



## **COORDINATOR,** **FAMILY ENGAGEMENT AND ENGLISH LEARNER PROGRAMS**

Bilingualism in Spanish Required

(Position available immediately)

**POSTING DATE:** July 7, 2022

**CLOSING DATE:** Open Until Filled

**WHO MAY APPLY:** This position is open to all qualified applicants.

**THE POSITION:** Under professional direction of the Assistant Superintendent of Educational Services, and/or designee, the Coordinator of Family Engagement and English Learner Programs will provide leadership and coordination of family involvement activities and English Learner Programs, as outlined in the SMMUSD Local Control Accountability Plan (LCAP), federal Elementary and Secondary Education Act (ESEA), the English Learner Master Plan and Board of Education priorities. As part of the implementation of the English Learner Master Plan, the Coordinator will oversee and/or coordinate professional development for teachers in grades TK-12 in English Language Development (ELD). In support of the Family Engagement Framework, the coordinator will oversee and supervise the Language Access Unit and other staff, as needed. In addition, the Coordinator will support the development, delivery, and monitoring of the School Plans for Student Achievement (SPSA) and all associated parent committees.

**THE DISTRICT:** Located in the scenic, sea-side communities of Santa Monica and Malibu, the Santa Monica-Malibu Unified School District is a preK-12 school district serving approximately 9,150 students. SMMUSD is a diverse community dedicated to extraordinary achievement for all while simultaneously closing the achievement gap, and committed to pursuing excellence through equity. Current priorities include social justice standards, restorative justice, project-based learning, innovative teaching and a high level of student engagement. Our schools are supported by involved parents and communities. The District has nine elementary schools, three middle schools, one alternative school (K-8), two high schools, one continuation high school, child development services and adult education programs

**DISTINGUISHING CHARACTERISTICS:** This position classification requires experience and knowledge in public school programs, curriculum, requirements, objectives, policies and concerns in regards to family engagement, and in subject matter expertise for English Language Development, including experience in curriculum development and delivery methods for English Learner success. Directly-related leadership experience is necessary to manage the duties and responsibilities of this position. The job requires the ability to analyze, develop and offer alternative problem solutions for a variety of complex issues and concerns. The incumbent must be experienced in the use of technology for data analysis and presentation. Decisions are made by the incumbent that have a critical impact on the goals, organization and educational programs and services of the district. This position frequently meets with management, teachers, families, paraprofessionals and community members to influence, motivate and monitor the result objectives of the district and the operation of the Educational Services Department. This is a sedentary position classification that performs light work that involves sitting a portion of the time, but does require walking and standing for extended periods. This position requires accurate perceiving of sound, near and far vision, depth perception, working with educational materials and objects, and providing oral information and direction. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

### **EXAMPLES OF DUTIES:**

- Coordinate the development, implementation, articulation, and evaluation of the District's TK-12 Family Engagement and English Learner programs;
- Align leadership, revenue and resources to support the District's established Family Engagement Framework and English Learner programs;
- Provide input, and manage a District-wide budget plan for Family Engagement and English Learner program initiatives, maintaining records to track and monitor internal and external resources;
- Assist district and site staff in developing and strengthening Family Engagement and English Learner programs;
- Support efforts to seek family input in decision-making at all school sites and at the district level;
- Promote family and student participation in programs for unduplicated students and special need subgroups, as required by the Local Control Accountability Plan (LCAP);

- Assist with the planning and facilitation of the District English Learner Advisory Committee (DELAC) and other District Advisory Committees;
- Coordinate and support all Family Engagement program functions and services, by providing professional development not limited to the following areas: facilitation of parent involvement of students in under-performing subgroups, identification of school and community resources, and parent/family education program training;
- Support principals and teachers in developing best practices in family engagement, including culturally-relevant methods of organizing parents/guardians;
- Serve as liaison between student, home, school and community resources, such as family service agencies, and collaborate with social workers, counselors and family resource providers;
- Interpret and support the fulfillment of Every Student Succeeds Act (ESSA) requirements related to school activities/outreach programs that support parental involvement and other areas as assigned;
- Develop and administer family engagement surveys and other data collection instruments;
- Collaborate with site administrators in implementing the Family Engagement Framework and English Learner Master Plan in accordance with state and federal guidelines;
- Supervise the Language Access Unit (LAU) members and ensure interpretation and translation services are completed in a timely manner;
- Coordinate an annual parent conference that provides workshops to support parents' understanding of district priorities and parent identified topics;
- Collaborate with staff in Educational Services and at sites to coordinate the delivery of workshops on district initiatives and/or parent identified topics, and professional development to support the implementation of English Learner services;
- Coordinate the development of a cumulative, sequential, and culturally-relevant English Language Development program, that ensures all English Learner students have access to quality instruction consistent with the Common Core State Standards (CCSS);
- Develop a three-year professional development plan to strengthen English Language Development instruction in grades TK-12;
- Convene and oversee a district-wide English Learners committee to review curriculum, instruction, assessment, and reclassification in grades TK-12;
- Identify formative and summative assessments to monitor the impact of English Learner programs as they relate to student achievement gains, with a special emphasis on Long-Term English Learners (LTELs);
- Coordinate an elementary summer school program for English Learners;
- Support the administration of the English Language Proficiency Assessment for California (ELPAC) for English Learners;
- Support the management of Title III programs;
- Oversee all communications regarding Family Engagement and English Learner programs, including creating and maintaining district web pages, social media accounts and print materials;
- Seek out additional grants and funding for growing and sustaining Family Engagement programs within the district;
- Perform other duties as assigned.

**QUALIFICATIONS:**

Knowledge of:

1. Principles, practices and trends in the field of education,
2. Parent, family, school, student and community partnership models,
3. SMMUSD's English Language Learner programs,
4. Curriculum and instruction design and delivery systems,
5. California Common Core State Standards (CCSS),
6. Research and effective instructional practices in English Language Development and the achievement of Long-Term English Learners (LTELs)
7. Response to Instruction and Intervention (RTI<sup>2</sup>), as it relates to monitoring and planning for the academic and language development of English Learners and at-risk students,
8. Knowledge and appreciation of, and successful experience working with, diverse cultures and populations of families, including but not limited to Latinos, African-Americans, and immigrants,
9. Federal entitlement program (ESEA/ESSA) requirements,
10. Formative and summative assessment tools used for progress monitoring and instructional decision-making,
11. Single Plan for Student Achievement (SPSA) process,
12. Parent engagement programs (e.g. School Smarts),
13. School-site leadership,
14. Cultural competence in educational settings,

15. Effective practices in professional development and coaching,
16. Human relationships, conflict resolution strategies and procedures, and team management building methods and techniques.

Ability to:

1. Demonstrate effective instructional practices in English Language Development,
2. Facilitate meetings with teachers, paraprofessionals, families and community groups,
3. Develop and deliver effective professional development,
4. Use technology for data collection and analysis,
5. Collaborate with diverse stakeholders across the organization including teachers, site administrators, Educational Services staff, paraprofessionals, and families,
6. Communicate in Spanish, both orally and in writing,
7. Access and utilize current educational technology,
8. Model nondiscriminatory practices in all activities,
9. Exhibit strong organizational and interpersonal skills,
10. Communicate effectively, both orally and in writing, with a diverse and broad range of individuals and groups,
11. Use technology, including word processing, spreadsheet, database and presentation software.

**EXPERIENCE, EDUCATION AND CERTIFICATION:** Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

- Minimum of five (5) years of teaching experience;
- Minimum of five (5) years of successful experience in family engagement in a public-school setting;
- Successful leadership experience in leading English Language Development and EL strategies professional development;
- Bilingualism in Spanish required;
- Equivalent to the completion of a Master of Arts or higher degree from an accredited college or university in educational administration, professional development, instructional technology, curriculum development and design, or a closely related field.
- Possess, or qualify for, a valid California administrative services credential.

**SALARY AND BENEFITS:** This position is compensated at range 60 on the SMMUSD Management Salary schedule, with the annual salary ranging from \$97,521 to \$118,537. There is an additional stipend of \$1,946 for a Master's degree and \$3,650 for a doctorate. This is a 12-month position with 220 duty days for the 2022-2023 school year (prorated depending on date of hire). Medical/dental benefit plans are available.

**APPLICATION PROCEDURE:**

[www.edjoin.org](http://www.edjoin.org)

Interested persons should submit:

1. Ed Join Application
2. Current Resume
3. Letter of Interest
4. 3 Recent Letters of Recommendation

Santa Monica-Malibu Unified School District  
Mark O. Kelly, Assistant Superintendent, Human Resources  
1651 16<sup>th</sup> Street Santa Monica, CA 90404 (310) 450-8338  
For questions, contact Lisa Andersen, ext. 70220 or [landersen@smmusd.org](mailto:landersen@smmusd.org)

The Santa Monica-Malibu Unified School District shall provide equal opportunities for all persons, without regard to actual or perceived race, color, ancestry, national origin, age, sex, sexual orientation, gender, gender identity, gender expression, religious creed, physical or mental disability, medical condition, marital status or genetic information.