

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
Position Description

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<b>TITLE:</b>	Coordinator of Access, Equity, and Assessment	<b>REPORTS:</b>	Directors of Access and Equity, and Assessment and Instructional Technology
<b>DEPARTMENT:</b>	Curriculum, Instruction, Innovation, and Support	<b>CLASSIFICATION:</b>	Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	226
<b>ISSUED:</b>	1-18-07	<b>SALARY:</b>	Range 23

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**BASIC FUNCTION:**

Under the direction of the Director of Access and Equity; the Coordinator of Access, Equity, and Assessment evaluates programs and does need assessments in order to determine goals and objectives for the department/division; ensures the development and implementation of federal, state, and district-wide programs in support of district goals and the Local Control and Accountability Plan (LCAP) program requirements; provides expertise in the area of trends, practices and strategies; acts as a liaison between department and sites; and in collaboration with the Director of Assessment and Instructional Technology plans, and coordinates assessment program for the department/division.

**REPRESENTATIVE DUTIES:**

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 is intended to accurately reflect the principle job elements.

**E = ESSENTIAL FUNCTIONS**

Supports the planning, development, and implementation of project plans and approaches that clearly address Local Control and Accountability Plan (LCAP) program requirements. **(E)**

Assists in the analysis and reporting of student progress specific to student groups including English Learners, low-income pupils, foster youth, students with disabilities and other underperforming student groups. **(E)**

Maintains student records and reports necessary to student groups including English Learners, low-income pupils, foster youth, students with disabilities and other underperforming student groups, particularly related to state compliance, LCAP, and reporting initiatives **(E)**

Plans and assists in reporting of the State of California and District group testing results. **(E)**

Manages, supervises, and evaluates all personnel assigned to the Language Assessment Center (LAC). **(E)**

Builds the infrastructure to support the administration of designated curriculum assessments. **(E)**

Coordinates testing procedures, dissemination, collection, scoring and reporting according to established regulations and timelines; coordinates schedules and sites for picking up and delivering testing materials; coordinates orders test materials as appropriate. **(E)**

Coordinates initial and annual administration of the California English Language Development Test (CELDT). **(E)**

Attends state and county assessment meetings. **(E)**

Disseminates test results to students, parents and faculties. **(E)**

Ensures timely communication with administrators and teachers around purpose, administration, and protocols of all assessments. **(E)**

Reviews and prepares recommendations regarding new group test instruments as they become available including solicitation of a representative committee and appropriate field tryouts. **(E)**

Develops suggestions and procedures for diagnostic uses of group test results. **(E)**

Coordinates professional learning related to testing at central and school-site levels. **(E)**

Assists in the development of new tests and other measurement devices appropriate to the local District curriculum and goals. **(E)**

Assists in reviewing and preparation of recommendations related to cooperative research requests from colleges, agencies and individuals. **(E)**

Conducts feeder school meetings and professional development sessions with lead teachers, department chairs and principals in using assessment tools throughout the year. **(E)**

Builds site administrators' capacity for reflecting on results to support instructional planning, professional development, etc. **(E)**

Coordinates annual physical fitness testing at elementary, middle and senior high levels. **(E)**

Supervises the inventory and purchasing of group testing materials required for survey and optional testing programs. **(E)**

Assists in preparing reports, graphs, charts and tables related to a variety of student assessment tools for the superintendent, the board of education and school sites to show student achievement results at elementary, middle and senior high levels. **(E)**

Conducts public presentations with staff and/or parents on issues related to testing and test results. **(E)**

Serves, upon assignment, as a resource person to all division directors in the District. **(E)**

Supervises and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions; plans, coordinates, and arranges for appropriate training of subordinates. (E)

Assists in the preparation and maintenance of a variety of narrative and statistical reports, records, and files; prepares agendas and memos. (E)

Assures accurate and timely dissemination of information. (E)

Serves on committees as appropriate or assigned by immediate supervisor. (E)

Assists in writing and revising policies and administrative regulations pertaining to assigned functions. (E)  
Keeps informed of current trends in assessment and measurement, public education and other pertinent areas, such as federal, state and local laws and District regulations, policies, and procedures. (E)

Maintains a current working knowledge of laws, policies, and regulations for Every Student Succeeds Act (ESSA) No Child Left Behind (NCLB) and state and federal categorical aid programs for English Learners and LCAP requirements. (E)

Maintains current knowledge of standards, instructional strategies, materials, and research pertinent to English Learner students. (E)

Coordinates and monitors curriculum development as it pertains to English Learner students. (E)

Monitors and documents English Learner students, placement, services and academic achievement and submits appropriate federal and state reports. (E)

Conducts the District English Learner advisory committee (DELAC) meetings. (E)

Attends pertinent training and District, county and state meetings related to English Learner students. (E)

Performs other duties as assigned.

#### **MINIMUM REQUIREMENTS:**

##### **Education, Experience, Licenses, and other requirements:**

Bachelor's degree required in education or related field. Master's degree in related field preferred.

Experience working directly with public school districts is desirable.

Possession of a valid California Preliminary or Professional Clear Multiple or Single Subject Teaching Credential authorizing service as an elementary or secondary teacher is desirable.

Possession of a valid California Administrative Credential authorizing service as an administrator is desirable.

Employment eligibility that may include fingerprints, health (TB), and/or other employment clearance.

Must have valid California driver's license and automobile available for use. Must be willing to attend evening, night, and weekend meetings.

## **KNOWLEDGE AND ABILITIES:**

### **Knowledge of:**

- Local Control Funding Formula (LCFF) and LCAP regulations, template and review criteria.
- Assessment development and content standards.
- State and federal laws, regulations and codes applicable to state and federal testing programs and accountability processes.
- Planning, organization and direction of procedural guidelines of the District’s curriculum-based testing program.
- Philosophical, educational, fiscal, and legal aspects affecting assessment and measurement activities.
- Research methods and report writing techniques.
- Record-keeping techniques.
- District organization, operations, policies, and procedures.
- Technical aspects of field of specialty.
- Principles of organization, operation, and supervision.
- Principles, practices, trends, goals, and objectives of public education.
- Modern technology and office procedures and methods, computer equipment, and computer software necessary to perform required duties, including Word, Excel, Access, PowerPoint, and statistical software programs.
- Budget preparation and control.
- Applicable federal, state, and local laws, codes, regulations, policies, and procedures related to assigned activities.
- Oral and written communication skills, including English usage, grammar, spelling, punctuation, vocabulary, composition, and mathematics.

### **Ability to:**

- Plan, organize, and administer a comprehensive assessment program.
- Administer assigned budgets and allocate funds.
- Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational mode that is cost effective.
- Operate a computer terminal and audio-visual equipment.
- Communicate effectively, both orally and in writing.
- Write in a clear and concise manner for broad public appeal and interpretation.
- Gain cooperation through discussion and persuasion.
- Coordinate and supervise the work of others.
- Analyze situations carefully and adopt an effective course of action.
- Interpret, apply, and explain administrative and Board policies, laws, regulations.
- Plan, organize, and prioritize work to meet multiple schedules and deadlines, and manage simultaneous tasks, with many interruptions.
- Work independently with minimum direction and supervision; work under pressure.
- Understand, analyze, and prepare comprehensive narrative and statistical reports.
- Establish and maintain cooperative and effective working relationships with district personnel, community members, and external companies and agencies in the course of performing assigned duties.
- Supervise and evaluate the performance of assigned staff.

## **WORKING CONDITIONS:**

### **Environment:**

- District office environment and school sites.
- Demanding timelines.
- Subject to driving to a variety of locations to conduct work during day and evening hours.
- Subject to frequent interruptions and extensive contact with students, staff, parents, and the public.
- Indoor and outdoor environment.

### **Physical Demands:**

- Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records.
- Reaching overhead, above the shoulders and horizontally.
- Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties.
- Hearing and speaking to exchange information in person and on the telephone.
- Visual ability to read, and to prepare/process documents and to monitor various services and personnel.
- Sitting for extended periods.
- Standing for extended periods.
- Walking over rough or uneven surfaces.
- Climbing, occasional use of stepladders.
- Physical activity may be required, which could include moderate lifting.

### **HAZARDS:**

- Extended viewing of computer monitor.
- Working around and with office equipment having moving parts.

I have read the above position description and fully understand the requirements set forth therein. I hereby accept the position of Coordinator, Access, Equity and Assessment and agree to abide by the requirements and duties set forth. I will perform all duties and responsibilities to the best of my ability.

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**(Signature of Employee)**

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**(Date)**

In compliance with the Americans with Disabilities Act, the Chino Valley Unified School District will provide reasonable accommodations to qualified individuals with disabilities, and encourages both prospective and current employees to discuss potential accommodations with the Division of Human Resources.

Board Approved: 01-18-07  
Revised: 03-01-07  
Revised: 06-26-14  
Revised: 06-16-16