



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

**Class Code: 4053  
Date Adopted: March 2, 2016**

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

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## **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**

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.*

1. Assists 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; works 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; performs guided reading and uses instructional materials to aid the learning process.
2. Observes, monitors and records student performance; assists in assessing a student's learning needs based on their performance in individual or group lessons; meets with teachers to discuss progress and student educational needs.

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### **ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)**

3. In some assignments performs light typing responsibilities to prepare a variety of standard materials, correspondence and/or other assigned documents; performs data entry to update applicable computer records and databases; makes posters and handouts, and processes standard forms related to areas of responsibility.
4. Works collaboratively and effectively with teachers, administrators, program staff, community agency staff, and other staff; and shares ideas with tutors and other relevant staff.

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

1. Provides 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. Provides 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. Provides individualized academic assistance as needed to students in other subject areas including: social studies, science, study skills, test preparation, and life skills.
4. Administers basic skills assessments to individual students and uses results to monitor academic progress.
5. Creates and maintains individualized lessons plans and academic goals for all assigned students.
6. Develops supplemental materials to enhance the school curriculum offered to students.
7. Collects, compiles, and submits required program data and information.

#### **Title I Career Coach (Title I programs serve at-risk youth ages 5-17)**

1. Administers career surveys; creates and maintains individualized career education plans for all assigned students.
2. Develops supplemental materials to enhance the selection of career pathways and job readiness skills offered to students.
3. Collects, compiles, and submits required program data and information.

#### **English Language Development (ELD) Assistant**

1. Provides ELD support to English learners and students at risk of academic failure at the direction of the classroom teacher.
2. Creates ELD support materials for teachers and provides feedback on ELD curriculum.
3. Assists students with oral and written English language activities designed to promote English acquisition.

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### **English Language Development (ELD) Assistant (cont.)**

4. Supports students in exchanging information/ideas in English and interpreting/analyzing texts – print and multimedia.
5. Facilitates academic conversations and promotes students’ awareness of the English language.
6. Collects, compiles, and submits required program data and information.

### **Community Home Education Program/Pacific Coast High School**

1. Provides 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. Provides 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. Provides individualized academic assistance as needed to students in other subject areas including: mathematics, social studies, science, study skills, test preparation, and life skills.
4. Creates and maintains individualized lessons plans and academic goals for all assigned students.
5. Develops supplemental materials to enhance the school curriculum offered to students.

### **OTHER DUTIES**

1. Attends 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 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.

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**Ability to: (cont.)**

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 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.

**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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands**

While performing the duties of this job, employees are regularly required to sit, walk, and stand; talk or hear, both in person and by telephone; use hands repetitively to finger, handle, feel, or operate computers and standard office equipment; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, and twist to open file cabinet drawers, and lift up to 25 pounds from ground, waist, and chest level. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision, and the ability to adjust focus.

**Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and interact with OCDE management, administrators, faculty, staff, parents, students, and others encountered in the course of work.

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## **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.