



**Orange County Department of Education
Human Resources Department
Classified Class Specification**

**Class Code: 4053
Date Adopted: 7/1/2024**

**FLSA Status: Nonexempt
Union Representation: Represented**

Academic Support Assistant

GENERAL PURPOSE

Under general supervision, provides supplementary academic assistance for at-risk populations residing in Orange County group homes, attending community schools, or residing in a correctional facility or social services institution; performs a variety of instructional support, career planning, job readiness activities, and related duties in the maintenance and enhancement of an effective learning environment; and performs related duties as assigned. Academic Support Assistants work in Title I Programs, English Language Development programs, Community Home Education programs and with students enrolled at Pacific Coast High School.

DISTINGUISHING CHARACTERISTICS

Academic Support Assistants are responsible for providing academic assistance to students in reading, writing, mathematics, social studies, science, English Language Development (ELD), study skills, test preparation, life skills, college and career preparation, occupational training, and/or job readiness skills.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Assist individual and small groups of students in assigned subject matter areas to reinforce class lessons, improve skill levels and assist students in completing class and homework assignments; work with students in small groups or on an individual basis in reading, writing, and speaking to improve students' literacy and academic language skills by using provided structured lesson plans, phonics inventory strategies, and ELD curriculum; perform guided reading and use instructional materials to aid the learning process.
2. Observe, monitor, and record student performance; assist in assessing a student's learning needs based on their performance in individual or group lessons; and meet with teachers to discuss progress and student educational needs.
3. In some assignments perform light typing responsibilities to prepare a variety of standard materials, correspondence and/or other assigned documents; perform data entry to update applicable computer records and databases; make posters and handouts, and process standard forms related to areas of responsibility.
4. Work collaboratively and effectively with teachers, administrators, program staff, community agency staff, and other staff; and share ideas with tutors and other relevant staff.

Title I Tutor (Title I programs serve at-risk youth ages 5-17)

1. Provide individualized academic assistance as needed to students in English Language Arts including, but not limited to the follow areas: reading, English composition, grammar, spelling, and punctuation.
2. Provide individualized academic assistance as needed to students in mathematics including, but not limited to the follow areas: elementary mathematics, pre-algebra, algebra, and geometry.
3. Provide individualized academic assistance as needed to students in other subject areas including: social studies, science, study skills, test preparation, and life skills.
4. Administer basic skills assessments to individual students and uses results to monitor academic progress.
5. Create and maintain individualized tutoring plans and academic goals for all assigned students.
6. Develop supplemental materials to enhance the school curriculum offered to students.
7. Collect, compile, and submit required program data and information.

English Language Development (ELD) Assistant

1. Provide ELD support to English learners and students at risk of academic failure at the direction of the classroom teacher.
2. Create ELD support materials for teachers and provide feedback on ELD curriculum.
3. Assist students with oral and written English language activities designed to promote English acquisition.
4. Support students in exchanging information/ideas in English and interpreting/analyzing texts, both print and multimedia.
5. Facilitate academic conversations and promotes students' awareness of the English language.
6. Collect, compile, and submit required program data and information.

Community Home Education Program/Pacific Coast High School

1. Provide individualized academic assistance as needed to students in English Language Arts including, but not limited to the follow areas: reading, English composition, grammar, spelling, and punctuation.
2. Provide individualized academic assistance as needed to students in mathematics including, but not limited to the follow areas: elementary mathematics, pre-algebra, algebra, and geometry.
3. Provide individualized academic assistance as needed to students in other subject areas including: social studies, science, study skills, test preparation, and life skills.
4. Create and maintain individualized tutoring plans and academic goals for all assigned students.
5. Develop supplemental materials to enhance the school curriculum offered to students.

OTHER DUTIES

1. Attend a variety of meetings and training sessions as required.

QUALIFICATIONS

Knowledge of:

1. English, Language Arts, and Math as they pertain to elementary, junior high, and senior high school curricula.
2. Basic knowledge regarding at-risk populations within alternative settings.
3. Methods and practices of instruction.
4. Correct English usage, including spelling, grammar, and punctuation.

Ability and Skill to:

1. Engage and motivate students in positive learning.
2. Work effectively with children and adolescents experiencing behavioral and/or emotional problems.
3. Operate a computer and other standard office equipment.
4. Organize, set priorities, and exercise sound judgment within areas of responsibility.
5. Organize and maintain confidential student records and files.
6. Communicate clearly and effectively, both orally and in writing.
7. Understand and follow written and oral instructions.
8. Deal with sensitive and difficult situations.
9. Establish and maintain effective working relationships with OCDE management, administrators, faculty, staff, parents, students, and others encountered in the course of work.
10. Must demonstrate attendance sufficient to complete the duties of the position as required.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills and abilities outlined above is one (1) year of experience working with children in an organized setting; and one of the following, or an equivalent combination of training and experience:

- Completion of at least two years of study at a college or university; OR,
- An Associate of Arts degree; OR,
- Satisfactory completion of an approved OCDE test.

Licenses; Certificates; Special Requirements:

Some assignments require demonstrated proficiency in a designated second language to carry out the assigned duties described above.

Some assignments require background clearance conducted by probation department.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification perform deskwork for extended periods; read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces. May move items weighing up to 25 pounds. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve administrative problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform detailed work; work on multiple, concurrent tasks often with frequent interruptions; work under deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Employees work in a variety of settings and the noise level is generally quiet.

Revised: 2/20/25