's commitment to equity assurance, response to complaints, and compliance with state and federal laws
- Keep records, submit reports and account for earmarked funds, special/categorical programs, funds, and property
- Responsible for overseeing ESSA and monitoring to ensure compliance with new guidelines
- Perform all other duties as assigned

**Minimum Requirements:**

- Permanent certificated employee
- Five (5) years of successful full-time public school certificated service as a teacher
- Meet standard performance ratings on Evaluation in the preceding four years (Must not have received any notices of Unsatisfactory Service and no more than one Notice of Unsatisfactory Act)
- A valid California teaching credential authorizing K-12 service
- Knowledge of Title I, Bilingual, and School Improvement programs
- Successful experience teaching at-risk students
- English Learner Authorization

**Desirable Qualifications:**

- Possess an Administrative Credential
- One year in an approved non-classroom position preferably working with English Learner and Title I students
- Strong academic background in CCS, ELD, AEMP and SDAIE
- Knowledge of current research and strategies supporting standards-based instruction and improvement of educational practice
- Experience in providing differentiated instruction
- Experience leading professional development regarding instruction for EL and Title I students; experience and expertise in working collaboratively with different types of role groups
- Strong organizational, computer, and oral and written communication skills
- Ability to promote sustained and mutually respectful relationships with students, staff and parents
- Experience in planning, designing and implementing professional development and the ability to make formal, public presentations to various stakeholders
- Knowledge of the instructional needs of English learners, foster youth, low income and Title I students not achieving at grade level
- Knowledge of State, Federal and local policies, rules and regulations pertaining to English learners, foster youth, low income and Title I students
- Knowledge and experience of ARIES, CAS reporting and tracking systems
- Strong Bilingual skills in English and Spanish