



**CLASSIFIED**  
**Job Classification Description**  
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT  
PERSONNEL COMMISSION  
APPROVED MOTION NO. 06-2024/25  
DOCUMENT NO. 04-2024/25  
DATED: 07/17/24

**STUDENT ADVOCATE**

**DEPARTMENT/SITE:** TK-12 School Site

**SALARY SCHEDULE:** Classified Bargaining Unit

**SALARY RANGE:** 34

**WORK CALENDAR:** 239 Days

**REPORTS TO:** Principal or designee

**FLSA:** Non-Exempt

**PURPOSE STATEMENT:**

Under the general direction of the site Principal, the Student Advocate serves as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. Advocates focus on the social and emotional aspects of the student; monitor attendance, grades, and behaviors; assist in parent education training modules, meetings, and workshops; and make direct referrals to agencies. Student Advocates manage and maintain a caseload of at-risk students through weekly meetings with students and communication with parents, teachers, and counselors. The incumbents in this classification provide the school community with more engaged and committed students, which directly supports student learning and achievement.

**DISTINGUISHING CHARACTERISTICS**

Positions in this class work closely with an at-risk student caseload mentoring and assisting students to develop and put into practice strategies and behaviors that will be likely to help them succeed academically and move into post-secondary careers and education. This student focus extends past the school site and includes reaching out to the parents of these students to engage the family as a whole.

**ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:**

*The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.*

- Assists families in obtaining access to school programs and resources with the aim of removing obstacles that might prevent a family's participation in the school and its programs.
- Attends meetings and professional development as required.
- Communicates routinely with teachers and counselors about the deficiencies, challenges, and progress that students demonstrate; maintains a caseload of identified at-risk students.
- Coordinates a variety of intervention services for students, including those connected with regular education, special education, home-schooling partnerships, and career pathways.
- Encourages parental involvement in their student's educational programs, scheduling meetings with parents and school staff, including home visits with students and/or parents if warranted or directed.
- Encourages educational support and community involvement from parents, assisting families to understand their opportunities and responsibilities that empower them to be advocates for their children.
- May shadow students' classrooms to understand current classwork and to suggest strategies that can aid students to better self-manage their coursework and career/educational development opportunities.
- May undertake some academic tutoring activities at lunch or after school.
- May work flexible schedules, including evenings and weekends, in order to contact parents and students.
- Participates in special assessments, individual student plans, and other meetings, such as facilitating Student Study Teams and 504 meetings as needed.

- Prepares and maintains a variety of data collection for program records, including parent evaluations, attendance, behavior, academics, and home visits, ensuring accurate data collection and submission for State reports.
- Provides individual mentoring for students identified as at risk or performing below grade level by facilitating a variety of personal, organizational, and study skills strategies to enable sustained student improvement.
- Provides information to the community, parents, and students regarding enrollment, graduation status, career pathways, and college admissions processes.
- Provides targeted interventions for at-risk students.
- Receives feedback and concerns from parents and follows up to work with school sites to alleviate concerns and enhance parent satisfaction.
- Refers students to other public/private community resources to address and resolve identified needs.
- Translates for parents during at-risk meetings and communicates in parents' and students' at-home language to explain services, discuss strategies, and engage effectively in school programs and services.
- Uses multiple sources of student data to monitor student progress and provide specific support for the student.
- Works directly with staff to ensure appropriate implementation of program goals.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

### **KNOWLEDGE, SKILLS, AND ABILITIES**

*(At time of application)*

#### **Knowledge of:**

- Adult and family basic education principles and methods
- College admissions and record-keeping requirements established by the District and external agencies
- Child development principles and practices, including the special needs of families from diverse socioeconomic and ethnic backgrounds
- Community resources available to supplement services provided by the educational system
- Knowledge and skill at using a personal computer and common office productivity software plus programs for accessing student information
- English writing, grammar, composition, punctuation, and spelling to prepare reports
- Interpersonal relations to successfully interact with students, faculty, community members, and parents

#### **Skills and Abilities to:**

- Independently perform all of the duties of the position efficiently and effectively
- Coordinate, advise, and plan complex components of a student advocate role
- Learn, interpret, explain, and apply knowledge of District functions and requirements such as Special 504s, SSTs, and other functions that require the ability to interact as liaison to a variety of District staff, parents, students, and support agencies
- Plan, organize, and prioritize work to meet schedules and timelines
- Coordinate and organize multiple projects occurring with overlapping, competing, and same timeframes
- Organize, design, and present orientations and in-service training to small groups
- Communicate with students, staff, parents, and the public in a manner that reflects positively on the department and District
- Learn District and state rules, regulations, and policies regarding students
- Interpret and communicate bilingually when needed from and to English and a second language (typically Spanish) for students and parents with limited or no ability to communicate effectively in English may be required

### **RESPONSIBILITY:**

Responsibilities include working under limited supervision following standardized practices and/or methods,

providing information and /or advising others, and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to affect the organization's services.

**JOB QUALIFICATIONS / REQUIREMENTS:**

*(At time of application and in addition to the Knowledge, Skills, and Abilities listed above.)*

**EDUCATION REQUIRED:**

Bachelor's degree in one of the following fields: child development, teaching, psychology, counseling, social services, behavioral science, or related.

**EXPERIENCE REQUIRED:**

One (1) year of experience working with students in one of the following: teaching, counseling, tutoring, or educational professional internship.

**LICENSE(S) REQUIRED:**

- Valid, current California Driver's License to drive a personal vehicle to meetings, training, or home visits.

**CERTIFICATIONS AND TESTING REQUIRED:**

- Pass the District's applicable proficiency exam for the job class with a satisfactory score, including a second language (usually Spanish) bilingual proficiency exam may be required
- After an offer of employment, obtain:
  - Criminal Justice and FBI Fingerprint Clearance
  - Negative TB test result plus periodic post-employment retest as required (currently every four years)
  - Pre-employment physical exam B through the District's provider

**WORK ENVIRONMENT / PHYSICAL DEMANDS:**

*(Must be performed with or without reasonable accommodations)*

- Work is generally performed in an indoor office environment, requiring extensive sitting, some walking, and standing
- Light lifting, carrying, pushing, and/ or pulling
- Some stooping, kneeling, crouching, and/or crawling to access files
- Manual dexterity to operate a computer keyboard and handle paperwork in the office.
- Hearing and speaking to exchange information in person or on the telephone
- Visual acuity to see/read documents and computer screen