

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

May 22, 2013

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	O.S.

TO: Board of Education

FROM: Anthony Smith, Ph.D., Superintendent
Vernon Hal, Deputy Superintendent, Business and Operations
Brigitte Marshall, Associate Superintendent, Human Resources Services and Support

SUBJECT: Creation, Update and Revision, or Reclassification of Positions – Central Office Organization

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1213-0118 – Creation, Update and Revision, or Reclassification of Positions in the Central Office Organization.

DISCUSSION

As part of OUSD's Central Office resource optimization initiative, a number of OUSD Central Office Departments have undertaken a coordinated reorganization process to bring Central Office work into alignment across departments and to eliminate redundancy and improve coordination of effort. The OUSD Human Resources Department is assisting with and coordinating the assessment, development and reclassification of positions in partnership with individual central office departments participating in the reorganization. The goal of overhauling the District inventory of positions is to ensure position descriptions, scope and qualifications are current and accurate and that titles and compensation across position grades are consistent throughout the District.

Toward this effort, additional positions are being submitted under separate cover as a continuous effort to ensure every position has an approved job description and to address the long-term project to analyze the coherence of OUSD's job classification structure.

Early Childhood Education (ECE)

Update/Revise

Position Title/FTE
Director, Early Childhood Education (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFAD
Range 22: \$90,101 - \$114,987
12 months, 227 days, 7.5 hours

Repeal

Position Title/FTE
Director, Early Childhood Education (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFAD
Range 23: \$94,617 - \$120,767
12 months, 227 days, 7.5 hours

Funding

50% CD FCC Center, 5025-910
50% ECE-8500 Child Care, 5025-910

Creation

Position Title/FTE
Coordinator, Early Childhood Enrollment and Outreach (1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 17: \$78,270 - \$99,877
12 months, 261 days, 7.5 hours

Funding

50% EIA, 7090-910
25% CDC Center-Based, 5025-910
25% Child Development Instruction, 6105-910

Family, Schools, and Community Partnerships (FSCP)

Reclassification

Position Title/FTE

Director, Behavioral Health
Initiatives (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL
Range 18: \$82,172 - \$104,896
12 mos., 261 days, 7.5 hours

Repeal

Position Title/FTE

Coordinator, Behavioral Health
Initiatives (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL
Range 16: \$74,540 - \$95,141
12 mos., 261 days, 7.5 hours

Funding

45% Tier III, 0522-922
36% Tier III, 0510-922
14% General Purpose,
0000-922
5% MAA, 0099-922

Creation

Position Title/FTE

Coordinator, Health Assess/School-Based
Health Centers (SBHC) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL
Range 16: \$74,540 - \$95,141
12 months, 261 days, 7.5 hours

Funding

Kaiser Grant, 9225-922

Reclassification

Position Title/FTE

Program Manager, Community
School (6.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL
Range 12: \$61,325 - \$78,270
12 mos., 261 days, 7.5 hours

Repeal

Position Title/FTE

Program Manager, Community
School (6.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL
Range 11: \$58,405 - \$74,540
12 mos., 261 days, 7.5 hours

Funding

Kaiser Grant, 9225-922

The position of Program Manager, Juvenile Justice Center (JJC) was created under the former Family and Community Office and approved by Board on August 12, 2009, with an established duration for funding to sunset June 30, 2012. At the request of the Associate Superintendent, Family, Schools, and Community Partnerships, Human Resources reviewed and revised the job description to more accurately reflect the current responsibilities of the position. In doing so, the classification of Classified Management and compensation of the position remain unchanged and as previously approved. Funding for this position is currently in the renewal stage.

Update/Revise/Repeal

Position Title/FTE

Program Manager, Juvenile Justice
Center (JJC) Transitions (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL
Range 14: \$67,595 - \$86,270
12 months, 261 days, 7.5 hours

Funding

City of Oakland, Measure Y,
9180-922

Financial Services

Update/Revised

Position Title/FTE

Chief Financial Officer (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Contract
Range: Contract
12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-980

Financial Services (con't)

Update/Revise

Position Title/FTE

Executive Director, Budget
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range: 25: \$104,317 - \$133,146

12 months, 261 days, 7.5 hours

Reclassification

Position Title/FTE

Controller (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 25: \$104,317 - \$133,146

12 months, 261 days, 7.5 hours

Creation

Position Title/FTE

Director, Financial Services Budget
Development (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90,113 - \$114,999

12 months, 261 days, 7.5 hours

Creation

Position Title/FTE

Director, Financial Services
Operations Reporting (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90,113 - \$114,999

12 months, 261 days, 7.5 hours

Reclassification

Position Title/FTE

Director, Financial Services
Site-Based

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90,113 - \$114,999

12 months, 261 days, 7.5 hours

Creation

Position Title/FTE

Manager, Fixed Assets (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$74,540 - \$95,141

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Director, Budget (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 20: \$81,736 - \$104,305

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Controller (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90,113 - \$114,999

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Manager, Operations
Support (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 18: \$82,172 - \$104,896

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Manager, Financial Services

Salary Schedule/Range

Schedule: ADCL

Range 16: \$74,540 - \$95,141

12 months, 261 days, 7.5 hours

Funding

80% General Purpose,

0000-951

20% CAHSEE, 0509-951

Funding

General Purpose, 0000-936

Funding

General Purpose, 0000-951

Funding

General Purpose, 0000-951

Funding

General Purpose, 0000-951

Funding

80% Self-Insurance, 0000-987

20% General Purpose,

0000-936

Human Resources Services and Support

Reclassification

Position Title/FTE

Director, Operations & Employee Services (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90,113 - \$114,999

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Director, Human Resources (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 20: \$81,736 - \$104,305

12 months, 261 days, 7.5 hours

Funding

60% Title IIA

40% General Purpose

0000-944

Reclassification

Position Title/FTE

Director, Talent Acquisition (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90,113 - \$114,999

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Director, Talent Acquisition (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 20: \$81,736 - \$104,305

12 months, 261 days, 7.5 hours

Funding

50% Measure G,

30% General Purpose,

0000-944

20% Title IIA

Reclassification

Position Title/FTE

Manager, Compensation & Classification (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 18: \$74,938 - \$95,647

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Supervisor, Credentials, Compensation & Classification (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 15: \$65,098 - \$83,093

12 months, 261 days, 7.5 hours

Funding

General Purpose,

0000-944

Creation

Position Title/FTE

Manager, Employee Retention & Development (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 18: \$74,938 - \$95,647

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Site Team Generalist, HR (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 15: \$65,098 - \$83,093

12 months, 261 days, 7.5 hours

Funding

80% General Purpose,

0000-944

20% Measure G, 0089-944

Reclassification

Position Title/FTE

Manager, Substitute Services (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 18: \$74,938 - \$95,647

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Site Team Generalist, HR (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 15: \$65,098 - \$83,093

12 months, 261 days, 7.5 hours

Funding

General Purpose,

0000-944

Update/Revised

Position Title/FTE

Partner, Central Office (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 18: \$74,938 - \$95,647

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Site Team Generalist, HR (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 15: \$65,098 - \$83,093

12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-944

Human Resources Services and Support (con't)

Update/Revised

Position Title/FTE
Partner, School (2.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 18: \$74,938 - \$95,647
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Site Team Generalists, HR (2.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Funding

50% Title IIA, Teacher
Quality, 4035-944
30% Measure G, 0089-944
20% General Purpose,
0000-944

Update/Revised

Position Title/FTE
Analyst, Credentials (2.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Supervisor, Credentials, Compensation
& Classification (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Funding

1.0 FTE: 60% Measure G,
0089-944; 20% Title IIA,
4035-944; 10% TTO Proj.
Stem; 10% General Purpose,
0000-944
1.0 FTE: 40% Title IIA, 4035-
944; 30% Measure G, 0089-
944; 30% General Purpose,
0000-944

REPEAL

Position Title/FTE
Site Team Generalist, HR (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Update/Revised

Position Title/FTE
Analyst, Central Office
Staffing (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Service Team Assistant, HR
(2.0 FTE)
Salary Schedule/Range
Salary Schedule: CFST
Range 15: \$41,784 - \$56,010
12 months, 261 days, 7.5 hours

Funding

50% Instructional Materials
Block Grant, 0512-944
30% General Purpose,
0000-944
20% TIIG Block Grant,
0522 -944

Update/Revised

Position Title/FTE
Analyst, Employee Information
& Management Systems (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Site Team Generalists, HR (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Funding

90% General Purpose,
0000-944
10% Measure G, 0089-944

Update/Revised

Position Title/FTE
Generalist, Human Resources
(4.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Site Team Generalists, HR (4.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Funding

General Purpose,
0000-944

Human Resources Services and Support (con't)

Update/Revise

Position Title/FTE

Business Manager – HRSS

(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 15: \$65,098 - \$83,093

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Business Manager – HRSS

(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 15: \$65,098 - \$83,093

12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-944

Reclassification

Position Title/FTE

Assistant, Employee Information

Management System (2.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 9: \$48,578 - \$61,998

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Service Team Assistant II, HR

(2.0 FTE)

Salary Schedule/Range

Salary Schedule: CFST

Range 15: \$41,784 - \$56,010

12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-944

Reclassification

Position Title/FTE

Administrative Assistant, HR

(4.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 8: \$46,261 - \$59,049

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Service Team Assistant II, HR

(4.0 FTE)

Salary Schedule/Range

Salary Schedule: CFST

Range 15: \$41,784 - \$56,010

12 months, 261 days, 7.5 hours

Funding

3.0 FTE: General Purpose,
0000-944

1.0 FTE: 70% Measure G,
0089-944; 30% General
Purpose, 0000-944

Reclassification

Position Title/FTE

Secretary, Confidential

(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFST

Range 8: \$29,704 - \$39,794

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Receptionist, Confidential

(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFST

Range 7: \$28,311 - \$37,921

12 months, 261 days, 7.5 hours

Funding

Measure G, 0089-944

Instruction and Operations

Creation

Position Title/FTE

Coordinator, PreK-12 Systems

and Operations (2.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$74,540 - \$95,141

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Administrator on Special

Assignment III (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ASA 3

Range 1: \$74,541 - \$95,136

12 months, 219 days, 7.5 hours

Funding

General Purpose, 0000-913

Leadership, Curriculum and Instruction (LCI)

Creation

Position Title/FTE

Executive Director, English

Language Learners (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 25: \$104,317 - \$133,146

12 months, 227 days, 7.5 hours

Update/Revised

Position Title/FTE

Director, College and Career

Pathways (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 22: \$90,101 - \$114,987

12 months, 227 days, 7.5 hours

Repeal

Position Title/FTE

Director, College and Career

(1.0 FTE)

Salary Schedule/Range

Salary Schedule: ASA 6

Range 1: \$86,290 - \$110,126

12 months, 227 days, 7.5 hours

Funding

Title II, A Teacher Quality,
4035-954

Funding

50% TIIG Block Grant,
0522-909
50% Connect Ed Linked
Learning, 9135-909

Creation

Position Title/FTE

Coordinator, English Language

Learners (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227

Range 16: \$74,541 - \$95,136

12 months, 227 days, 7.5 hours

Funding

Title II, 4035-909

Creation

Position Title/FTE

Manager, Transitional

Kindergarten (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227

Range 18: \$82,172 - \$104,896

12 months, 227 days, 7.5 hours

Funding

Oakland Transitional
Kindergarten, 9160-956

PreK-8 Regional Office

Creation

Position Title/FTE

Director of Instruction, PreK – 8
(3.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 21: \$85,819 - \$109,535

12 months, 227 days, 7.5 hours

Repeal

Position Title/FTE

Administrator on Special
Assignment III (2.0 FTE)

Salary Schedule/Range

Salary Schedule: ASA 3

Range 1: \$85,819 - \$109,535

12 months, 227 days, 7.5 hours

Funding

43% General Purpose,
0000-961
27% Adult Ed, 0506-961
17% Teacher Cred Block Grant,
0520-961
7% CAHSEE, 0509-961
6% Title II, A Teacher Quality,
4035-961

PreK-8 Regional Office (con't)

Creation

Position Title/FTE
Coordinator, Operations and
Community Relations (3.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 18: \$74,938 - \$95,647
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Intermediary School Services
(1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 13: \$64,392 - \$82,172
12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-961

Programs for Exceptional Children

Reclassification

Position Title/FTE
Executive Officer, Programs for
Exceptional Children (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFAD
Range 25: \$104,317 - \$133,146
12 months, 227 days, 7.5 hours

Repeal

Position Title/FTE
Executive Officer, Special
Education (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFAD
Range 24: \$99,344 - \$126,804
12 months, 227 days, 7.5 hours

Funding

60% SE-IDEA Basic Grant
PL94-142, 3310-975
40% Special Education
6500-976

Creation

Position Title/FTE
Program Manager, SELPA
(1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 15: \$70,981 - \$90,601
12 months, 261 days, 7.5 hours

Funding

Special Education, 6500-976

Quality, Accountability and Analytics

Reclassification

Position Title/FTE
Director, Quality Diverse Providers
(1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 22: \$90,113 - \$114,999
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Director, Charter School Office
(1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 18: \$74,938 - \$95,647
12 months, 261 days, 7.5 hours

Funding

Charter Schools, 0095-947

Reclassification

Position Title/FTE
Director, Analytics (1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 18: \$82,172 - \$104,896
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Statistician (1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 16: \$74,540 - \$95,141
12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-948

Quality, Accountability, and Analytics (con't)

Reclassification

Position Title/FTE

Director, State and Local
Assessments (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 18: \$82,172 - \$104,896

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Coordinator, State and Local
Assessment (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$74,540 - \$95,141

12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-948

Creation

Position Title/FTE

Deputy Director, Office of Charter
Schools (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 18: \$74,938 - \$95,647

12 months, 261 days, 7.5 hours

Funding

Charter Schools, 0095-947

Reclassification

Position Title/FTE

Coordinator, Data Analysis &
Reporting (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$74,540 - \$95,141

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Coordinator, Data Analysis and
School Reform (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$74,540 - \$95,141

12 months, 261 days, 7.5 hours

Funding

50% TIIG, 0522-948

35% General Purpose,
0000-948

15% EIA/SCE, 7090-948

Reclassification

Position Title/FTE

Coordinator, Research &
Evaluation (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$74,540 - \$95,141

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Coordinator, Research (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$74,540 - \$95,141

12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-948

Creation

Position Title/FTE

Analytics Specialist, Charter
Schools (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 57: \$65,183 - \$87,316

12 mos., 261 days, 7.5 hours

Funding

Charter Schools, 0095-947

Creation

Position Title/FTE

Analytics Specialist, Data Tools
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 57: \$65,183 - \$87,316

12 mos., 261 days, 7.5 hours

Funding

TBD

Quality, Accountability, and Analytics (con't)

Creation

Position Title/FTE
Analytics Specialist, GIS/Mapping (1.0 FTE)
Salary Schedule/Range
Salary Schedule: WTCL
Range 57: \$65,183 - \$87,316
12 mos., 261 days, 7.5 hours

Funding

TBD

Creation

Position Title/FTE
Analytics Specialist, Human Capital (1.0 FTE)
Salary Schedule/Range
Salary Schedule: WTCL
Range 57: \$65,183 - \$87,316
12 mos., 261 days, 7.5 hours

Funding

TBD

Creation

Position Title/FTE
Research Associate, 0-8 Early
Childhood (1.0 FTE)
Salary Schedule/Range
Salary Schedule: WTCL
Range 57: \$65,183 - \$87,316
12 mos., 261 days, 7.5 hours

Funding

Kellogg Grant, 9156-948

Creation

Position Title/FTE
Research Associate,
Disproportionality (1.0 FTE)
Salary Schedule/Range
Salary Schedule: WTCL
Range 57: \$65,183 - \$87,316
12 mos., 261 days, 7.5 hours

Funding

Kellogg Grant, 9156-948

Creation

Position Title/FTE
Specialist, State Testing (1.0 FTE)
Salary Schedule/Range
Salary Schedule: WTCL
Range 55: \$62,018 - \$83,096
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Teacher on Special
Assignment (1.0 FTE)
Salary Schedule/Range
Salary Schedule: Per OEA Contract
Range: Per OEA Contract
12 months, 222 days, 6.5 hours

Funding

General Purpose, 0000-948

Technology Services

Update/Revised

Position Title/FTE
Information Technology
Officer (1.0 FTE)
Salary Schedule: CFCA
Range 25: \$104,317 - \$133,146
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Information Technology
Officer (1.0 FTE)
Salary Schedule: CFCA
Range 25: \$104,317 - \$133,146
12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-986

A Meet and Confer was conducted with the appropriate bargaining units.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1213-0118 – Creation, Update and Revision, or Reclassification of Positions in the Central Office Organization.

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

May 22, 2013

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	DS

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1213-0118**

- Creation, Repeal, Update and Revision, or Reclassification of Positions – Central Office Organization -

Creation

- Analytics Specialist, Charter Schools -
 - Analytics Specialist, Data Tools -
 - Analytics Specialist, GIS/Mapping -
 - Analytics Specialist, Human Capital -
- Coordinator, Early Childhood Enrollment and Outreach -
 - Coordinator, English Language Learner (ELL) -
- Coordinator, Health Assess/School-Based Health Centers -
 - Coordinator, Operations and Community Relations -
 - Coordinator, PreK-12 Systems and Operations -
 - Deputy Director, Office of Charter Schools -
- Director, Financial Services Budget Development -
- Director, Financial Services Operations Reporting -
 - Director of Instruction, PreK – 8 -
- Executive Director, English Language Learners -
- Manager, Employee Retention & Development -
 - Manager, Fixed Assets -
 - Manager, Transitional Kindergarten -
 - Program Manager, SELPA -
- Research Associate, 0-8 Early Childhood -
- Research Associate, Disproportionality -
 - Specialist, State Testing -

Update/Revision or Reclassification and Repeal

- Administrative Assistant, HR -
- Analyst, Central Office Staffing -
 - Analyst, Credentials -
- Analyst, Employee Information & Management Systems -
- Assistant, Employee Information Management System -
 - Business Manager – HRSS -
 - Chief Financial Officer -
 - Controller -
- Coordinator, Data Analysis & Reporting -
- Coordinator, Research & Evaluation -

Update/Revision or Reclassification and Repeal (con't)

- Director, Analytics -
 - Director, Behavioral Health Initiatives -
 - Director, College and Career Pathways -
 - Director, Early Childhood Education -
 - Director, Financial Services Site-Based -
 - Director, Operations & Employee Services -
 - Director, Quality Diverse Providers -
 - Director, State and Local Assessments -
 - Director, Talent Acquisition -
 - Executive Director, Budget -
 - Executive Officer – Programs for Exceptional Children -
 - Generalist, Human Resources -
 - Information Technology Officer -
 - Manager, Compensation & Classification -
 - Manager, Substitute Services -
 - Partner, Central Office -
 - Partner, School -
 - Program Manager, Community School -
 - Program Manager, Juvenile Justice Center (JJC) Transitions -
 - Secretary, Confidential -
-

WHEREAS, it is the goal of the Oakland Unified School District to ensure organizational effectiveness, efficiency and accountability to further student achievement; and

WHEREAS, it is the intent of the District to develop a structure which focuses on providing high standards of service and increasing accountability across the system; and

WHEREAS, the creation and/or revision and update and/or reclassification of these positions align with the District's Strategic Plan for a Full Service Community School District; and

WHEREAS, the District is committed to a structure which focuses on promoting student achievement and to support sites fully; and

WHEREAS, the old job classifications are repealed and the new job classifications are now created to current standards and are placed on the appropriate salary schedule and range as specified, and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby determines that the following positions are created and others, as specified, are repealed and the newly created and/or updated and revised and reclassified positions shall be established on the respective salary schedule/range effective 12:01 a.m. July 1, 2013, as follows:

Early Childhood Education (ECE)

Update/Revise

Position Title/FTE

Director, Early Childhood Education (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 22: \$90,101 - \$114,987

12 months, 227 days, 7.5 hours

Repeal

Position Title/FTE

Director, Early Childhood Education (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 23: \$94,617 - \$120,767

12 months, 227 days, 7.5 hours

Funding

50% CD FCC Center, 5025-910

50% ECE-8500 Child Care,
5025-910

Early Childhood Education (ECE) (con't)

Creation

Position Title/FTE

Coordinator, Early Childhood Enrollment
and Outreach (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 17: \$78,270 - \$99,877

12 months, 261 days, 7.5 hours

Funding

50% EIA, 7090-910

25% CDC Center-Based,
5025-910

25% Child Development
Instruction, 6105-910

Family, Schools, and Community Partnerships (FSCP)

Reclassification

Position Title/FTE

Director, Behavioral Health
Initiatives (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 18: \$82,172 - \$104,896

12 mos., 261 days, 7.5 hours

Repeal

Position Title/FTE

Coordinator, Behavioral Health
Initiatives (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$74,540 - \$95,141

12 mos., 261 days, 7.5 hours

Funding

45% Tier III, 0522-922

36% Tier III, 0510-922

14% General Purpose,
0000-922

5% MAA, 0099-922

Creation

Position Title/FTE

Coordinator, Health Assess/School-Based
Health Centers (SBHC) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$74,540 - \$95,141

12 months, 261 days, 7.5 hours

Funding

Kaiser Grant, 9225-922

Reclassification

Position Title/FTE

Program Manager, Community
School (6.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 12: \$61,325 - \$78,270

12 mos., 261 days, 7.5 hours

Repeal

Position Title/FTE

Program Manager, Community
School (6.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 11: \$58,405 - \$74,540

12 mos., 261 days, 7.5 hours

Funding

Kaiser Grant, 9225-922

Update/Revise/Repeal

Position Title/FTE

Program Manager, Juvenile Justice
Center (JJC) Transitions (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$67,595 - \$86,270

12 months, 261 days, 7.5 hours

Funding

City of Oakland, Measure Y,
9180-922

Financial Services

Update/Revised

Position Title/FTE

Chief Financial Officer (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Contract

Range: Contract

12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-980

Financial Services (con't)

Update/Revise

Position Title/FTE

Executive Director, Budget
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range: 25: \$104,317 - \$133,146

12 months, 261 days, 7.5 hours

Reclassification

Position Title/FTE

Controller (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 25: \$104-317 - \$133,146

12 months, 261 days, 7.5 hours

Creation

Position Title/FTE

Director, Financial Services Budget
Development (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90,113 - \$114,999

12 months, 261 days, 7.5 hours

Creation

Position Title/FTE

Director, Financial Services
Operations Reporting (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90, 113 - \$114,999

12 months, 261 days, 7.5 hours

Reclassification

Position Title/FTE

Director, Financial Services
Site-Based (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90,113 - \$114,999

12 months, 261 days, 7.5 hours

Creation

Position Title/FTE

Manager, Fixed Assets (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$74,540 - \$95,141

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Director, Budget (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 20: \$81,736 - \$104,305

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Controller (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90,113 - \$114,999

12 months, 261 days, 7.5 hours

Funding

80% General Purpose,

0000-951

20% CAHSEE, 0509-951

Funding

Funding

General Purpose, 0000-951

Funding

General Purpose, 0000-951

Funding

60% General Purpose,

0000-951

40% Measure B,

9599-951

Funding

80% Self-Insurance, 0000-951

20% General Purpose,

0000-951

Human Resources Services and Support

Reclassification

Position Title/FTE

Director, Operations & Employee Services (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90,113 - \$114,999

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Director, Human Resources (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 20: \$81,736 - \$104,305

12 months, 261 days, 7.5 hours

Funding

60% Title IIA

40% General Purpose

0000-944

Reclassification

Position Title/FTE

Director, Talent Acquisition (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90,113 - \$114,999

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Director, Talent Acquisition (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 20: \$81,736 - \$104,305

12 months, 261 days, 7.5 hours

Funding

50% Measure G,

30% General Purpose,

0000-944

20% Title IIA

Reclassification

Position Title/FTE

Manager, Compensation & Classification (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 18: \$74,938 - \$95,647

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Supervisor, Credentials, Compensation & Classification (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 15: \$65,098 - \$83,093

12 months, 261 days, 7.5 hours

Funding

General Purpose,

0000-944

Creation

Position Title/FTE

Manager, Employee Retention & Development (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 18: \$74,938 - \$95,647

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Site Team Generalist, HR (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 15: \$65,098 - \$83,093

12 months, 261 days, 7.5 hours

Funding

80% General Purpose,

0000-944

20% Measure G, 0089-944

Reclassification

Position Title/FTE

Manager, Substitute Services (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 18: \$74,938 - \$95,647

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Site Team Generalist, HR (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 15: \$65,098 - \$83,093

12 months, 261 days, 7.5 hours

Funding

General Purpose,

0000-944

Update/Revised

Position Title/FTE

Partner, Central Office (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 18: \$74,938 - \$95,647

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Site Team Generalist, HR (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 15: \$65,098 - \$83,093

12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-944

Human Resources Services and Support (con't)

Update/Revised

Position Title/FTE
Partner, School (2.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 18: \$74,938 - \$95,647
12 months, 261 days, 7.5 hours

Update/Revised

Position Title/FTE
Analyst, Credentials (2.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Update/Revised

Position Title/FTE
Analyst, Central Office
Staffing (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Update/Revised

Position Title/FTE
Analyst, Employee Information
& Management Systems (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Update/Revised

Position Title/FTE
Generalist, Human Resources
(4.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Site Team Generalists, HR (2.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Supervisor, Credentials, Compensation
& Classification (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

REPEAL

Position Title/FTE
Site Team Generalist, HR (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Service Team Assistant, HR
(2.0 FTE)
Salary Schedule/Range
Salary Schedule: CFST
Range 15: \$41,784 - \$56,010
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Site Team Generalists, HR (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Site Team Generalists, HR (4.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Funding

50% Title IIA, Teacher
Quality, 4035-944
30% Measure G, 0089-944
20% General Purpose,
0000-944

Funding

1.0 FTE: 60% Measure G,
0089-944; 20% Title IIA,
4035-944; 10% TTO Proj.
Stem; 10% General Purpose,
0000-944
1.0 FTE: 40% Title IIA, 4035-
944; 30% Measure G, 0089-
944; 30% General Purpose,
0000-944

Funding

50% Instructional Materials
Block Grant, 0512-944
30% General Purpose,
0000-944
20% TIIG Block Grant,
0522 -944

Funding

90% General Purpose,
0000-944
10% Measure G, 0089-944

Funding

General Purpose,
0000-944

Human Resources Services and Support (con't)

Update/Revise

Position Title/FTE

Business Manager – HRSS
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Business Manager – HRSS
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA
Range 15: \$65,098 - \$83,093
12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-944

Reclassification

Position Title/FTE

Assistant, Employee Information
Management System (2.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA
Range 9: \$48,578 - \$61,998
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Service Team Assistant II, HR
(2.0 FTE)

Salary Schedule/Range

Salary Schedule: CFST
Range 15: \$41,784 - \$56,010
12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-944

Reclassification

Position Title/FTE

Administrative Assistant, HR
(4.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA
Range 8: \$46,261 - \$59,049
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Service Team Assistant II, HR
(4.0 FTE)

Salary Schedule/Range

Salary Schedule: CFST
Range 15: \$41,784 - \$56,010
12 months, 261 days, 7.5 hours

Funding

3.0 FTE: General Purpose,
0000-944
1.0 FTE: 70% Measure G,
0089-944; 30% General
Purpose, 0000-944

Reclassification

Position Title/FTE

Secretary, Confidential
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFST
Range 8: \$29,704 - \$39,794
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Receptionist, Confidential
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFST
Range 7: \$28,311 - \$37,921
12 months, 261 days, 7.5 hours

Funding

Measure G, 0089-944

Instruction and Operations

Creation

Position Title/FTE

Coordinator, PreK-12 Systems
and Operations (2.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL
Range 16: \$74,540 - \$95,141
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Administrator on Special
Assignment III (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ASA 3
Range 1: \$74,541 - \$95,136
12 months, 219 days, 7.5 hours

Funding

General Purpose, 0000-913

Leadership, Curriculum and Instruction (LCI)

Creation

Position Title/FTE

Executive Director, English
Language Learners (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 25: \$104,317 - \$133,146

12 months, 227 days, 7.5 hours

Update/Revised

Position Title/FTE

Director, College and Career
Pathways (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 22: \$90,101 - \$114,987

12 months, 227 days, 7.5 hours

Repeal

Position Title/FTE

Director, College and Career
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: ASA 6

Range 1: \$86,290 - \$110,126

12 months, 227 days, 7.5 hours

Funding

Title II, A Teacher Quality,
4035-954

Funding

50% TIIG Block Grant,
0522-909

50% Connect Ed Linked
Learning, 9135-909

Creation

Position Title/FTE

Coordinator, English Language
Learner (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227

Range 16: \$74,541 - \$95,136

12 months, 227 days, 7.5 hours

Funding

Title II, 4035-909

Creation

Position Title/FTE

Manager, Transitional
Kindergarten (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227

Range 18: \$82,172 - \$104,896

12 months, 227 days, 7.5 hours

Funding

Oakland Transitional
Kindergarten, 9160-956

PreK-8 Regional Offices

Creation

Position Title/FTE

Director of Instruction, PreK – 8
(3.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 21: \$85,819 - \$109,535

12 months, 227 days, 7.5 hours

Repeal

Position Title/FTE

Administrator on Special
Assignment III (2.0 FTE)

Salary Schedule/Range

Salary Schedule: ASA 3

Range 1: \$85,819 - \$109,535

12 months, 227 days, 7.5 hours

Funding

43% General Purpose,
0000-961

27% Adult Ed, 0506-961

17% Teacher Cred Block Grant,
0520-961

7% CAHSEE, 0509-961

6% Title II, A Teacher Quality,
4035-961

PreK-8 Regional Offices (con't)

Creation

Position Title/FTE

Coordinator, Operations and
Community Relations (3.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 18: \$74,938 - \$95,647

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Intermediary School Services
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 13: \$64,392 - \$82,172

12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-961

Programs for Exceptional Children

Reclassification

Position Title/FTE

Executive Officer, Programs for
Exceptional Children (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 25: \$104,317 - \$133,146

12 months, 227 days, 7.5 hours

Repeal

Position Title/FTE

Executive Officer, Special
Education (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 24: \$99,344 - \$126,804

12 months, 227 days, 7.5 hours

Funding

60% SE-IDEA Basic Grant

PL94-142, 3310-975

40% Special Education

6500-976

Creation

Position Title/FTE

Program Manager, SELPA
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 15: \$70,981 - \$90,601

12 months, 261 days, 7.5 hours

Funding

Special Education, 6500-976

Quality, Accountability and Analytics

Reclassification

Position Title/FTE

Director, Quality Diverse Providers
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 22: \$90,113 - \$114,999

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Director, Charter School Office
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 18: \$74,938 - \$95,647

12 months, 261 days, 7.5 hours

Funding

Charter Schools, 0095-947

Quality, Accountability, and Analytics (con't)

Reclassification

Position Title/FTE
Director, Analytics (1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 18: \$82,172 - \$104,896
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Statistician (1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 16: \$74,540 - \$95,141
12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-948

Reclassification

Position Title/FTE
Director, State and Local
Assessments (1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 18: \$82,172 - \$104,896
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Coordinator, State and Local
Assessment (1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 16: \$74,540 - \$95,141
12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-948

Creation

Position Title/FTE
Deputy Director, Office of Charter
Schools (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 18: \$74,938 - \$95,647
12 months, 261 days, 7.5 hours

Funding

Charter Schools, 0095-947

Reclassification

Position Title/FTE
Coordinator, Data Analysis &
Reporting (1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 16: \$74,540 - \$95,141
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Coordinator, Data Analysis and
School Reform (1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 16: \$74,540 - \$95,141
12 months, 261 days, 7.5 hours

Funding

50% TIIG, 0522-948
35% General Purpose,
0000-948
15% EIA/SCE, 7090-948

Reclassification

Position Title/FTE
Coordinator, Research &
Evaluation (1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 16: \$74,540 - \$95,141
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Coordinator, Research (1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 16: \$74,540 - \$95,141
12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-948

Creation

Position Title/FTE
Analytics Specialist, Charter
Schools (1.0 FTE)
Salary Schedule/Range
Salary Schedule: WTCL
Range 57: \$65,183 - \$87,316
12 mos., 261 days, 7.5 hours

Funding

Charter Schools, 0095-947

Quality, Accountability, and Analytics (con't)

Creation

Position Title/FTE

Analytics Specialist, Data Tools
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 57: \$65,183 - \$87,316

12 mos., 261 days, 7.5 hours

Funding

TBD

Creation

Position Title/FTE

Analytics Specialist, GIS/Mapping (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 57: \$65,183 - \$87,316

12 mos., 261 days, 7.5 hours

Funding

TBD

Creation

Position Title/FTE

Analytics Specialist, Human Capital (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 57: \$65,183 - \$87,316

12 mos., 261 days, 7.5 hours

Funding

TBD

Creation

Position Title/FTE

Research Associate, 0-8 Early
Childhood (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 57: \$65,183 - \$87,316

12 mos., 261 days, 7.5 hours

Funding

Kellogg Grant, 9156-948

Creation

Position Title/FTE

Research Associate,
Disproportionality (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 57: \$65,183 - \$87,316

12 mos., 261 days, 7.5 hours

Funding

Kellogg Grant, 9156-948

Creation

Position Title/FTE

Specialist, State Testing (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 55: \$62,018 - \$83,096

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Teacher on Special
Assignment (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Per OEA Contract

Range: Per OEA Contract

12 months, 222 days, 6.5 hours

Funding

General Purpose, 0000-948

Technology Services

Update/Revised

Position Title/FTE
Information Technology
Officer (1.0 FTE)
Salary Schedule: CFCA
Range 25: \$104,317 - \$133,146
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Information Technology
Officer (1.0 FTE)
Salary Schedule: CFCA
Range 25: \$104,317 - \$133,146
12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-986

Passed by the following vote:

AYES: Jody London, James Harris, Christopher Dobbins, Roseann Torres,
Vice President Jumoke Hinton Hodge, President David Kakishiba

NOES: None

ABSTAINED: None

ABSENT: None

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held May 22, 2013.



Edgar Rakestraw, Jr.
Secretary, Board of Education
Oakland Unified School District

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	o/s

Oakland Unified School District
Office of the Superintendent of Schools
May 22, 2013

Addendum to
Resolution 1213-0118
Creation, Repeal, Update and Revision, or Reclassification of Positions-Central Office Organization

Summary of New/Amended Positions

(Listed alphabetically by department)

Accounts Payable	
Accounts Payable Technician I	BASIC FUNCTION: Under general supervision, assist in the processing of entering payments of vendor payments as support to Account Payable Technician II. Assist in the daily operational needs of the department.
Accounts Payable Technician II	BASIC FUNCTION: Independently process for payment an assigned group of liabilities, including: employee reimbursements; purchase orders; contractual obligations and bids; claims from school sites for student body activities; revolving cash fund transactions; legal settlements; field trips; and other items approved by the Board of Education via resolutions. Perform responsible accounting and fiscal record management functions utilizing manual and computerized databases and processes: to audit, verify, and monitor a variety of recordkeeping and reporting documents for accuracy and completeness; and to prepare financial statistical reports utilized in the services of assigned work unit/projects.
Early Childhood Education (ECE)	
Director, Early Childhood Education	BASIC FUNCTION: Plan, organize, control and direct programs to: ensure that children are ready to enter kindergarten as measured by the state's readiness standards; provide efficient and effective child care and development system, as determined by community needs; offer a full range of child care services in a safe, healthful and nurturing environment; complement the elementary program academically in the school age Child Development Center program by targeting the standards by grade level that have most leverage; and engage, educate and support parents in their role as advocates for their children in the public school system.
Coordinator, Early Childhood Enrollment	BASIC FUNCTION: Manage all aspects of the Early Childhood Education Student Assignment Center. Provide oversight of the Early Childhood student enrollment system. Coordinate and facilitate the planning, development, implementation, and evaluation of Early Childhood Education Enrollment Services that: 1) comply with Department of Social Services, Community Care Licensing Title 22 regulations 2) maximize full enrollment capacity of schools 3) adhere to California State Department of Education, Child Development Division, Title 5, Education Code regulations. Coordinate with leaders in the District and in other citywide service areas and agencies to develop outreach strategies to increase enrollment.
Family, School, Community Partnership	
Director, Behavioral Health Initiatives	BASIC FUNCTION: Lead and collaborate in the development and implementation of school climate initiatives which ensure all students have access to safe and supportive schools. The Director of Behavioral Health Initiatives will identify and facilitate the implementation of effective District-wide frameworks and programs that promote positive conditions for learning and remove barriers to learning including school-based behavioral health services, violence prevention programs, restorative justice, positive behavioral intervention and support, services for foster, homeless, refugee, and migrant students, and crisis response services to promote equitable access to education within Full Service Community Schools.
Coordinator, Health Assess/School-Based Health Centers	BASIC FUNCTION: Manage and lead the development and implementation of comprehensive health services through School-Based Health Centers/Programs, as well as integration of the health programs into the Full Service Community School (FSCS) framework. Assist in the development of strategies and structures that strengthen the ability of the District to operate as a Full Service Community District. Provide professional development to health partners, community school managers and principals to build their capacity as Full Service Community School (FSCS) leaders.

Program Manager, Community	BASIC FUNCTION: Work in partnership under the direction of the Site Administrator and assigned Family, Schools, and Community Partnerships Supervisor to manage and lead the development of the full service community school, including assessment of the school community's needs and assets, coordination of all student and family support services and development of resources and partnerships.
Program Manager, Juvenile Justice	BASIC FUNCTION: Coordinate a multi-agency team to assess and place youth released from the Alameda County Juvenile Justice Center (JJC) who will enter the Oakland Unified School District and monitor progress of youth to ensure coordination of transition, health, behavioral, and social services. Multi-agency team includes Alameda County Probation and Health Services, District departments and school site administrators, Community Based Organizations (CBO), and other interested parties.
Financial Services	
Chief Financial Officer	BASIC FUNCTION: Direct, lead, plan, coordinate, supervise and evaluate the District's Financial, Compliance, Risk Management, Accounting, and Procurement and Distribution, and is principal support to the Deputy Superintendent, Business Services and Operations; supervises, reviews and evaluates the directors and managers. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Executive Director, Budget	BASIC FUNCTION: Under direction of the Chief Financial Officer, plans, organizes and manages the daily operations of Financial Services; supervises reviews and evaluates performance of the Financial Services Directors and other staff. Develops and monitors budget; establishes and maintains system of internal control to safeguard District assets. Responsible for the District's financial reporting to outside agencies and does related work as required. Recommend and implement fiscal policies with provide for adequate budgetary and staffing control. Serve as advisor to top administrators concerning all budget and finance issues. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Controller	BASIC FUNCTION: Provide dedicated support to the Chief Financial Officer on strategic, District-wide analyses and financial reporting to local, state and federal governments.
Director, Financial Services Budget Development	BASIC FUNCTION: Under the direction of the Executive Director of Budget, plan, organize, and direct the functions of the budget development process; direct the maintenance of the District's budget, projections and standards. Provide funding guidelines for District programs and funds. Implement internal controls for routine budget operation functions; direct support staff on budget operations processes. Supervise and evaluate the performance of assigned Financial Analysts or related staff. The Director is authorized to act on behalf of the Executive Director of Budget in his/her absence in collaboration with the other Financial Services Directors.
Director, Financial Services Operations Reporting	BASIC FUNCTION: Under the direction of the Executive Director of Budget administer the District's budget adoption and interim reporting processes compliant with state and county guidelines and timelines. Implement internal controls for routine budget operation functions. Direct support staff on budget operation processes. Provide budgetary and financial data to the Executive Director of Budget and District administrators for use in critical fiscal decision-making strategies. Create and implement policies and procedures that foster cost effectiveness in the District business practices. Supervise and evaluate the performance of assigned Financial Analysts or related staff. The Director is authorized to act on behalf of the Executive Director of Budget in his/her absence in collaboration with the other Financial Services Directors.
Director, Financial Services Site-Based	BASIC FUNCTION: Under the direction of the Executive Director of Budget assist in the management of the District's Site-Based Budgeting process. Assist, plan, organize and direct the District's Site-Based Budget monitoring and management system. Coordinate the management of financial reporting as it relates to central offices and school site, in conjunction with the Administrator of Operations and Reporting. Supervise and evaluate the performance of assigned financial analysts and related staff. The Director is authorized to act on behalf of the Executive Director of Budget in his/her absence in collaboration on with the other Financial Services Directors
Manager, Fixed Assets	BASIC FUNCTION: The Fixed Assets Manager coordinates the maintenance of property records for all land, land improvements, buildings, building improvements, machinery, and equipment

	owned by the Oakland Unified School District (OUSD). This includes coordinating receiving, maintaining a real time inventory, and periodic reporting on all fixed assets to be included in the District's annual financial statements and for insurance valuation. The Fixed Assets Manager also oversees the ongoing operations of the District's Fixed Assets program, and supports its development and implementation.
Human Resources Services & Support	
Director, Operations & Employee Services	BASIC FUNCTION: Under minimal supervision, oversee and manage the division of HRSS responsible for credentials, Equal Employment Opportunity, reasonable accommodations, employee leaves, and the employee information management system. Plan, organize, and direct assigned functions within HRSS in a thoughtful and strategic manner, ensuring a focus on the efficient, effective provision of human resource services to employees. Lead activities to critically analyze and continuously improve human capital management in the District. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Director, Strategic School Support	BASIC FUNCTION: Under minimum supervision, conceptualize and execute on many levels. Perform professional, highly complex tasks to develop and implement effective human capital management practices and principles. Perform independent, specialized tasks in building and retaining a highly qualified workforce in support of schools and departments. Position holder is empowered to find and build high quality support to measurably improve District schools by attracting and retaining the best educators and staff members. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Director, Talent Acquisition	BASIC FUNCTION: Under minimal supervision, lead, develop, coordinate and manage recruiting strategies and programs to attract and retain quality internal and external applicants for the Oakland Unified School District. Comply with and maintain knowledge of District, local, state and federal policies and regulations concerning primary job functions. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Manager, Compensation & Classification	BASIC FUNCTION: Manage and perform a range of activities to execute development, classification, compensation determination, and salary assignment for certificated and classified District employees. Manage the Meet and Confer process with OUSD Labor Partners when new job classifications are created. Manage the development and maintenance of systems to insure that job descriptions remain accurate, up-to-date, and are appropriately associated with the job titles in the District's employee management system. Manage classification and compensation surveys and studies as appropriate for the district to maintain competitive wage and salary systems. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Manager, Employee Retention & Development	BASIC FUNCTION: Under general supervision, administer, coordinate and implement the District's teaching effectiveness systems designed to increase the number of effective teachers in classrooms every day. Develop organizational frameworks and strategies to insure District systems and practices promote the development and retention of our most effective teachers and staff, such as compensation structures, career ladders, and professional development. Build relationships and systems to assess teaching effectiveness and to align site-based and District supports to promote and enhance teaching effectiveness. Coordinate and actively promote a wide variety of professional development opportunities to address training needs of employees across the District. Analyze and report attrition, effectiveness, and retention data to determine root causes for separations and to determine any noticeable trends. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Manager, Substitute Services	BASIC FUNCTION: Implement a broad range of human resources programs for substitute certificated and classified staff including: recruitment, selection and hiring; qualification and credential verification; wage and salary administration; assignment; support; evaluation; discipline; terminations; reassignment. Manage, analyze and report on a range of data sets and information pertaining to substitute staff and teachers. Manage and execute special projects in support of HRSS. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

Manager, Talent Acquisition	BASIC FUNCTION: Coordinate and manage the District's teacher recruiting program, targeting recruitment of Oakland youth and adults as teachers. Maintain confidentiality of all personnel matters; perform administrative duties involving access to confidential information concerning employer-employee relations.
Partner, Central Office	BASIC FUNCTION: Partner with District and school leaders to support the development of high quality classified and certificated staff for central office departments by coaching, assisting, and managing a broad range of human capital issues, including but not limited to: recruitment, retention, professional learning, growth and development, evaluation, discipline, and recognition. Provide guidance to the Human Resources Services and Support Department in building a comprehensive profile of the District's professional capital assets through collecting qualitative and quantitative data about staff at their central office departments. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Partner, School	BASIC FUNCTION: Partner with District and school leaders to support the development of high quality certificated and classified staff for each school site by coaching, assisting, and managing a broad range of human capital issues, including: recruitment, retention, professional learning, growth and development, evaluation, discipline, and recognition. Provide guidance to the Human Resources Services and Support Department in building a comprehensive profile of the District's professional capital assets through collecting qualitative and quantitative data about staff at their school sites. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Analyst, Credentials	BASIC FUNCTION: Manage and execute a range of specialized duties in the administration of California State credential requirements and processes including, but not limited to assessing suitability of credentials; monitoring and reporting on credential status for District and external entities; serving as a subject matter expert within District to guide and shape regulations, policies, processes, and procedures related to credentials; support HRSS and District partners in acquiring and retaining credentialed teachers. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Analyst, Central Office Staffing	BASIC FUNCTION: Provide support to central office managers, supervisors and staff on a range of human resource-related areas, including but not limited to: staffing recruitment; staff selection and employee fitness verification; routine personnel management and evaluation support; professional learning and development. Provide analytically-driven support to HRSS and relevant District leaders to build and maintain a highly effective central office workforce. Provide direct support and analysis regarding a range of human resources issues to certificated and classified staff working in central office departments. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Analyst, Employee Information Management Systems	BASIC FUNCTION: Execute technical management of the employee record system, including execution and management of employee file creation and modification. Generate data sets, analyze data, develop reports, and assure the integrity of data in the employee record system to fulfill data reporting needs for the Board of Education, various District offices, and external agencies. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Generalist, Human Resources	BASIC FUNCTION: Implement a broad range of human resources programs for an assigned major segment of the District (i.e., sites) including recruitment, selection by appropriate qualifications and credentials, wage and salary administration, staffing, assignment, evaluation, discipline, and other assigned areas for both certificated and classified personnel. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Business Manager	BASIC FUNCTION: Perform a variety of complex, diverse, technical, supervisory, and administrative duties involving access to confidential information concerning employer-employee relations; and assume primary responsibility for implementing designated activities and operations of the department. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

Assistant, Employee Information Management System	BASIC FUNCTION: Conduct complex data entry for various types of employee actions in the employee information management system; receive and resolve support inquiries, data requests, paperwork requests in support of HRSS; intake data requests and generate data sets, compile statistics, and contribute to development of reports regarding employee data in support of ongoing HRSS reporting to the Board; support and conduct internal employee information systems audits; Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Administrative Assistant - HR	BASIC FUNCTION: Perform a variety of complex, technical administrative assistant duties requiring good communication skills involving access to information concerning employer-employee relations in all bargaining units throughout the District; utilize specialized knowledge and independent judgment involving frequent and responsible public contact; analyze and interpret data; plan, organize and coordinate office activities and communications to relieve the administrator of routine duties; coordinate activities among managers, staff and outside organizations; work independently to assist in the smooth and efficient operation of Human Resources Services and Support; provide for accurate and timely entry of a variety data into various computer software programs. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Secretary - HRSS	BASIC FUNCTION: Perform a variety of highly difficult, prescribed secretarial duties in an assigned area requiring good communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible public contact; provide for accurate and timely entry of a variety of data into various computer software programs. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

Instruction & Operations

Coordinator, PreK-12 Systems	BASIC FUNCTION: To offer support management of the non-academic functions of OUSD schools, in a way that is completely interwoven with the academic program of the school, so that the academic vision of the school can be fulfilled and that operations support that vision. To build the capacity of school site leaders and classified support staff to the meet the Balanced Scorecard goals, implement and design school site plans, and improve service to students and families.
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Leadership, Curriculum & Instruction

Executive Director, English Language Learners	BASIC FUNCTION: Under the general direction of the Assistant Superintendent of Leadership, Curriculum and Instruction, is responsible for providing District-wide leadership in the planning, implementation and monitoring of the English Learner services; is responsible for compliance of all regulations regarding English Learners. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Director, College & Career Pathways	BASIC FUNCTION: The Linked Learning unit, within the Leadership, Curriculum and Instruction (LCI) department, promotes the District's mission of graduating students who are college, career and community ready by leveraging relationships within the local and national communities to ensure that all secondary school students, including those with alternative educational needs, have the means, opportunity and preparation to attend college and to function effectively in the work place. This includes development, coordination and management of Linked Learning and other initiatives aimed at helping more students succeed academically. It also includes a comprehensive program of business and community internships and work experiences that bring community partners and the District together to achieve this goal.
Coordinator, English Language Learner (ELL)	BASIC FUNCTION: Under minimal supervision, coordinate District-wide activities, disseminate and receive information related to English Language Development; plan and implement activities and/or special events; address operational issues related to English Language Learners; provide recommendations of expenditures for activities, equipment, and supplies that enhance the school programs; and serve as a resource to respective school staff, providing support and guidance based on their subject area knowledge and experience.
Manager, Transitional Kindergarten	BASIC FUNCTION: Under direction of assigned manager, the Manager of Transitional Kindergarten will develop instructional materials, processes, and procedures for Transitional Kindergarten (TK); provide training and technical assistance; research existing Transitional

	Kindergarten programs; determine location of, and enrollment policies for, District TK programs; and participate in local and state professional learning communities.
Payroll Department	
Payroll Technician I	BASIC FUNCTION: Perform a variety of proficient, advanced duties requiring excellent communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible public contact; calculate and process monthly and hourly payroll for the District; provide for accurate and timely entry of a variety of data into various computer software programs.
Payroll Technician II	BASIC FUNCTION: Perform a variety of difficult, technical duties requiring excellent communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible public contact; calculate and process monthly and hourly payroll for the District; provide for accurate and timely entry of a variety of data into various computer software programs.
PreK-8 Regional Office	
Director of Instruction	BASIC FUNCTION: The Director of Instruction serves to accelerate the performance and achievement as described in the Strategic Plan and measured by the Balanced Score Card targets at Focal Schools. In Focal Schools, the Director works in alignment with the Executive Officers to build leadership capacity to create sustainable systems and structures that support instruction aligned to the Common Core State Standards and Next Generation Science Standards (NGSS), and assist in the development of a positive school culture that prioritizes the reduction of disproportionate suspension of African American students. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Coordinator, Operations and Community Relations	BASIC FUNCTION: Under minimal supervision, the Coordinator of Operations and Community Relations serves to manage school operations for a PreK-8 Region of schools. The Coordinator builds systems and structures for operations between schools and regional office prioritizing timely intake and processing of school operations paperwork including contracts, extended contracts, reimbursement and field trip requests. The first major domain of work for the Coordinator is to support operations management between the school sites and central office. The Coordinator works to build capacity for effective operations at school sites that ensure compliance and contributes to sustainable operational leadership and practice. The second major domain of work for the Coordinator is to manage and build effective systems for communication between sites, community and the regional office. This includes responding to parent and school staff inquiries, mediating the resolution of parent concerns, and investigating and providing written response to formal complaints. In both domains of work, the Coordinator is highly collaborative, working with site staff, networking and coordinating with central office department staff. The Coordinator demonstrates professional communication and follow through on multiple tasks. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Programs for Exceptional Children	
Executive Officer, Program for Exceptional Children	BASIC FUNCTION: Plan, organize, control and direct the Program for Exceptional Children program for the District and serve as the administrator for Oakland Special Education Local Plan Area (SELPA). Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Program Manager, SELPA	BASIC FUNCTION: Provide administrative support to key functions of the Special Education Local Plan Area (SELPA); develop and manage reimbursement tracking systems, for various payments including IEE and parent reimbursements, transportation costs; create and maintain data tracking systems for special education transportation services and costs to increase fiscal transparency and IEP compliance; use WEB IEP, District Access and Aeries to collect data for root cause analyses of IEP compliance issues; collaborate with and act as a point of contact to district departments, other SELPAs and external agencies regarding OUSD SELPA; revise and edit MOUs with external agencies and inter-District agreements.
Quality, Accountability & Analytics	

Director, Quality Diverse Providers	BASIC FUNCTION: Manage the roles and responsibilities associated with the Office of Charter Schools, including overseeing the development, design and implementation of all policies and practices associated with the authorizing of Charter Schools by the Oakland Unified School District. Facilitate the development and execution of the implementation plan supporting of the Board of Education's Quality Schools Development Policy. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.
Director, Analytics	BASIC FUNCTION: Direct and oversee data analytics and statistics program for the District, including collection, organization, management and analysis of large quantitative data sets. Management of analytic functions encompasses areas including, but not limited to: student learning and achievement, school quality, staffing and human capital development, and place-based mapping analytics. This position oversees departmental areas of data analysis and reporting, and research and evaluation.
Director, Continuous School Improvement	BASIC FUNCTION: Direct, plan, organize, and execute the processes of Continuous School Improvement, and support Quality, Accountability and Analytics (QAA) decision-making, toward the goal of increasing student achievement.
Director, State and Local Assessments	BASIC FUNCTION: Direct and lead all aspects of District and state assessment content and systems; direct and monitor state assessments including but not limited to STAR and state assessments aligned to the Common Core State Standards; make recommendations about data sets, data analytics and data reporting needed to measure specific student learning goals and achievement in alignment with and support of District plans and priorities; lead and direct the design, planning and execution of formative and summative tests including but not limited to Smarter Balanced Assessment Consortium (SBAC) tests; ensure alignment of District formative and summative test strategy and planning to align with relevant standards set out by the California Department of Education; oversee the coordination, training, and monitoring of state testing coordinators and test administrators at school sites for state assessments; present, facilitate and train Board members, Executive Staff, central office, school site and external personnel regarding assessment content and data in order to accelerate student achievement.
Deputy Director, Office of Charter	BASIC FUNCTION: Under the supervision and direction of the Director of Quality Diverse Providers; facilitate the development, design and implementation of all policies and practices associated with the authorizing of charter schools by the Oakland Unified School District.
Lead Evaluator, Continuous School Improvement	BASIC FUNCTION: Under limited supervision, provide direct support to the Director of Continuous School Improvement in the planning, organizing and execution of the Continuous School Improvement process to meet the goal of increasing student achievement.
Coordinator, Data Analysis & Reporting	BASIC FUNCTION: Receive and respond to all data reporting requests from District leadership, departments, and school sites, prioritizing multiple requests according to District priorities, strategic plan, balanced scorecard priorities; oversee staff to who are responsibility for data compilation or extraction, analysis, and reporting has been delegated as needed; collaborate in the development of data reporting, data architecture, and the business rules and processes for new data tools; oversee the development of the core reporting data for the District, such as annual enrollment, demographics, graduation rates, attendance/chronic absence rates, and school discipline data; design and maintain relational database applications for processing, reporting, and analyzing assessments of student learning.
Coordinator, Research & Evaluation	BASIC FUNCTION: Under general direction, provide District-wide services and leadership in the area of research and evaluation; direct and coordinate data analysis and research functions of Quality, Accountability & Analytics (QAA); lead, design, and/or conduct quantitative, qualitative, and mixed-methods research and evaluation studies; analyze quantitative and qualitative data, including making critical observations of analyses or data and identifying patterns; write and disseminate research reports, policy briefs, presentations of findings appropriate for a variety of internal and external audiences and purposes; research and document national best practices for key district strategies and for full-service community schools in order to provide models and examples that can be scaled system-wide or that can contribute to school improvement; coordinate collaborative research and data sharing with strategic external partners from universities, research institutions, and other institutions; respond to and resolve difficult and sensitive inquiries regarding research and evaluation projects.

Analytics Specialist, Charter	BASIC FUNCTION: Provide advanced analysis of data and conduct data reporting to support a range of District needs, including but not limited to charter petition reviews and charter renewal decision-making. Develop metrics for evaluation of qualitative indicators of quality, enrollment, transfer, and demographics of charter school students as compared to other public school populations. Maintain and update public and internal data-bases, scorecards, and other monitoring tools to support the District's strategic plans and priorities. Participate in and support the school quality review process as applied to charter and District schools.
Analytics Specialist, Data Tools	BASIC FUNCTION: Facilitate and lead a range of stakeholders District-wide in the use of tools to support advanced analysis and reporting of data and performance analytics; coordinate and conduct the research and analysis of existing and new data tools necessary for data management and reporting; facilitate the evaluation, selection, and roll-out of data reporting tools used to manage large student data sets as well as databases containing documents, reports, and other text-based information; provide support in the use of tools for analytics, development, and measurements aligned to the quality standards established for school and district operation; manage the evaluation and selection processes for new data tools; coordinate roll-out and training process for new data tools to be used in the data management and reporting essential to public and internal data-bases, scorecards, and other monitoring tools to support the District's strategic plan.
Analytics Specialist, GIS	BASIC FUNCTION: Provide advanced geo-processing of data, geo-spatial analytics and GIS mapping to support a range of District needs, including but not limited to enrollment and mobility analyses, community resource mapping for full service community schools, and mapping of opportunity indicators where students live or go to school. Maintain and update online mapping resources to support the District's strategic plans. Provide education and training in the use of geo-spatial (place-based) analytics to inform District decision-making enabling allocation of resources where they are most needed.
Analytic Specialist, Human Capital	BASIC FUNCTION: Provide advanced analytics of data and strategic planning to support Human Capital Development of District central office and school staff; in collaboration with Human Resources Support & Services (HRSS) leadership and staff, oversee development and maintenance of human capital data systems and database for use in human capital analytics; coordinate with HRSS staff to make data requests; provide input to HRSS staff to guide and inform human capital data collection, manipulation and storage; develop a system to link human capital data to student information system data to enable data-driven decisions that strengthen staffing in areas that affect student performance and achievement; utilize human capital analytics to evaluate the effectiveness of human capital development strategies employed by the District, including but not limited to the impact of centrally provided professional development, employee recognition awards, inquiry cohorts, career ladders, and support for National Board certification for teachers.
Research Associate, Early Childhood	BASIC FUNCTION: Perform a wide variety of duties to execute research and evaluation analyses and studies related to the District's strategic plans and priorities. Implement quantitative and qualitative research projects and data analyses on a variety of topics related to early childhood education and child development from birth to 8 years old. Activities include collecting, organizing, and analyzing data, preparing reports, designing research and evaluation studies, collaboration with research partners, and managing projects.
Research Associate, Disproportionality	BASIC FUNCTION: Perform a wide variety of duties to execute research and evaluation analyses and studies related to the District's strategic plans and priorities. Implement quantitative and qualitative research projects and data analyses on a variety of topics related to disproportionality of educational access and outcomes for different groups of students. Activities include collecting, organizing, and analyzing data, preparing reports, designing research and evaluation studies, collaboration with research partners, and managing projects.
Specialist, State Testing	BASIC FUNCTION: Perform a wide variety of duties to execute annual state testing program, including the California High School Exit Examination (CAHSEE), Physical Fitness Test (PFT), and the Standardized Testing and Reporting (STAR) or other state assessments aligned to the Common Core State Standards.
State & Federal Compliance	
Accountability and	BASIC FUNCTION: Under direction of assigned supervisor, perform a variety of highly difficult,

Compliance Technician	technical duties requiring excellent communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible public contact to support nonpublic and public schools, and central office staff in ensuring compliance with State and Federal laws directly related to categorical programs.
Technology Services	
Information Technology Officer	BASIC FUNCTION: The Information Technology Officer (ITO) of the Oakland Unified School District (OUSD) has three major roles – leader, manager, and technologist. The Board of Education, administration, staff, and other technology stakeholders rely on the ITO to lead in crafting and implementing a vision of how technology will support OUSD’s strategic and operational goals. The ITO must be knowledgeable about both business and instructional technologies to support the District’s dual role as both an educational institution and a major business and employer.

**Attached
Job
Descriptions**

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	o



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Early Childhood Education	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	227 dyas/7.5 hours
ISSUED:	Revised: June 2007 Revised: May 2013	SALARY GRADE:	CFAD 22

BASIC FUNCTION: Plan, organize, control and direct programs to: ensure that children are ready to enter kindergarten as measured by the state's readiness standards; provide efficient and effective child care and development system, as determined by community needs, offering a full range of services in a safe, healthful and nurturing environment; complement the elementary program academically in the school age Child Development Center program by targeting the standards by grade level that have most leverage; and engage, educate and support parents in their role as advocates for their children in the public school system.

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 are intended to accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS

Plan, organize, control and direct programs to: ensure that children are ready to enter kindergarten as measured by the state's readiness standards; provide efficient and effective child care and development system, as determined by community needs, offering a full range of services in a safe, healthful and nurturing environment; complement the elementary program academically in the school age Child Development Center program by targeting the standards by grade level that have most leverage; and engage, educate and support parents in their role as advocates for their children in the public school system.

Oversee the development of all curriculum.

Oversee the development and implementation of professional development for all staff.

Oversee the implementation, maintenance and use of a web-based standalone student information system.

Oversee a centralized enrollment center.

Develop, prepare and manage annual budgets for the California General Child Care (CCTR) and the California State Preschool (CPRE) programs; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines; utilize computer spreadsheet software programs.

Be responsible for generating revenues in excess of actual program costs and building appropriate reserves.

Supervise and evaluate the performance of program staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate and arrange for appropriate training of staff.

Oversee school year and year round programs at multiple stand alone or co-located sites.

Serve as an administrator in the collective bargaining process with five different bargaining units representing the early childhood programs.

Work in collaboration with teacher education programs at Mills College, California State University Hayward and the University of California at Berkeley.

Work collaboratively with Special Education to serve special education students in a three-hour program.

Work cooperatively with Human Resources in the recruitment, development, interviewing, selection, assignment, transfer, and separation of early childhood education personnel.

Direct all site administrators and principals in the day-to-day operational aspects of the early childhood programs.

Manage contracts with vendors and with the District.

Manage funding streams and grants that are all external to the District.

Develop and prepare all State and Federal reports including enrollment and attendance, assessment and confirmation of family eligibility, desired results profiles, program self-evaluations, California Community Care Licensing, etc.

Work with a wide variety of organizations and agencies associated with early childhood development and education.

Seek out alternative funding sources through grants and other sources.

Responsible for licensing of individual sites.

Implement human resources procedures not provided by the district such as permit monitoring, staffing, labor related issues, development of Board resolutions and development of staff handbooks.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree and seven years teaching experience or experience in pupil personnel services with at least two years of progressively responsible management experience.

Teaching experience preferred.

Experience working with a variety of agencies and other community resources involved with students and families preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential

Valid California Drivers License

Employment eligibility that may include fingerprints, Tuberculosis and/or other employment clearance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Knowledge of school district operations and procedures

Principles of organization and management

Laws, rules, and regulations governing early childhood education and early childhood development programs

Basic elements involved in implementing programs related to early childhood education students

Budget development, maintenance, and evaluation

Funding systems and resources, including grant writing

Effective employee supervision and evaluation procedures and techniques

ABILITY TO:

Exhibit the qualities of leadership essential to the successful administration of a comprehensive program of early childhood education and childhood development.

Speak and write effectively.

Work effectively with all segments of the educational community and general public.

Analyze problems, make decisions or recommendations, and be responsible for those decisions.

Rapidly assimilate the facts, conditions, and implications of problems suddenly thrust upon the office and to organize an effective administrative response to them.

Design and implement procedures.

Supervise and direct a large staff or department.

Translate Board and district policy to various employees, individuals and groups.

Manage time and priorities effectively.

Plan, organize, coordinate and direct a variety of complex operations within a large school district.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; driving a vehicle to conduct work; fast-paced work; constant interruptions.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard; hearing and speaking to exchange information and make presentations; seeing to read and write reports.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	OL



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Early Childhood Enrollment & Outreach	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	ADCL 17

BASIC FUNCTION: Manage all aspects of the Early Childhood Education Student Assignment Center. Provide oversight of the Early Childhood student enrollment system. Coordinate and facilitate the planning, development, implementation, and evaluation of ECE Enrollment Services that: 1) comply with Department of Social Services, Community Care Licensing Title 22 regulations, 2) maximize full enrollment capacity of schools, and 3) adhere to California State Department of Education, Child Development Division, Title 5, Education Code regulations. Coordinate with leaders in the District and in other citywide service areas and agencies to develop outreach strategies to increase enrollment.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Design, implement, and coordinate the daily enrollment process with the overall goal of providing more choice for all students and families.

Coordinate with leaders in the District and in other citywide service areas and agencies to develop outreach strategies to increase enrollment.

Oversee the daily enrollment including applications and vacancies at all schools to ensure compliance with Title 5 and Title 22 regulations.

Ensure Title 22 Regulations are met for the student registration for Community Care Licensing and that student records are properly maintained at the schools.

Ensure employee forms and files are maintained in order to meet the Title 5 Education Code regulations for school site staff.

Train enrollment staff to ensure that student and family files meet the compliance and regulatory requirements for Title 5 programs and for Community Care Licensing, Title 22 requirements.

Coordinate systems for enrollment of students throughout the year to ensure maximum capacity and to meet the state contracted enrollment requirements.

Ensure that the execution and management of Title 5 regulations to the enrollment process.

Coordinate and assign weekly scheduled assignments for staff to ensure coverage for the various functions of the department.

Supervise the coordination of technology solutions to meet department needs for data-storage management analysis; specifically coordinate and implement technology-based systems to track student assignments and provide family data to ensure enrollment capacity.

Assist the Director in creating and administering effective training tools for ECE enrollment staff to ensure that state enrollment guidelines are met.

Collaborate with the Director in order to determine the structure and timeline of reports, data to be presented, and structure of outreach and enrollment information to be shared with staff, District and the community.

Develop timelines for clerical and administrative staff in order to meet the state mandated Title 5 and Title 22 guidelines for enrollment and for the monitoring of student records.

Conduct trainings for clerical, administrative and school site staff for enrollment, outreach, Title 5 and Title 22 mandates.

Supervise the administration, dissemination, communication, and reporting of the enrollment process to ensure effective and efficient operation to meet state contract requirements.

Supervise Data Analysis in creating, collecting, analyzing, presenting and framing enrollment data to share and disseminate to Pre-K – 12 District staff.

Coordinate and direct administrators and school site personnel in meeting state mandated deadlines and tasks for to adhere to Title 5 and Title 22 regulations.

Facilitate and train central office staff, school site staff and external personnel regarding enrollment procedures and outreach strategies to increase student enrollment.

Determine data and reports needed to measure specific enrollment numbers for schools.

Present data reports and implications to a variety of different audiences – community members, parents, principals, Board of Education members and Executive Staff.

Coordinate community-wide plan with local agencies for enrollment and outreach.

Plan and execute a seamless preschool enrollment process that is aligned with the TK - 12 enrollment strategies.

Provide data and analysis to the clerical and administrative staff to maximize enrollment.

Creates and provides support and awareness to families on health and wellness services in the community to collaborate with Health and Wellness staff and other District departments to align health related services.

Coordinate, supervise, and evaluate the performance and duties of assigned staff.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree required from an accredited college or university and 5 years of recent, progressively responsible, related experience and training in education, testing and measurement, descriptive statistics, curriculum and assessment development and design.

Master's degree highly preferred

Extensive knowledge of State Title 5 Regulations

Extensive knowledge of Department of Social Services, Community Care Licensing Title 22 Regulations

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable laws, codes regulations, policies and procedures governing work scope

Title 5 Education Code regulations for compliance of Child Development Programs

Title 22 Department of Social Services, Community Care Licensing regulatory requirements for compliance to run Child Development classes and programs

Planning, organization and direction of District and state mandated Title 5 and 22 Regulations

Microsoft Office software; Word, Excel, Access, PowerPoint

Current enrollment platforms preferred (i.e.: Control Tech, ARIES)

Applicable federal, state, and District laws, codes, regulations, policies and procedures governing work

Planning, organization and coordination needed for assigned program

Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Work with diverse staff, or departments with multiple diverse units

Interpret, apply, and explain rules, regulations, policies and procedures

Plan and organize work

Prepare comprehensive narrative and statistical reports

Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, and procedures

Maintain current knowledge of new technical, academic and regulatory developments related to work scope

Manage competing priorities and timelines

Establish and maintain effective communications and working relationships among diverse groups of students, parents, District staff, and the community

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments

Meet District standards of professional conduct as outlined in Board Policy

Demonstrate effective written and spoken communication skills in English, including content communication, conciseness, grammar and usage

Meet schedules and time lines for state reporting of requirement documentation.

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Indoor office environment; driving a vehicle to conduct work; fast-paced work, short timelines, frequently changing priorities and assignments

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lift and carry light to moderate weight objects, occasionally more than 35 pounds; push/pull exerting force to approximately 20 pounds, occasionally 35+ pounds; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers to operate a computer keyboard and other office equipment, repetitive use of fingers; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and to make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	o/r



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Behavioral Health Initiatives	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools, and Community Partnerships (FSCP)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: March 2011 Revised: May 2013	SALARY GRADE:	ADCL 18

BASIC FUNCTION: Lead and collaborate in the development and implementation of school climate initiatives which ensure all students have access to safe and supportive schools. The Director of Behavioral Health Initiatives will identify and facilitate the implementation of effective District-wide frameworks and programs that promote positive conditions for learning and remove barriers to learning including school-based behavioral health services, violence prevention programs, restorative justice, positive behavioral intervention and support, services for foster, homeless, refugee, and migrant students, and crisis response services to promote equitable access to education within Full Service Community Schools.

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 reflect the primary job elements accurately.)

ESSENTIAL FUNCTIONS

Identify and direct District behavioral health and violence prevention program priorities in alignment with the District's Strategic Plan.

Leadership and Coordination

- Deliver District-wide crisis response services in collaboration with the city, county, school and community-based providers to mitigate the harmful effects of trauma on OUSD students and staff.
- Serve as District lead in partnership with the Alameda County and the City of Oakland to monitor, enhance, and expand publicly funded school-based behavioral health services targeting improved student attendance, achievement, and behavior.
- Lead District-wide alignment and expansion of community mental health, restorative justice, and violence prevention programming along within a public health framework emphasizing prevention, early intervention, and intensive services.
- Develop and implement District-wide systems and supports which embed behavioral health and positive school climate initiatives into the Full Service Community School framework.
- Leverage and provide direct support to site administrators as they plan for safe, healthy and supportive learning environments in their Community Schools Strategic Site Plans.
- Design and deliver training and technical assistance on site-based Coordination of Service Teams (COST), Student Success Teams, and Re-entry Support Teams to ensure direct access to supportive services for all students.

- Provide leadership in partnership with RAD in the evaluation of District-wide school climate initiatives including restorative justice, to document the efficacy of innovative practices which offer alternatives to punitive discipline.
- Develop and leverage funding to support a menu of positive school climate initiatives including Restorative Justice, Positive Behavioral Intervention and Support, and Bully Prevention programs to improve the conditions for learning for all students.
- Provide leadership in the design and delivery services for transitional students and families (foster, homeless, refugee, migrant) in alignment with the Full Service Community Schools Strategic Plan.
- Develop and leverage partnerships inter-departmentally within the District, with funders, and with community-based organizations with the overall goal of expanding behavioral health and violence prevention programming for students and families.
- Represent the District at local, regional, and national conferences and convenings, as a leader and trainer in restorative justice and other OUSD behavioral health initiatives.
- Provide collaborative leadership with school sites and parents in selecting and evaluating community based mental health and violence prevention providers to ensure quality and alignment with Full Service Community Schools Framework.

Program Management and Staff Support

- Direct the expansion of the Early Behavioral Support Program which recruits, trains, assigns mental health interns to schools lacking universal access to mental health services for all students.
- Lead the District's Restorative Justice Initiatives including development and implementation of a continuum of restorative justice practices and protocols in collaboration with school sites, community partners, and other District departments.
- Provide leadership in developing a District-wide violence prevention platform including bully prevention, conflict mediation, and trauma-informed practices to prevent violence, reduce victimization, and promote healing on school campuses.
- Supervise the delivery of transitional student and family services including entitlements and assistance for homeless, foster, migrant and asylee students and families.
- Supervise, train, coach and evaluate the performance of assigned staff.
- Host trainings and collaborative sessions to share best practices and disseminate knowledge.
- Identify and leverage available funding to sustain and expand behavioral health initiatives.
- Oversee and monitor programs, services, and grants to ensure fiscal compliance.
- Serve on departmental leadership team to plan and monitor supports for FSCP staff; represent the Family Schools and Community Partnerships Department at District/community meetings.
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Master's degree in counseling, social work, psychology or a related field from an accredited college or university, five years experience in program management, and three years experience in direct counseling with a diverse population of students and families within an urban school setting.

Experience developing and facilitating community partnerships.

Experience in providing training and professional development to adult learners.

Experience and training in restorative justice practices.

Knowledge and experience in developing and supervising behavioral health and violence prevention programs and providers.

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development.

LICENSES AND OTHER REQUIREMENTS:

Valid California Marriage and Family Therapist License or Licensed Clinical Social Worker or Clinical Psychologist License

Current California Board of Behavioral Sciences six-hour supervision training certification (or obtain within 60 days of hire date)

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable laws, codes, regulations, policies, and procedures governing work scope

Methods to interpret, apply and explain rules, regulations, policies, and procedures related to work scope

Planning, organization and coordination needed for assigned program

Strategies, funding opportunities, and community contacts for assigned program

Utilization of various forms of assessment to guide and design program

Principles and practices of effective leadership

Principles and practices of supervision and evaluations

The Community School philosophy of aligning resources in service of students

Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

Organizational development, communications and change management, specifically:

- Building partnerships and collaboration with individuals, departments, agencies, and institutions
- Interpersonal skills emphasizing tact, patience, courtesy and respect
- Facilitation techniques
- Building capacity of adults to function in new systems
- Facilitation to foster new behaviors and practices in challenging contexts
- Building authentic and trusting relationships

Correct English usage, grammar, spelling, vocabulary and punctuation

Telephone techniques, systems and etiquette

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

Use and application of computer software, hardware, and related technology

ABILITY TO:

Interpret and apply applicable laws, codes, policies, procedures, and District regulations governing work scope

Maintain current knowledge of applicable laws, codes, regulations, policies, procedures and District regulations related to work scope

Maintain current knowledge of new technical, academic, and regulatory developments related to work scope

Research and write grant proposals

Demonstrate leadership and effectiveness in bridging to members and organizations of all communities

Recognize, research, assess and analyze management challenges; adopt appropriate plans of action

Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers

Establish and maintain effective communications and working relationships among diverse groups of students, parents, District staff, and the community

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments

Analyze situations accurately and adopt effective courses of action

Identify and resolve school site and department health and safety issues in a timely manner

Model effective verbal communication skills using facilitation, tact, patience, and courtesy to understand and respond to the needs and expectations of team members and customers

Demonstrate effective written communication skills, including content communication, conciseness, grammar and usage

Prepare and deliver clear and concise PowerPoint, verbal or other formal presentations to a variety of audiences

Understand and follow oral and written directions

Manage competing priorities and time

Organize, coordinate, and prioritize a large volume of activities, programs and services

Work confidentially and with discretion

Maintain accurate and confidential records

Work independently

Complete work accurately and as directed despite frequent interruptions

Prepare and deliver clear and concise presentations to a variety of audiences

Develop and implement training and evaluation programs

Recommend and assist in the formulation and implementation of department operating procedures and policies

Identify professional development activities for staff and for appropriate District employees on topics related to issues in the current programs

Supervise, coach, and evaluate assigned staff

Cross-train department personnel

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS ENVIRONMENT:

Office and school environment; driving a vehicle to conduct work; flexible schedule; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	B-0932
Enactment Date:	5/29/13
By:	[Signature]



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Health Access/School-Based Health Centers (SBHC)	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools and Community Partnerships (FSCP)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days / 7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	ADCL 16

BASIC FUNCTION: Manage and lead the development and implementation of comprehensive health services through School-Based Health Centers/Programs, as well as integration of the health programs into the Full Service Community School (FSCS) framework. Assist in the development of strategies and structures that strengthen the ability of the District to operate as a Full Service Community District. Provide professional development to health partners, community school managers and principals to build their capacity as Full Service Community School (FSCS) leaders.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Assist in the development of central office and site-level strategies and structures that strengthen the ability of the District to operate as a Full Service Community District.

Manage and lead the development of School-Based Health Centers (SBHC) and other programs that increase access to health services (e.g. medical, dental, behavioral health, nutrition, health education and health-focused youth development), including development of criteria for site selection, stakeholder engagement, facilities design, service provider selection and program implementation.

Perform long-term planning for implementation, evaluation and sustainability of existing and new School-Based Health Centers/Programs.

Direct and supervise Community School Program Managers and other staff as assigned.

Provide ongoing professional development and training for community school managers and principals to build their capacity as Full Service Community School leaders.

Provide orientation, training, supervision, and support to health partners to increase their capacity to do effective school health program planning and implementation, in the context of Full Service Community Schools.

Develop training materials and tools for health partners, community school managers and principals to guide the implementation of FSCS, including needs assessment, communications, coordination of services and partnership development.

Support the development of communication materials to share successes, lessons learned and exemplary FSCS practices.

Support the development of systems to manage and maintain quality partnerships, including, but not limited to: development of MOUs, facilitation of regular meetings, planning sessions, joint work plans and collaborative problem-solving/conflict resolution.

Conduct fund development and grant management.

Develop systems and structures to facilitate data and information sharing between school/District and agencies, in accordance with state and federal law.

Serve as liaison between SBHCs and District Facilities and Planning Department to ensure that health centers are designed and maintained in accordance with licensing regulations, e.g., including fire clearance, cleaning and repair.

Support development and implementation of internal and external referral systems to connect students and families to needed health services.

Identify and pursue program priorities for SBHC/Programs, e.g. increasing access to care, integration into the core work of schools, quality improvement, insurance enrollment, providing developmentally appropriate reproductive health care as indicated.

Train community school managers and principals in SBHC and other health programs/services to increase their capacity to partner and integrate health programs into FSCS.

Develop and implement a system for cross-SBHC communications among SBHC liaisons, staff and site principals and community school managers.

Provide education, orientation, and consensus building among key stakeholders and District leaders, including the school board, departmental leaders, principals, parents, and community partners.

Facilitate integration and coordination with other District services and departments, including behavioral health and school nursing.

Serve as the District's SBHC lead with key agency partners, including Alameda County School Health Services Coalition, the City of Oakland, Community-Based Health Agencies and others as indicated.

Represent school sites and the District at contract negotiation meetings between Alameda County Health Care Services Agency and lead agency providers (Community-Based Organizations) for health service delivery in schools.

Assist in ensuring that the District is compliant with federal and state health-related mandates.

Develop and oversee implementation of SBHC policies and procedures, and related District health policies and regulations.

Assist with program evaluation, including data collection, analysis and reporting.

Provide cross-training to other staff members within the department.

Prepare District-wide and site-specific SBHC reports.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Master's degree required in public health, public policy, social work, nursing or related field, 3 years experience implementing social and health services programs.

Experience working in an urban school setting preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Strategic direction of the District

Social, emotional, health and economic issues faced by Oakland youth and their families

Diverse groups across race, ethnicity, religion, gender, class, and sexuality

Research-based programs and practices that support health and wellness of the whole child

Local community-based organizations providing health and wellness services

Principles and practices of effective leadership

Principles and practices of supervision and evaluation

Applicable laws, codes, regulations, policies, and procedures governing health and safety

Budget preparation and management to ensure fiscal responsibility

Strategies, funding opportunities, and community contacts for multiple health and wellness programs

Correct English usage, grammar, spelling, and punctuation

Research methods, report writing and record-keeping techniques

Communication (e.g. telephone and e-mail techniques) systems and etiquette

Interpersonal skills using tact, patience, and courtesy

ABILITY TO:

Plan, organize, and direct programs and assigned personnel

Interpret, apply, and explain rules, regulations, policies, and procedures

Analyze situations accurately and adopt effective courses of action

Communicate effectively in English both orally and in writing

Plan and organize work

Meet schedules and timelines

Work independently

Develop and document short and long term plans

Implement plans and evaluate their outcomes

Prepare and deliver clear and concise presentations to a variety of audiences

Perform duties with awareness of all District requirements and policies

Coordinate and enhance communications among students, parents, District staff, and community representatives

Establish and maintain effective working relationships with District personnel and the public

Use all Microsoft applications efficiently

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment, school sites, and off-site locations; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Community School	REPORTS TO:	Assigned Supervisor and Site Administrator
DEPARTMENT:	Family, Schools, and Community Partnerships Department	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours (FT) or as assigned
ISSUED:	Created: September 2011 Revised: May 2013	SALARY GRADE:	ADCL 12

BASIC FUNCTION: Work in partnership under the direction of the Site Administrator and assigned Family, Schools, and Community Partnerships Supervisor to manage and lead the development of the full service community school, including assessment of the school community's needs and assets, coordination of all student and family support services and development of resources and partnerships.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Work in partnership under the direction of the Site Administrator and assigned Family, Schools, and Community Partnerships Supervisor.

Manage and lead the development, in partnership with the Site Administrator, of a seamless system of support services for students and families.

Facilitate and/or provide technical assistance to the various school leadership teams, including School Site Council, Coordination of Services Team (COST), Student Success Team, and site-based providers.

Develop, manage, and oversee the implementation of an effective referral process including facilitating the Coordination of Services Team (COST).

Conduct outreach to students and families about available resources and how to refer, and regularly assess effectiveness of outreach efforts.

Train and support service providers to understand and align programs with school structures, systems, curriculum and goals.

Work with school staff and administration to integrate academic and non-academic supports.

Establish systems to manage and maintain quality partnerships, including, but not limited to: development of MOUs, facilitation of regular meetings, planning sessions, joint work plans and collaborative problem-solving/conflict resolution.

Provide support and guidance for school staff and partners in resolving issues related to service delivery, access and coordination.

Develop, manage, and sustain partnerships with city, county and non-profit agencies to provide supports and opportunities to students and families that meet their identified needs.

Act as point person for agencies and programs interested in partnering with school and help to broker new partnerships that are aligned with school goals and needs.

Facilitate integration and coordination of site-based services with other District programs and services including mental health, family and community support and school nursing.

Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts.

Design programs to support student transitions, including but not limited to transition between grades, re-entry from juvenile justice system or prolonged illness.

Manage and lead the development of new programs, including service provider selection and program implementation and monitoring.

Provide training and technical assistance to ensure cultural and linguistic appropriateness of services, programs and communication efforts.

Assist school and partner agencies with resource management and development, including fund development and grant maintenance.

Facilitate data and information sharing between school and agencies, in accordance with state and federal law.

Assist with program evaluation, including data collection, analysis and reporting.

Coordinate the allocation of space for student and family support services, and for special events.

Participate in professional development opportunities around development of Full Service Community Schools provided by the Family, Schools, and Community Partnerships Department and other partners.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Bachelor's degree required and three years of relevant experience in one or more major student and/or family support areas, and the ability to meet the Essential Functions stated above.

Experience working in an urban school setting preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable laws, codes, regulations, policies, and procedures governing workscope

Strategic direction of the District

Social, emotional, health, and economic issues faced by Oakland youth and their families

Diverse groups across race, ethnicity, religion, gender, class, and sexuality

Local community-based organizations providing mental health services

Research methods, report writing and record-keeping techniques

Correct English usage, grammar, spelling, and punctuation

Principles and practices of effective leadership

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience, and courtesy

Principles and practices of supervision and evaluation

ABILITY TO:

Interpret and implement applicable laws, codes, policies, procedures, and District regulations governing work scope

Maintain current knowledge of applicable laws, codes, regulations, policies, procedures and District regulations related to work scope

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments

Work successfully with diverse groups across race, ethnicity, religion, gender, class, and sexuality

Identify and resolve school site health and safety issues in a timely manner

Communicate effectively in English orally and in writing

Plan and organize work

Work confidentially and with discretion

Work independently

Meet schedules and timelines

Manage multiple projects simultaneously

Complete work as directed despite frequent interruptions

Prepare and deliver clear and concise presentations to a variety of audiences

Develop and implement training and evaluation programs

Supervise and evaluate assigned staff

Operate personal computer, related software, and other office equipment

Cross-train department personnel

WORKING CONDITIONS

ENVIRONMENT:

Office environment, school sites, and off-site locations; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling light to moderate weight objects; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0690
Introduction Date:	5/8/13
Enactment Number:	B-0932
Enactment Date:	5/29/13
By:	OD



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Juvenile Justice Center (JJC) Transitions	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: August 2009 Revised: May 2013	SALARY GRADE:	ADCL 14

BASIC FUNCTION: Coordinate a multi-agency team to assess and place youth released from the Alameda County Juvenile Justice Center (JJC) who will enter the Oakland Unified School District and monitor progress of youth to ensure coordination of transition, health, behavioral, and social services. Multi-agency team includes Alameda County Probation and Health Services, District departments and school site administrators, Community Based Organizations (CBO), and other interested parties.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Collaborate with the multi-agency team to establish, implement, and maintain strategies, policies, and procedures to serve JJC youth.

Collaborate with the multi-agency team to establish and maintain procedures for integration of support services to JJC youth and agencies that provide youth development services.

Coordinate placement recommendations of JJC youth working collaboratively with District team members, and middle school and high school site administrators.

Serve as District liaison to CBO partners to recommend placement of students in accordance with student needs and case management options.

Review information for students with special circumstances and assign to school site in accordance with needs and space availability with awareness of all District practices and Board policies.

Coordinate accountability sessions for public agencies and CBO serving JJC youth to ensure success factors and warning signs of distress are identified and addressed appropriately.

Collaborate with the multi-agency team to design and evaluate the JJC Transition Center strategy.

Develop and maintain an integrated data tracking and monitoring system and establish data sharing procedures between agencies.

Provide on-site coordination, facilitation and team building for the multi-agency team.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree in sociology, social work, psychology, criminal justice, or related field and three years experience in management and leadership working with families and students.

Experience working in a school district environment and student placement preferred.

Master's of Social Work degree preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

District policies, applicable sections of the State Education Code and other laws and regulations specifically related to work scope

District educational initiatives, programs, and policies

Academic requirements for graduation and alternative graduation pathways

Correct English usage, grammar, spelling, and punctuation

Specialized record-keeping techniques

Telephone techniques, systems and etiquette

Training techniques and practices

Computer software, hardware, and related technology

ABILITY TO:

Interpret, apply, and explain rules, regulations, policies and procedures

Analyze situations accurately and adopt effective courses of action

Perform duties with awareness of all District requirements and policies

Communicate effectively in English both orally and in writing

Understand and follow oral and written directions

Effectively solve problem

Work independently

Document impact of work

Use data to inform decisions

Develop and communicate policies and protocols with schools sites, departments and agencies

Meet schedules and timelines

Maintain accurate records

Work cooperatively

Complete work accurately despite interruptions

Establish and maintain effective working relationship with District personnel and the public

Demonstrate principles and practices of collaboration

Build partnerships among agencies

Effectively facilitate variety of engagements and meetings

Create organizational systems

Operate personal computer, related software, and other office equipment

Organize, coordinate, and prioritize a large volume of computer generated materials and activities

Provide effective training programs for District staff and interested parties

Effective coach assigned staff

Cross-train department personnel

WORKING CONDITIONS

ENVIRONMENT:

Juvenile incarceration facility office environment; driving a vehicle to conduct work; fast-paced work, constant interruptions; regular interaction with the public in stressful circumstances; interaction with law enforcement personnel and various agencies

PHYSICAL REQUIREMENTS:

Dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; hearing and speaking to exchange information in person or on the telephone, and to make presentations; seeing to read, write, and use the computer keyboard and other office equipment; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; lifting, carrying, pushing, and pulling light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	ok



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Chief Financial Officer	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 days
ISSUED:	Created: May 2013	SALARY GRADE:	Contract

BASIC FUNCTION: Direct, lead, plan, coordinate, supervise and evaluate the District's Financial, Compliance, Risk Management, Accounting, and Procurement and Distribution, and is principal support to the Deputy Superintendent, Business Services and Operations; supervises, reviews and evaluates the directors and managers. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

REPRESENTATIVE DUTIES: Develop Master Control Tools for budgeting, financial reporting; interim reports and unaudited actuals. Develop and direct economic forecasts and multiyear financial forecasts. Oversee the management of the budget development process, financial reports, audits, compliance reports, cash flow management, internal controls, workers' compensation utilization, employee benefits costs, procurement requirements, Redevelopment Agency revenues, and property and liability coverage. (Incumbent 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 are intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Plan, organize, lead, direct, evaluate and coordinate a variety of programs, projects and activities related to the financial functions including Budget, Accounting, Accountability & Compliance, Risk Management, Audit, and Procurement and Distribution.

Serve as the Chief Financial Officer for the District, implementing programs to assure the financial stability of the District and approving financial plans and budgets.

Direct and review the administration of financial activities via appropriate administrators and staff.

Formulate financial analysis, and provide financial data as required for District labor negotiations; assist in preparing and/or presenting the District's position in collective bargaining negotiations.

Direct the District's investment program and cash management; serve as the primary liaison with Alameda County and Alameda County Office of Education with regards to the District's investments and functions as the custodian of a variety of trust funds.

Prepare, administer, and control the annual general fund and all special fund budgets, coordinate and verify all student enrollment and attendance reports required by the State.

Provide technical expertise regarding assigned functions; formulate and develop policies and procedures.

Develop and implement long and short-term plans and activities for assigned areas and the District.

Provide advice and counsel to the Superintendent, Deputy Superintendent of Business Services and Operations, Board of Education and others on matters pertaining to assigned areas of responsibility.

Communicate with other administrators, District personnel and contractors to coordinate activities and programs, resolve issues and conflicts and exchange information.

Assist staff in budget development and administration when necessary, including maintenance of financial, position control, and functional supervision over financial management of student-body activities in all schools.

Establish and maintain internal control.

Oversee the District's claim, loss, and accident history, and identify methods to eliminate or minimize risks and possible losses.

Assist the Deputy Superintendent, Business Services and Operations in representing the Financial Services Division in meetings with administrative staff, the Board of Education and its standing committees.

Attend and actively participate in the Alameda County Office of Education's Chief Business Official Meeting.

Coordinate management information systems as it pertains to the financial, encumbering, accounting, human resources, position control, and payroll, budgeting functions of the District.

Centralize accounting for expenditures and property, expenditure forecasting, cash-flow management, investment of surplus funds, maintenance of official accounting records, and related functions.

Consult with and advise administrators regarding legal and procedural requirements of the school District's financial management.

Promote the establishment and maintenance of a partnership between educational programs and business services.

Attend meetings of the Board to present and assist with the interpretation of the financial condition of the District.

Perform related duties as required.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university with a major in business administration, public administration or education with a specialization in school administration. Ten years of increasingly responsible management experience with a medium to large school district. Seven years of professional-level analytical or managerial experience, including at least five years of experience involving budget development and monitoring, payroll, position control, accounting, financial reporting, financial analysis, risk management, procurement and compliance.

Master's degree strongly preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Legal bases and sources of finances of California public education

Theory and practice of accounting, business administration, budgeting, auditing, payroll, position control, fiscal management and risk management with emphasis on governmental operations

Budget preparation and control

State laws, the California School Accounting Manual (CSAM), and Government Accounting Standards Board (GASB), Generally Accepted Accounting Principles (GAAP) and other regulations affecting school district financial affairs

Principles of organization, management, systems analysis, budgeting, staff development, communications and personnel administration

Concepts and applications of electronic data processing

Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District staff and students

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Formulate, organize and administer a wide variety of major organizational units involving business, finance, accounting, payroll, procurement and distribution and risk management

Supervise and evaluate staff from diverse backgrounds

Communicate effectively both orally and in writing

Interpret, apply and explain rules, regulations, policies and procedures

Analyze situations and complex financial data accurately and adopt an effective course of action

Work independently

Prepare comprehensive narrative and statistical reports

Maintain, through subordinates, the accuracy and currency of records and reports, while meeting regular and special demands for data

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/22/13
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Budget	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised: June 2007 Revised: May 2013	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Under direction of the Chief Financial Officer, plans, organizes and manages the daily operations of Financial Services; supervises, reviews and evaluates performance of the Financial Services Directors and other staff. Develops and monitors budget; establishes and maintains system of internal control to safeguard District assets. Responsible for the District's financial reporting to outside agencies and does related work as required. Recommend and implement fiscal policies with provide for adequate budgetary and staffing control. Serve as advisor to top administrators concerning all budget and finance issues. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

REPRESENTATIVE DUTIES: The primary duties of the Executive Director, Budget are to provide financial and budgetary services and assistance to District leadership in the development and the revisions of the annual budget and interim reports, analyze and interpret financial and statistical data and to administer all financial systems in accordance with approved expenditures, sound accounting principals and legal requirements. (Incumbent 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 are intended to accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS

Direct and participate in the analysis of economic forecasts, multiyear financial forecasts, enrollment projections, relevant legislation, federal and state budgets, and other information to develop long and short-term state and District income projections.

Recommend and implement fiscal policies with provide for adequate budgetary and staffing control.

Direct the development, preparation and implementation of the annual general fund budget and District special fund budgets, as well as adjustments throughout the fiscal year.

Prepare and present budgetary information to the Executive Officers and the Board of Education. Interpret the District budget and financial position and presents to special interest groups and the general public when required.

Develop and approve, policies and procedures for the implementation of budgetary controls. Establish internal control system(s).

Coordinate the implementation of internal control systems for the budgeting process to support federal and state compliance, and develop recommendations for immediate and long-term financial management.

Provide analytical support for District's Labor Relations department in all collective bargaining negotiations; conduct District-wide analysis of historical spending patterns and future (projected) spending to be used in collective bargaining negotiations; participate as a member of the District's negotiating team.

Assist in completion of post-negotiations cost analysis (AB1200) of the Alameda County Office of Education, in order to demonstrate that OUSD is able to financially support agreed-upon collective bargaining arrangements.

Advise and provide direct support to the CFO of unusual trends or problems and recommend corrective action.

Review and participate in the analysis of laws, rules, and legal opinions that affect the use of funds by schools and implements or recommends changes to division policies, procedures, and programs.

Coordinate with Human Resources, Technology Services, Payroll, Regional Office, and other departments to provide increased understanding of financial issues.

Coordinate various projects with the CFO as needed.

Partner with other management to resolve issues associated with both revenue and cost structures.

Oversee the management of the District's required Financial Reporting procedure, Budget Development Process and Site-Based Budgeting practice as well as financial system workflow analysis and year end closing activities.

Ensure the effectiveness of the internal controls in the District's financial systems.

Serve as the liaison and business owner for development of IT system capabilities; ensure that requirements are appropriately developed to meet Financial Services needs, systems are properly tested, and any glitches are corrected before the system is officially implemented.

Manage a team of Financial Services Directors focused on serving the budgeting, financial reporting and operational needs of the District. Direct, supervise, evaluate and train Financial Services Directors and financial services office staff.

Promote the establishment and maintenance of a partnership between educational programs and business services.

Attend and actively participate in the Alameda County Office of Education's Directors Committee.

Collaborate with Human Resources in developing a comprehensive professional development program for division staff.

Coordinate the development of communications materials (presentations, memos, guides) to be provided to various users of these new systems; coordinate, organize, lead, and participate in training sessions where appropriate to ensure that users are able to use these new systems.

Perform other duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree in accounting, business administration or economics, or related field plus a minimum of seven years experience with budget and financial management preferably in school finance; at least two years of leadership or management experience.

Master's degree in business administration and/or certified public accountant license preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Drivers License.

Employment eligibility that may include fingerprints, Tuberculosis and/or other employment clearance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Laws, policies, regulations and procedures governing California public school finance
Appropriate accounting and budgeting practices and procedures
Principles and procedures of accounting, auditing and finance, administration and control
California School Accounting Manual, California Education Code, and Board of Education policies
Legal bases and sources of finance for California public education
Theory, principles, and practices of school district financial management, including budgetary and accounting procedures and fiscal controls
Information systems capabilities and methods used in budget development and administration and fiscal controls
Federal and state funded categorical programs and pertinent rules and regulations
California student attendance and enrollment reporting
Research and analysis techniques
Economic and financial forecasting techniques
Principles of program budgeting and school-level finance
Principles of public administration and personnel management
Organization and policies of the Oakland Unified School District
Provisions of labor agreements relative to employer/employee relations
Correct English usage, grammar, spelling, vocabulary and punctuation
Computer software, hardware, and related technology

ABILITY TO:

Supervise and evaluate staff
Attract, develop, train and inspire Financial Services team members
Plan and direct a variety of activities through direct supervisors
Understand and monitor California Education Code and Federal and State Compliance Requirements
Manage, develop and monitor a large budget in a complex organization
Perform complex financial analysis and calculations for Senior Management and/or Strategy Group
Evaluate procedures and problems and develop and install improvements
Present clear and effective oral and written reports
Make, support, and explain recommendations and decisions
Use and implement complex technological systems
Consistently meet and/or exceed client expectations
Build highly-functioning relationships with managers both inside and outside of the Financial Services Division
Communicate and present effectively orally and in writing
Effectively use Financial Services analytical tools

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; driving a vehicle to conduct work; fast-paced work, constant interruptions.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; seeing to read and write reports; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	3-0932
Enactment Date:	5/29/13
By:	OK



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Controller	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised; May 2013	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Provide dedicated support to the Chief Financial Officer on strategic, District-wide analyses and financial reporting to local, state and federal governments. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 principal job elements).

ESSENTIAL FUNCTIONS

Manage financial reporting and analysis for the District.

Assist in establishing and implementing district accounting policies and procedures.

Monitor and participate in accounting standard setting.

Interpret District accounting and financial policies and methods for the District's management team.

Supervise the operation of the District's financial books of record including opening, posting, adjusting and closing of general ledger and subsidiary ledger accounts for all District funds.

Prepare or supervise the preparation of complex financial, statistical and analytical reports and statements to support the District's financial activities.

Direct analysis including rolling cash flow projections, debt restructuring, fixed asset management and revenue and expense projections based on student enrollment.

Assist in establishing and implementing financial policy revisions as necessary.

Review, analyze and report on financial policy revisions as necessary.

Manage a team of Financial Accountants.

Plan and assign staff to specific projects and tasks.

Coordinate with the Financial Services, Payroll and Human Resources Managers.

Provide and receive data as necessary from, and to the Central Office Accounting Manager, Fixed Asset Manager, Accounts Payable Supervisor, Program Accounting Manager, Operations Officer - Payroll.

Coordinate accounting activities for Child Nutrition Services, Early Childhood Education, Buildings and Grounds and Facilities.

Select, train, evaluate, supervise, and direct activities of Payroll, Account Payable, Fixed Asset, Financial Accounting and program accounting managers.

Enhance customer service through the implementation of reporting and processing improvements.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree with emphasis in accounting, economics or finance and seven years experience including three years in public school district accounting. Five years experience managing personnel.

California school district accounting experience preferred.

Customer Service experience preferred.

LICENSES AND OTHER REQUIREMENTS:

Demonstrated understanding of federal and state compliance policies.

Certified Public Accountant preferred.

Valid California Driver's License.

Employment eligibility will include fingerprints, Tuberculosis and/or other employment clearance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Generally accepted accounting principals and auditing standards

California public school district finance

Strategies and techniques for customer service

Proficiency with California Public School financial regulations, compliance, and audit requirements

ABILITY TO:

Work with paperless financial services systems

Prepare financial statements

Work under minimal supervision, exercise sound judgment and initiative in an environment of rapid change

Perform advanced financial analysis and prepare complex financial studies

Use and leverage computer-based accounting applications

Consistently meet and/ or exceed client expectations

Build highly-functioning relationships with colleagues both inside and outside of the Financial Services Division

WORKING CONDITIONS:

ENVIRONMENT:

Indoor office setting; fast-paced work, constant interruptions.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and on the telephone; seeing to read, prepare, and proofread documents, perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	O.S.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Financial Services Budget Development	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	ADCL 21

BASIC FUNCTION: Under the direction of the Executive Director of Budget, plan, organize, and direct the functions of the budget development process; direct the maintenance of the District's budget, projections and standards. Provide funding guidelines for District programs and funds. Implement internal controls for routine budget operation functions; direct support staff on budget operations processes. Supervise and evaluate the performance of assigned Financial Analysts or related staff. The Director is authorized to act on behalf of the Executive Director of Budget in his/her absence in collaboration with the other Financial Services Directors.

REPRESENTATIVE DUTIES: The primary duties of the Budget Development Financial Services Director are to manage District-wide budget development, position control and collective bargaining negotiations projections. (Incumbent 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 are intended to accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS

Plan, organize, control and direct the District-wide budget development, implementation and monitoring processes to ensure that funds are equitably allocated in support of the District's strategic priorities and that site administration spending remains within approved levels.

Supervise, coordinate and implement the District's budget process, including full development and implementation of the budget development tool.

Direct the evaluation of budget requests to the budget development team for review.

Manage activities concerning general fund and special fund budgets, pupil statistics, and school and District-oriented financial activities, including budget, and position control.

Manage the preparation of the annual general fund, District special fund and capital budgets, as well as adjustments throughout the fiscal year.

Recommend and develop policies and procedures for the implementation of budgetary controls.

Assist in development and implementation of student-based budgeting formula and maintain central office allocations on a specialized monitoring tool.

Manage, supervise, coordinate, and troubleshoot the transition of the District's budget projection into the financial system.

Coordinate the monitoring of the District's position control system to ensure that all District employees are provided with a valid authorized position within the District's operating budget and that the positions are maintained at the appropriate levels.

Collaborate with site-based management to develop and actively monitor the District position control system to ensure all District employees are in a valid, authorized position within the District's operating budget; responsible for ensuring that all authorized positions are in the position control system in a timely fashion; set up the authorized positions and establish the job codes for those positions.

Work closely with HRSS and Payroll to identify and troubleshoot payroll problems related to position control.

Coordinate the implementation of internal control systems to ensure that budget allocations are not exceeded, and develop recommendations for immediate and long-term financial management.

Provide analytical support to the Executive Director of Budget for the District's Labor Relations department in all collective bargaining negotiations; conduct District-wide analysis of historical spending patterns and future (projected) spending to be used in collective bargaining negotiations; participate as a member of the District's negotiating team.

Coordinate with Human Resources, Technology Services, Payroll, and other departments to provide increased understanding of budget issues.

Collaborate closely with IT staff to address financial system issues and needs on a District-wide basis to ensure operational efficacies; identify and develop system protocols; make recommendations for improvement.

Manage information system support for the purpose of providing accuracy of data entered, ability to access system information and to retrieve information in a usable format.

Maintain succinct interpersonal communication with District personnel and Executive staff.

Support the Operation Reporting and Site-Based Financial Services Directors.

Attend and actively participate in the Alameda County Office of Education's Directors Committee.

Presents reports to the Board of Education and its committees as needed

Select, manage and evaluate a team of analysts focused on serving the budgeting and financial operational needs of the entire District; organize, provide leadership, guidance and supervision to staff as well as training and in-service activities; direct and assign work to assigned staff.

Establish effective and ongoing communication with District administrators, representatives of county, state and federal agencies and others to obtain budget and funding information related to a variety of District-related program and services.

Serve as a resource to District personnel for the purpose of providing information and guidance for budgetary operations and for utilizing tools to manage data; research solutions for the purpose of troubleshooting and problem solving regarding the use of information system tools.

Represent the Executive Director of Budget in collaboration with the Financial Services Directors when absent at meetings and committees. Assist the Executive Director of Budget with various projects as needed.

Communicate with other managers, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information, address program problems with managers; document problems and recommend solutions.

Promote the establishment and maintenance of a partnership between educational programs and business services.

Manage and lead the Financial Services Budget and Accountant Resource Team.

Provide cross-training to other staff members within the department.

Review and keep current on new and revised finance related laws and regulations affecting school finance.

Perform other duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree in accounting, business administration or economics, or related field plus a minimum of five years of experience with budget and financial management preferably school finance and three years of personnel management.

Master's degree in business administration and/or certified public accountant license preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License.

Employment eligibility will include fingerprints, Tuberculosis and/or other employment clearance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Laws, policies, regulations and procedures governing California public school finance

Appropriate accounting and budgeting practices and procedures

The principles and procedures of accounting, auditing and finance, administration and control

California School Accounting Manual, California Education Code, and Board of Education rules

Legal bases and sources of finance for California public education

Theory, principles, and practices of school district financial management, including budgetary and accounting procedures and fiscal controls

Information systems capabilities and methods used in budget development and administration and fiscal controls

Federal and state funded categorical programs and pertinent rules and regulations

California student attendance and enrollment reporting

Research and analysis techniques

Economic and financial forecasting techniques

Principles of program budgeting and school-level finance

Principles of public administration and personnel management

Organization and policies of the Oakland Unified School District

Provisions of labor agreements relative to supervisor/employee relations

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Supervise and evaluate staff

Attract, develop, train and inspire Financial Services team members

Plan and direct a variety of activities through direct supervisors

Understand and monitor California Education Code and Federal and State Compliance Requirements

Manage, develop and monitor a large budget in a complex organization

Perform complex financial analysis and calculations for Senior Management and/or Strategy Group

Evaluate procedures and problems and develop and install improvements

Present clear and effective oral and written reports

Make, support, and explain recommendations and decisions

Use and implement complex technological systems

Consistently meet and/or exceed client expectations

Build highly-functioning relationships with managers both inside and outside of the Financial Services Division

Communicate and present effectively orally and in writing

Effectively use Financial Services analytical tools

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; driving a vehicle to conduct work; fast-paced work, constant interruptions.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; seeing to read and write reports; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	o.s.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Financial Services Operations Reporting	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/ 7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	ADCL 21

BASIC DUTIES: Under the direction of the Executive Director of Budget administer the District's budget adoption and interim reporting processes compliant with state and county guidelines and timelines. Implement internal controls for routine budget operation functions. Direct support staff on budget operation processes. Provide budgetary and financial data to the Executive Director of Budget and District administrators for use in critical fiscal decision-making strategies. Create and implement policies and procedures that foster cost effectiveness in the District business practices. Supervise and evaluate the performance of assigned Financial Analysts or related staff. The Director is authorized to act on behalf of the Executive Director of Budget in his/her absence in collaboration with the other Financial Services Directors.

REPRESENTATIVE DUTIES: The primary duties of the Financial Services Director, Operations Reporting are to ensure accuracy in financial data system reports and prepare for the submission of complex District-level financial reports as mandated by the administration, California Department of Education, and other agencies. Assist, plan, organize and direct the District's budget reporting process, and reconcile the District's adopted budget to the state SACS Reports. Participate in District audits as needed.

(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 are intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Collaborate with Executive Director of Budget to prepare and submit the District's adopted and interim budget reports and related documentation to the county, state or other external agencies; ensure budgetary technical review is completed and confirmed prior to submission; direct the preparation, review, and recommend approval of reports and communications; prepare various ad hoc and regular recurring reports for external agencies including those mandated.

Control, supervise and coordinate the District's budget reporting process.

Manage activities and reporting of the annual general fund, the District special fund and capital budgets, as well as adjustments throughout the fiscal year.

Analyze and review Consolidated Application process and reporting to the California Department of Education (CDE) as required by state guidelines.

Develop and recommend policies and procedures for the implementation of budgetary controls to support reporting regulations.

Perform financial analyses, expenditure forecasting and provide financial data as required for federal, state and local reporting.

Interface with various departments, such as Accounting, State and Federal Compliance office to identify and establish special program requirements and restricted resources constraints for reporting purposes.

Interpret and disseminate information regarding state and federal laws and regulations affecting the District's Business Service Operations Office, Alameda County Office of Education and the California Department of Education.

Coordinate with Human Resources, Technology Services, Payroll, Regional Offices, and other departments to provide increased understanding of budget issues.

Maintain succinct interpersonal communication with District personnel and Executive staff.

Develop computational data for required governmental reports related to District resources and expenditures.

Establish effective and ongoing communication with District administrators, representatives of county, state and federal agencies and others to obtain budget and funding information related to a variety of District-related programs and services.

Presents reports to the Board of Education and its committees as needed.

Collaborate closely with IT staff to address financial system issues and needs on a District-wide basis to ensure operational efficacies; identify and develop system protocols; make recommendations for improvement.

Manage information system support for the purpose of providing accuracy of data entered, ability to access system information and to retrieve information in a usable format.

Participate in the development and implementation of accounting and financial management systems and procedures to serve new activities, or to implement changes in the reporting requirements for existing activities.

Serve as a resource to District personnel for the purpose of providing information and guidance for internal and external reporting and for utilizing tools to manage data; research solutions for the purpose of troubleshooting and problem solving regarding the use of information systems tools.

Design and create clear, logical, concise, accurate reports from the District's financial systems to be used for financial analysis or reporting data for federal and state submissions and conveying information to administrators; may develop and write reports, including descriptive, technical and narrative reports; may develop and design appropriate format for reports or other written communications.

Provide analytical support for District's Labor Relations department in all collective bargaining negotiations; conduct District-wide analysis of historical spending patterns and future (projected) spending to use in collective bargaining negotiations; when directed, prepare cost analysis projections.

Ensure budgets are appropriately coded in accordance with the California Schools Accounting Manual (CSAM) following the guidelines stipulated in the Standardized Account Code Structure (SACS).

Review and participate in the analysis of laws, rules, and legal opinions that affect the use of funds by schools and implement or recommend changes to division policies, procedures, and programs.

Work collaboratively with the Executive Director of Budget and other Financial Services Directors to guarantee smooth operation of the department.

Assist Accounting in Unaudited Actuals reporting cycle.

Select, evaluate and manage a team of analysts focused on serving the budgeting and financial operational needs of the entire District; organize, provide leadership, guidance and supervision to staff as well as training and in-service activities; direct and assign work to assigned staff.

Develop internal training guide for IFAS/SACS utilization.

Support the Budget Development and Site-Based Financial Directors.

Represent the Executive Director of Budget in collaboration with the Financial Services Directors when absent at meetings and committees. Assist the Executive Director of Budget with various projects as needed.

Coordinate the development of communication materials (presentations, memos, guides) to be provided to various users of these Financial Services systems; coordinate, organize, lead, and participate in training sessions where appropriate to ensure that users are able to use these Financial Services systems.

Communicate with other managers, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information, address program problems with managers; document problems and recommend solutions.

Promote the establishment and maintenance of a partnership between educational programs and business services.

Participate in the Financial Services Budget and Accountant Resource Team.

Attend and actively participate in the Alameda County Office of Education's Directors Committee to be the voice of OUSD.

Provide cross-training to other staff members within the department.

Review and keep current on new and revised finance related laws and regulations affecting school finance.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree with a major in Accounting, Business Administration or Economics and a minimum of five years of experience with public school district financial management and three years of personnel management.

Demonstrated understanding of federal, state and local compliance policies

California school district financial management preferred

Master's degree in business administration and/or certified public accountant license preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Laws, policies, regulations and procedures governing California public school finance

Appropriate accounting and budgeting practices and procedures

California School Accounting Manual, Standardize Account Code Structure (SACS), California Education Code, and Board of Education rules

Encumbrance-based budgeting

Theory, principles, and practices of school district financial management, including budgetary and accounting procedures and fiscal controls

Information systems capabilities and methods used in budget development and administration and fiscal controls

Federal and State funded categorical programs and pertinent rules and regulations

Research and analysis techniques

Economic and financial forecasting techniques

Principles of program budgeting and school-level finance

Principles of public administration and personnel management

Applicable federal, state, local and District codes, regulations, policies and procedures governing work scope

Planning, organization and coordination needed for assigned program

Provisions of labor agreements relative to supervisor/employee relations

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Research, interpret and apply federal, state and local laws, regulations and codes to address a variety of situations and problems

Keep up-to-date on new related developments and their potential impact upon the District

Design and create clear, logical, concise, accurate reports from the District's financial system to be used for financial analysis or reporting

Supervise and evaluate staff

Consistently meet and/or exceed client expectations

Build highly-functioning relationships with managers both inside and outside of the Financial Services Division

Evaluate procedures and problems and develop and install improvements

Communicate and present effectively orally and in writing

Effectively use Financial Services analytical tools

Work with paperless financial services systems

Make, support, and explain recommendations and decisions

Attract, develop, train and inspire staff

Use and leverage computer based accounting applications

Direct and evaluate staff training

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	o.s.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Financial Services Site-Based	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 days
ISSUED:	Created: May 2013	SALARY GRADE:	ADCL 21

BASIC FUNCTION: Under the direction of the Executive Director of Budget assist in the management of the District's Site-Based Budgeting process. Assist, plan, organize and direct the District's Site-Based Budget monitoring and management system. Coordinate the management of financial reporting as it relates to central offices and school site, in conjunction with the Administrator of Operations and Reporting. Supervise and evaluate the performance of assigned financial analysts and related staff. The Director is authorized to act on behalf of the Executive Director of Budget in his/her absence in collaboration on with the other Financial Services Directors.

REPRESENTATIVE DUTIES: The primary purpose is to ensure the Site-Based Budget Monitoring and Management system is clear, concise and within programmatic guidelines. (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 ability associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Coordinate with the Accounting Department and direct the activities related to school and division budget, maintenance, and monitoring of expenditures.

Provide support and leadership in developing and analyzing school-site and central office budgets, including making recommendations for budget modifications.

Recommend investment framework initiatives to support site-based budget modifications.

Oversee and verify and recommend the validation and uploading of detailed central office and site-based budgets in accordance with the District's investment framework initiatives.

In collaboration with other departmental sources, supervise and monitor school-site and program expenditures for conformity with budget, state accounting requirements, granting agency expenditure guidelines, and state/federal regulations.

Participate in the Financial Services and Accounting resource team as well as supervise the Accounting and Budget partnership team(s) in support of site-based budgeting, monitoring and management.

Analyze highly complex problems with budgets, and take immediate appropriate action to remedy problems; prepare and maintain a variety of financial and statistical data; stay apprised of all fiscal issues that arise at school-sites and central office departments by proactively reaching out to staff.

Maintain succinct interpersonal communication with District personnel and Executive staff.

Verify all school-site and department budgets submitted; monitor all District budgets to ensure compliance with District policy, the Education Code, and county, state, and federal regulations; ensure all school-site and central office budgets are balanced.

Collaborate closely and cooperatively with school-site administrators to advise them if budget revisions or reductions in expenditures are necessary due to actual enrollment adjustments.

Manage and monitor the Special Education budget to ensure budgetary constraints, compliance issues and targets are maintained.

Collaborate with Financial Analysts, Financial Services Directors and Executive Director of Budget to actively monitor school and central office sites position control, to ensure all District employees are in a valid, authorized position within the District's operating budget; set up the authorized positions and establish the job codes.

Collaborate closely with IT staff to address financial system issues and needs on a District-wide basis to ensure operational efficacies; identify and develop system protocols; make recommendations for improvement.

Manage information system support for the purpose of providing accuracy of data entered, ability to access system information and to retrieve information in a usable format.

Provide analytical support for District's Labor Relations department in collective bargaining negotiations; assist, review, analyze data and communicate findings.

Provide technical expertise, information and assistance to the Executive Director of Budget, Executive Officers, and other senior managers as well as Financial Services Directors to guarantee smooth operation of the department.

Ensure budgets are appropriately coded in accordance with the California Schools Accounting Manual (CSAM) following the guidelines stipulated in the Standardized Account Code Structure (SACS).

Participate in year-end closing activities in the preparation of the Unaudited Actuals reporting.

Select, manage and evaluate a team of Financial Analysts focused on serving the budgeting and financial operational needs of the entire District; provide leadership, guidance and supervision to staff as well as training and in-service activities; evaluate, direct and assign work to staff.

Support the Budget Development and Operations Reporting Directors.

Perform internal and external professional development sessions consisting of presentations, memos and guides.

Co-manage, organize, lead, and participate in training sessions, where appropriate, to ensure users are able to use the appropriate systems.

Represent the Executive Director of Budget in collaboration with the Financial Services Directors when absent at meetings and committees. Assist the Executive Director of Budget with various projects as needed.

Attend and actively participate in the Alameda County Office of Education's Directors Committee.

Communicate with other managers, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information, address program problems with managers; document problems and recommend solutions.

Promote the establishment and maintenance of a partnership between educational programs and business services.

Represent the Budget Director when absent at meetings and committees to be the voice of Financial Services.

Participate in the Financial Services Budget and Accountant Resource Team.

Provide cross-training to other staff members within the department.

Review and keep current on new and revised finance related laws and regulations affecting school finance.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree with a major in Accounting, Business Administration or Economics and a minimum of five years experience with public school district financial management and three years of personnel management.

Demonstrated understanding of federal, state and local compliance policies

California school district financial management preferred

Masters degree in business administration and/or certified public accountant license preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Laws, policies, regulations and procedures governing California public school finance

Appropriate accounting and budgeting practices and procedures

California School Accounting Manual, Standardize Account Code Structure (SACS), California Education Code, and Board of Education rules

Encumbrance-based budgeting

Theory, principles, and practices of school district financial management, including budgetary and accounting procedures and fiscal controls

Information systems capabilities and methods used in budget development and administration and fiscal controls

Federal and state funded categorical programs and pertinent rules and regulations

Research and analysis techniques

Economic and financial forecasting techniques

Principles of program budgeting and school-level finance

Principles of public administration and personnel management

Applicable federal, state, local and District codes, regulations, policies and procedures governing work scope

Planning, organization and coordination needed for assigned program

Provisions of labor agreements relative to supervisor/employee relations

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Research, interpret and apply federal, state and local laws, regulations and codes to address a variety of situations and problems

Supervise and evaluate staff

Keep up-to-date on new related developments and their potential impact upon the District.

Consistently meet and/or exceed client expectations

Build highly-functioning relationships with managers both inside and outside of the Financial Services Division

Evaluate procedures and problems and develop and install improvements

Analyze financial data, laws, and regulations

Communicate and present effectively orally and in writing

Effectively use Financial Services analytical tools

Work with paperless financial services systems

Make, support, and explain recommendations and decisions

Attract, develop, train and inspire staff

Use and leverage computer based accounting applications

Direct and evaluate staff training

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0952
Enactment Date:	5/29/13
By:	OK



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Fixed Assets	REPORTS TO:	As Assigned
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 Days/7.5 Hours
ISSUED:	Created: May 2013	SALARY GRADE:	ADCL 16

BASIC FUNCTION: The Fixed Assets Manager coordinates the maintenance of property records for all land, land improvements, buildings, building improvements, machinery, and equipment owned by the Oakland Unified School District (OUSD). This includes coordinating receiving, maintaining a real time inventory, and periodic reporting on all fixed assets to be included in the District's annual financial statements and for insurance valuation. The Fixed Assets Manager also oversees the ongoing operations of the District's Fixed Assets program, and supports its development and implementation.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS:

Coordinate with Department of Risk Management for the periodic appraisal of all real and personal property for insurance purposes.

Coordinate the identification and valuation of district property losses (land, land improvements, buildings, building improvements, machinery and equipment) at all school sites and offices for internal property claims.

Maintain real-time records of the district's capital assets in accordance with the provisions of the California School Accounting Manual (CSAM) and the Government Accounting Standards Board (GASB) Statement 34.

Assist in the establishment and maintenance of policies and procedures for inventory control; analyze existing Fixed Assets practices, developing and implementing process improvements.

Coordinate physical inventory counting and observation of fixed assets in accordance with the requirements of California Education Code (State), the Office of Management and Budget (Federal), and OUSD Board Policy (District).

Work with District personnel in various departments to perform inventory observation, reconciling physical inventories to District records, and attaching identification tags or other identifying numbers to assets.

Coordinate with the Office of the Associate Superintendent for Facilitates Planning and Management to periodically reconcile the District's portfolio of land, land improvements, buildings, building improvements, machinery and equipment, and works in progress.

Determine depreciation methods and useful lives of the fixed assets, maintains depreciation schedules with updates as needed.

Coordinate with the Office of the Controller to periodically report the book value of the District's full portfolio of capital assets and reconcile to accounting records.

Coordinate and monitor the internal and external redistribution of district assets declared surplus. This includes the preparation of a period surplus resolution for consideration by the Governing Board.

Provide operational and technical accounting thought leadership within the Fixed Assets domain.

Document, maintain records, and coordinate the receipt and distribution of equipment donated to the District.

Supervise, lead and coordinate Fixed Assets team, including the hiring, evaluation and development of staff.

Provide cross-training to other staff within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to a Bachelor's Degree in Business Administration, Public Administration, Finance, Management, Accounting, Information and Decision Systems, or equivalent and five (5) years of verifiable full-time experience in a related role.

Experience in governmental accounting and auditing; public accounting and auditing with knowledge of the standards of the California School Accounting Manual (CSAM), Standardized Account Code Structure (SACS), Generally Accepted Accounting Principles (GAAP); and relevant statement of the Governmental Accounting Standards Board (GASB)

Experience in public school accounting systems

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

California School Accounting Manual (CSAM)

Standardized Account Code Structure (SACS)

Generally Accepted Accounting Principles (GAAP)

Relevant statement of the Governmental Accounting Standards Board (GASB)

Computerized financial systems, preferably the Integrated Financial and Administrative Solution (IFAS)

California Education Code

Excellent oral and written and digital English communication skills

Microsoft Office Suite (Word, PowerPoint, Excel)

Basic standards of customer service

Good record-keeping techniques

Telephone techniques, systems, and etiquette

Interpersonal skills using tact, patience, and courtesy

Good communication skills and techniques

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff

Correct English usage, grammar, spelling, vocabulary, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Perform a variety of complex, technical duties in an assigned area involving specialized knowledge and independent judgment

Effectively resolve complex customer service complaints and problems, including the ability to professionally interact with difficult customers

Communicate clearly; understand and interpret District and other rules, policies and procedures

Handle and defuse difficult situations while maintaining a calm and level-headed composure at all times

Work under pressure

Multi-task

Utilize a multi-screen computer system, mouse, phone system and headset while receiving calls from District employees

Maintain the confidentiality of information

Maintain records; analyze situations and data accurately and take appropriate action

Work cooperatively with others and meet District standards of professional conduct

Work independently, with little direction

Use a personal computer including word processing and spreadsheet programs.

Perform job responsibilities in a timely manner in order to meet scheduled deadlines

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write, monitor various activities and to use the computer; hearing and speaking to exchange information, in person or on the telephone, and to make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/24/13
By:	OA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Operations & Employee Services	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Human Resources Services & Support (HRSS)	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised: June 2007 Revised: May 2013	SALARY GRADE:	CFCA 22

BASIC FUNCTION: Oversee and manage the division of HRSS responsible for credentials, EEO, reasonable accommodations, employee leaves, and the employee information management system. Plan, organize, and direct assigned functions within HRSS in a thoughtful and strategic manner, ensuring a focus on the efficient, effective provision of human resource services to employees. Lead activities to critical analyze and continuously improve human capital management in the District.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 principal job elements).

ESSENTIAL FUNCTIONS

Strategic Personnel Management & Support – *Provide holistic, high quality support to employees enabling them to effectively serve students by undertaking the following:*

Plan, direct and oversee implementation of complex human resource management functions in the District related to credentials, EEO, reasonable accommodations, employee leaves, and the employee information management system.

Ensure the establishment of and adherence to appropriate standards for wage and salary administration and position classification.

Develop, evaluate and modify programs and plans to deliver cost-effective benefits that are responsive to District and employee needs.

Guide and manage HRSS performance management initiatives that are in alignment with HRSS and District strategic plans and priorities.

Collaborate with Labor Relations professionals to understand District needs and holistically assess priorities and trade-offs in negotiations and handling of grievances based on those needs.

In collaboration with the Director, Strategic School Support, manage the classified bumping and layoff process for the District.

In collaboration with the Director, Talent Acquisition, manage the Consolidation and Advisory Matching processes for the District.

Oversee the coordination and implementation of credential requirements and related information in accordance with state and federal legislation such as No Child Left Behind; conduct Highly Qualified Teacher reviews; maintaining relationships with teachers, principals and relevant staff to prevent and proactively resolve credentialing issues; disseminate accurate and timely information regarding credentials to unions, teachers, staff, parents and principals.

In conjunction with the Payroll Operations Manager and the District's Internal Auditor, improve internal processes to address audit findings.

Coordinate and oversee the administration of District-wide programs and activities to provide reasonable accommodation for employees pursuant to the Americans with Disabilities Act (ADA).

Human Capital Planning & Monitoring – *Provide leadership enabling the District to conduct thoughtful human capital planning and continuous analysis that ensures the strategies, practices, and approaches undertaken in human resources support delivery of high quality teaching and service to students by undertaking the following:*

In collaboration with the Director, Strategic School Support, ensure timely accurate employee information to support the District's budget development process.

Conduct research, analyze data, and prepare statistical reports to support and implement best practices in human resources management and human capital planning

Monitor and audit functions within scope, ensuring implementation of systems and practices that are efficient and effective in delivery of high quality services to District employees and contractors; implement and maintain continuous improvement process to support efficient and effective delivery of key human resource activities.

Human Resources Leadership – *Hold a strong vision for effective human capital planning and human resource management in the District that is guided by information collection and data analysis by undertaking the following:*

Strategically review, develop, implement, and communicate district-wide policies, processes, and procedures designed to provide high quality, efficient service delivery within assigned functional areas.

Advise HRSS administrator and relevant District leadership in implementing plans, strategies, objectives and projects to support delivery of services in assigned functions; prioritize efforts across Human Resources ensuring effective and efficient workflow; contribute to and ensure assigned staff is working in support of HRSS mission, strategies, and plans in alignment with District strategies and plans.

Manage and conduct data analysis, root cause analysis, and information analysis to continuously improve service provision in assigned functions; determine and understand trends and issues across the District enabling prompt, efficient, and creative resolution of challenges.

Remain current on legislation affecting human resources management and human capital planning; participate in trainings, conferences, and related activities to keep abreast of best practices in effective human resources practices for public school districts.

Compliance Oversight – *Lead efforts to monitor and ensure compliance with human resource regulations by undertaking the following:*

Ensure District compliance with federal, state and local legislation, regulations and labor contracts; proactively raise awareness at leadership levels about and contribute to resolution of legal, regulatory or compliance issues related to credentials, EEO, reasonable accommodations, and employee records; liaise and provide joint leadership with Risk Management, Legal and other District departments as relevant to ensure compliance.

Lead and monitor the District's Equal Employment Opportunity Plan (EEO); train staff to ensure compliance with EEO; serve as the District's EEO officer.

General Duties – *Provide strong leadership and support to ensure HRSS functions effectively and in service of students and employees by undertaking the following:*

Oversee utilization of the human resource management information system, ensuring that associated processes, procedures, and applications are effective and efficient and provide maximum utilization of the technology to support HRSS activities to enable high quality employee support; lead continuous improvement efforts to ensure high integrity data management systems that support and inform human capital development.

Train HRSS and other District staff as needed regarding credentialing requirements, processes, and regulations.

Select, train, supervise, and evaluate staff; hold direct reports accountable for results; create metrics to gauge performance of direct reports; direct, train and motivate assigned staff to meet organizational goals and exceed performance standards.

Attend job related meetings.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree with a major in education, human resources, public, or business administration, or a related field, and three years of management or supervisory experience in a multicultural urban school district setting or with an educational non-profit organization

Master's degree preferred

Three years in a personnel and/or labor relations function preferred

Experience as a manager of people who has demonstrated the ability to lead and develop their team

Demonstrated success in developing and executing comprehensive human resource plans with a demonstrated ability to strategically plan and execute large scale initiatives across an organization

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, TB and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Strategic direction of the District

Applicable federal, state, and District codes, regulations, policies, and procedures

California Education Code and labor laws

Collective bargaining agreements

Methods to interpret, apply, and explain rules, regulations, policies and procedures

Principles and practices of effective management

Principles and practices of labor relations and negotiations

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline

Legal and equitable interview and selection techniques

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing

Legal procedures and terminology utilized in evaluation, supervision, and discipline

Principles and practices of management

Various District bargaining unit contracts related to employee evaluation

Planning, organization and coordination needed for assigned program

Effective strategies, theories, techniques, and methods of professional development

Applicable federal, state and local laws and ordinances governing employment including equal opportunity employment and bargaining unit contracts

Business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership techniques, and coordination of people and resources

Educational programs, policies and staffing criteria

Planning, organization and coordination needed for assigned school sites and central office departments

Interpersonal skills using tact, influence, patience and courtesy

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and employees

Correct English usage, grammar, spelling, vocabulary and punctuation

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

ABILITY TO:

Lead a team and effectively model team work

Coordinate work across different human resources functions

Prioritize work and guide team accordingly

Use data and think creatively about how to use data to drive decisions

Be proactive in improving and designing structures and functions to achieve effective and efficient processes

Communicate effectively both orally and in writing

Use and manipulate computerized database systems and various software applications, including employee information management systems

Develop and implement multiple projects and programs with competing priorities and limited resources

Analyze organizational problems and implement effective solutions

Express ideas and concepts in an articulate, clear, understandable and concise manner to disseminate information to all levels of the organization

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; driving a vehicle to conduct work; fast-paced work, constant interruptions

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and make presentations; dexterity of hands and fingers to operate a computer keyboard; seeing to monitor various activities and read documents, and view computer monitors; sitting or standing for extended periods of time; kneeling, bending at the waist, and reaching overhead, above the shoulders, and horizontally; lifting light objects; operating a car to conduct business at sites across the District.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	OK



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Talent Acquisition	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Human Resources Services and Support (HRSS)	CLASSIFICATION:	Classified Management, Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 days
ISSUED:	Created: May 2012 Revised: May 2013	SALARY GRADE:	CFCA 22

BASIC FUNCTION: Under minimal supervision, lead, develop, coordinate and/or manage recruiting strategies and programs to attract and retain quality internal and external applicants for the Oakland Unified School District. Comply with and maintain knowledge of District, local, state and federal policies and regulations concerning primary job functions. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Collaborate with Associate Superintendent, Director of Strategic School Support, and Talent Acquisition Office staff to design and implement Oakland Unified School District recruitment strategy to meet District goals for recruitment and retention of skilled and committed staff for all positions within OUSD with particular focus on Highly Qualified Teachers.

Develop and lead targeted recruitment strategies to increase the diversity of all OUSD staff.

Partner with Director of Strategic School Support to develop, lead, and manage principal recruitment and selection process.

Direct with the Director, Strategic School Support the process for engagement with school communities to form principal recommendation committees.

Develop protocols for facilitating school communities' engagement with principal selection process.

Work with Director, Strategic School Support on the principal community matching process.

Lead with the Director, Strategic School Support and Executive Officers the development of interim principal selection process; engage school communities on interim principal selection process.

Collaborate with the Director, Strategic School Support to develop internal leadership pipeline, including teacher to teacher leader, teacher leader to coach, Teacher on Special Assignment and Assistant Principal to principal; develop an OUSD grow our own leadership pipeline, building and strengthening partnerships with local administrative credential programs and other leadership development programs, with an emphasis on developing leadership pipeline that is reflective of OUSD students and families racial, linguistic and cultural diversity.

Develop potential teacher pipeline, using Alameda County Office of Education potential teacher policy to recruit local college juniors and seniors to become substitute teachers during their college careers giving them an opportunity to sub and explore teaching as a career option with particular emphasis on diversity.

Collaborate with Substitute Manager to develop and implement substitute-to-permanent pipeline for certificated and classified substitutes, including professional development.

Develop and implement strategy for early hiring of hard to staff teacher subjects: Math, Science, Special Education, Bilingual and PE.

Partner with Director of English Language Learners to develop bilingual teacher pipeline; develop Special Education hiring process, protocols, for classified and certificated staff; work with hiring managers on strategic hiring, retention and personnel matters including discipline.

Partner with local universities, principals and OUSD content experts during the interview process, demonstration lessons, and the offering of contracts. Develop cultivation and retention plan for these early hire teachers, setting up school visits, retention events, webinars, etc...

Identify and nurture partner relationships with local institutions of higher education (IHE) as well as historically black colleges and Hispanic serving institutions to ensure a pool of teacher candidates that is diverse, committed to social equity and Oakland's children and diverse population.

Develop, implement and teach recruiting best practices across the District to ensure the hiring of the best skilled and committed candidates.

Lead HR recruitment, selection, for classified and certificated summer school staff, ensuring adherence to Union partner contracts and guidelines.

Train hiring managers in the development of competency-based interview skills, so the District will consistently attract top certificated and classified talent to drive student achievement.

Work with Associate Superintendent of Human Resources, Director, Strategic School Support and Manager of Employee Retention and Development to build capacity of hiring managers to evaluate and retain staff; implement retention strategies.

Partner with Family, Schools and Community Partnerships to engage parents in employment opportunities and professional development.

Collaborate with Director, Operations and Employee Services to work to strategically place staff during classified bumping and layoff process.

Direct and manage the design and implementation of sound selection procedures to source the most qualified candidates.

Coordinate the assignment of student teachers from university-based and educator preparation programs to create a student teacher pipeline.

Build partnerships with schools sites to develop a deep knowledge and understanding of each school's programmatic needs, school vision, philosophy, culture, and school community family needs to facilitate the recruitment and selection of the best and brightest staff.

Oversee the coordination of partnering with diverse community organizations in networking to build a pool of highly qualified applicants.

Collaborate with Substitute Manager on all (SSO, clerical, custodial, food service and teacher) substitute recruitment, onboarding and professional development.

Develop and pilot a teacher residency model for Oakland natives or residents designed to give paid experience and support to student-level teachers or substitutes, who are involved with the Oakland and/or OUSD community and committed or interested in committing to OUSD.

Manage placement process for new hires as well as consolidated/voluntary transfer teachers, using agreed-upon tools and methodologies; collaborate with Director, Operations and Employee Services to ensure timely accurate information during budget development process.

Strategize with principals on staffing decisions during budget development process.

Partner with Executive Officers to inform principals of placement process for consolidated teachers and voluntary transfers.

Collaborate with principals, teachers, and union partner to facilitate engagement during the placement process.

Partner with labor partners to develop and implement policies and practices that are respectful of OUSD talent/staff.

Develop and execute strategy that leverages OUSD as a best place to work and accurately depicts the value of working for OUSD.

Manage, motivate, develop and evaluate a team of talent recruiters; which includes hiring, resource allocation, coaching, performance management, and employee development of staff.

Develop a training program for all interns coming to OUSD.

Work with hiring managers and principals to resolve personnel issues.

Build and staff Talent Acquisition Office as the primary vehicle for attracting and retaining the best staff.

Provide regular reports to senior management on key recruiting metrics such as new hires, recruiting cycle time, cost per hire, offer-to-acceptance ratio and meeting standards of service; collaborate with Associate Superintendent to develop key data points to inform human capital strategies; use evaluation and other data to determine effectiveness of staff and inform recruitment and selection processes.

Develop best practices of technology and social media as it pertains to recruitment, selection, and hiring practices.

Plan and coordinate District teacher recruitment events and participate in the planning of regional job fairs.

Represent Oakland Unified School District at select job fairs and other recruitment opportunities and events.

Ensure compliance with EEO requirements.

Remain current on federal, state, and local laws applicable to recruiting standards.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree in talent acquisition, talent management or human resources and five years experience in talent acquisition, talent management or human resources role, including three years of which include recruitment role in an urban education environment or with an educational non-profit organization.

Experience as a manager of people who has demonstrated the ability to lead and develop their team

Demonstrated success in developing and executing comprehensive hiring plans with a demonstrated ability to strategically plan and execute large scale initiatives across an organization

Master's degree preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

Ability to travel throughout California or out of state for recruitment events

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable federal, state and local laws and ordinances governing employment including equal opportunity employment and bargaining unit contracts

Recruitment, selection, retention, training techniques, compensation and benefits, testing requirements, labor relations and negotiation, and personnel information systems (creative/strategic talent sourcing, resume evaluation, candidate assessment and interviewing techniques)

Business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership techniques, and coordination of people and resources

Educational programs, policies and staffing criteria

Correct English usage, grammar, spelling, vocabulary and punctuation

Web-based/on-line recruitment/research tools

Planning, organization and coordination needed for assigned school sites and central office departments

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of the District and community

Interpersonal skills using tact, influence, patience and courtesy

Computer software, hardware, and related technology

ABILITY TO:

Maintain current knowledge of applicable provisions of federal, state, local and District and Labor laws, rules and regulations pertaining to recruitment, sourcing and hiring

Manage, supervise, lead and develop a team

Work independently with minimum supervision and as a member of a team

Organize and coordinate district-wide recruitment programs

Form strong professional relationships with school administrators, department managers, institutions of higher learning and other partners

Learn quickly in a fast-paced environment

Balance multiple priorities and deadlines in a fast paced environment

Exercise good judgment in safeguarding confidential or sensitive information

Compose written materials for all levels of readership within and outside the District

Effectively and clearly present written information to others

Elicit people's cooperation

Identify challenges and proactively work to find solutions

Recognize what needs completion and take action

Focus on what can be delivered instead of what cannot be done

Give group presentations and training sessions

Perform detailed tasks with accuracy

Plan and organize

Demonstrate sensitivity to, and respect for, a diverse population

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	o.s.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Compensation & Classification	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Human Resources Services & Support (HRSS)	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised: June 2007 Revised: May 2013	SALARY GRADE:	CFCA 18

BASIC FUNCTION: Perform complex, advanced-level classification and compensation duties requiring independent judgment and analysis. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 principal job elements).

ESSENTIAL FUNCTIONS

Manage and execute development, classification and compensation determination, and salary schedules for certificated and classified District employees, including but not limited to the following activities:

- Evaluate and group positions into classifications which are similar as to the work performed, the difficulty of the work performed, and the qualifications necessary to perform the work
- Conduct job analyses to determine the classifications into which jobs are to be placed
- Recommend pay grades into which classifications should be assigned
- Draft classification specifications
- As necessary, draft position descriptions in concert with the relevant District leaders, manager and supervisors
- Observe, interview and survey employees to collect job, occupational, and organizational information needed to define jobs
- Conduct market pricing analyses for proposed new positions and for identified current positions to determine appropriate pay grade assignment.

Manage the development and maintenance of systems to insure that job descriptions remain accurate, up-to-date, and are appropriately associated with the job titles in the District's employee management system; audit position description databases to ensure accurate and current versions of position descriptions are maintained.

Manage the maintenance of accurate and current job descriptions on the District's HRSS web site.

Research, analyze, and compile statistics and other data regarding salaries, position classification, job analysis, and related matters in order to develop competitive and appropriate position descriptions and classifications that align with industry standards.

Manage classification and compensation surveys and studies as appropriate for the district to maintain competitive wage and salary systems; maintain a current database of comparable jurisdictions' pay and benefits on which to

assess both the internal and external equity/appropriateness of the District's pay and benefits; ensure internal parity of compensation levels for comparable jobs across departments.

Manage the Meet and Confer process with OUSD Labor Partners when new job classifications are created.

Research a variety of sources to provide reports, analyses, and recommendations to leadership.

Maintain knowledge of applicable legal provisions related to personnel and employee compensation.

Serve as a resource to District central and school site leaders regarding position classification, position description development, and compensation structures.

Perform job classification/reclassification studies in accordance with District policy.

Draft changes to District's classification/compensation policies and administrative regulations as needed and as directed by HRSS leadership.

Remain current and knowledgeable on new classification and compensation systems for public and private sectors and changes in technology/human resources issues associated with classification and compensation.

Provide expertise and make recommendations to support District leaders in developing and maintaining systemically-equitable and appropriate organization structures, job classifications, and salary schedules within and across district departments and sites.

Attend meetings as required.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: a Bachelor's degree with course work in business administration, human resources or a related field or equivalent professional experience; and three or more years of professional experience in human resources management, including thorough knowledge of the classification and compensation functions.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, Tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

California laws and regulations pertaining to classification/compensation

Contemporary principles, procedures and practices regarding classification and compensation, particularly in the public sector

Oversight compliance requirements (e.g., Wage and Hour regulations, Equal Pay law, FLSA administration, EEO issues, etc...)

Human resources information system

Collective bargaining issues relating to classification and compensation

Overall district operating procedures

Business, research, and statistical methods and techniques including the use of spreadsheets

Best practices for classification and compensation, particularly in the education/government sector

Methods and processes of statistical analysis and data reporting

Technology and automated systems

ABILITY TO:

Work with sensitivity with confidential information on a continuous basis

Proficiently use MS Office, including Word, Excel, PowerPoint, and Access (including ability to manage databases, develop charts, tables, graphs)

Communicate well with a range of leaders and employees within and external to the District, including but not limited to Legal and Labor Relations

Employ excellent analytical abilities and to problem-solve

Be well organized, attentive to detail, meet established deadlines, and work well under pressure

Work independently and with little supervision within a framework of established policies, procedures, practices and instruction

Work as an integral part of a team

Work with and provide support for union negotiation teams

Be self-motivated and work independently as necessary

Maintain a systems focus, bringing awareness of the bigger picture to development of individual position descriptions or to group of position descriptions

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; fast paced work, constant interruptions

PHYSICAL DEMANDS:

Hearing and speaking to exchange information, make presentations and communicate over the telephone; seeing to read, prepare, and proofread documents and view computer monitors; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/28/13
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Employee Retention & Development	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Human Resources Services and Support (HRSS)	CLASSIFICATION:	Classified Management, Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	CFCA 18

BASIC FUNCTION: Under general supervision, administer, coordinate and implement the District's teaching effectiveness systems designed to increase the number of effective teachers in classrooms every day. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Develop organizational frameworks and strategies to insure District systems and practices promote the development and retention of our most effective teachers and staff; examples include, but are not limited to compensation structures, career ladders, and professional development.

Inform and support the development of systems and processes to ensure timely and accurate collection and compilation of a broad range of human capital data.

Work collaboratively with HRSS, and Leadership, Curriculum and Instruction (LCI) staff to develop and implement retention strategies to ensure the District hires and retains highly qualified and highly effective staff.

Work collaboratively with HRSS and LCI staff to implement the Oakland Effective Teaching Framework to create a common definition of effective teaching in OUSD that informs District systems including but not limited to professional development and evaluation.

Manage the creation and maintenance of a Teacher Growth and Development System to assess teaching effectiveness and to align school site-based and District supports to promote and enhance teaching effectiveness.

Support school site principals in the development and implementation of site-based, teacher induction structures and strategies to promote supportive reception and development of new teachers.

Work with LCI to analyze the professional development needs of District staff for the purpose of identifying relevant issues, and recommending and/or implementing action plans; collaborate and communicate with District leaders and staff to share findings and resolve issues as appropriate.

Coordinate and actively promote a wide variety of professional development opportunities to address training needs of employees across the District; create opportunities for employees to receive the appropriate training to support their ongoing development, and to be adequately trained to qualify for promotional opportunities; establish

and maintain communication avenues to enable District employees to be proactively aware of what skills are needed for specific career opportunities to advance their careers within the District.

Support schools and departments to conduct capacity building training programs for District staff to improve effectiveness.

Coordinate with departments, HRSS staff and relevant unions to develop career growth and advancement opportunities across job classifications.

Collaborate with other District staff to create a comprehensive employee recognition, awards and incentive program, including performance-based salary advancement opportunities for bargaining units.

Develop and deliver District programs/presentations on topics related to employee retention and professional development to a range of audiences including but not limited to District executives, directors, managers and supervisors; coordinate with external trainers and other staff as needed to plan, deliver and evaluate trainings.

Pursue both public and private funding sources to support professional and career development programs.

Analyze and report attrition, effectiveness, and retention data on a regular basis by department and/or division to determine root causes for separations; inform senior management of any noticeable trends.

Manage staff, including performance evaluation as needed.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree from an accredited college or university and 5 years of experience in human capital development with demonstrated experience in teaching effectiveness initiatives, employee retention strategies, and designing and implementing professional development programs.

Demonstrated success in leading continuous improvement efforts within an organization

Master's degree preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Definition and theories of effective teaching

Highly effective employee retention strategies and practices

Professional learning and training trends

Adult learning theory, curriculum and instructional materials

Program assessment and reporting methodologies

Public speaking, practices and techniques

Needs of diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and employees

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Coordinate, plan and organize the activities of a comprehensive Staff Development Program

Manage multiple tasks with frequent interruptions, and manage and prioritize multiple projects

Work under pressure to meet deadlines

Analyze situations accurately and take appropriate action

Page 3 of 3 Manager, Employee Retention & Development

Communicate effectively in English both orally and in writing

Maintain confidentiality in all aspects of the job

Follow and give oral and written directions

Interact with certificated and classified employees at all levels

Perform public speaking in front of small and large audiences

Work independently with minimum supervision

Interpret, apply and initiate District policies and procedures

Communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds

Operate personal computer, related software, and other office equipment including MSOffice (Word, PowerPoint, Excel)

**WORKING CONDITIONS
ENVIRONMENT:**

Office environment; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	130932
Enactment Date:	5/29/13
By:	OK



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Substitute Services	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Human Resources Services & Support (HRSS)	CLASSIFICATION:	Classified Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	CFCA 18

BASIC FUNCTION: Implement a broad range of human resources programs for substitute certificated and classified staff including: recruitment, selection and hiring; qualification and credential verification; wage and salary administration; assignment; support; evaluation; discipline; terminations; reassignment. Manage, analyze and report on a range of data sets and information pertaining to substitute staff and teachers. Manage and execute special projects in support of HRSS.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 principal job elements).

ESSENTIAL FUNCTIONS

Manage the substitute pipeline for classified and certificated personnel, ensuring adequate pools of qualified substitutes; create marketing and communication materials and engage in promotional activities to bring certificated and classified subs into the District; maintain active partnerships with organizations that provide access to potential substitute staff and teachers; manage and participate in job fairs and related events to promote substitute teacher and staff opportunities within the District.

Manage and execute the hiring process for certificated and classified substitutes including: screening; interviewing; extending offers; coordinating hiring activities; validating credentials and qualifications; verifying prior employment; and reviewing hiring documentation.

Manage and execute onboarding and work-enablement processes for certificated and classified substitutes including: generating electronic employee records; creating access to and training substitutes in use of the electronic substitute registration and matching system; conducting orientations and disseminating communications to prepare incoming substitutes.

Establish and maintain strong relationships with District principals, site administrators, central office administrators; provide "high touch" support as needed, particularly for escalated or emergency substitute situations.

Manage and execute substitute request and placement activities, including but not limited to: substitute requests entries, timecard creation and completion; assignment of certificated and classified substitutes; communication with principals, site administrators, and central office administrators.

Manage and execute routine human resources services in support of certificated and classified substitutes, including but not limited to: resolving pay issues; advising regarding human resource regulations; advising about and monitoring sub and site blocks.

Liaise with relevant leaders and staff in Oakland charter schools to support the certificated and classified substitute needs of charter schools; oversee substitute management services for charter schools as agreed by District.

Monitor and quality assure operation of processes and systems associated with placement and management of certificated and classified substitute staff, to ensure compliance with District, state and federal regulations regarding the placement and use of certificated and classified substitutes, including: placement and tracking of certificated and classified substitutes; communication with sites to validate and determine the nature of vacancies; guide and inform site administrators and leaders of processes, rules, and regulations governing use of substitutes; resolve issues and situations in which substitutes are not being utilized per rules, regulations and laws.

Liaise and coordinate with Technology Services to generate data sets and reports pertaining to certificated and classified substitute to ensure the substitute management system meets the needs of and adheres to regulations governing HRSS.

Compile, track and analyze data related to systems, processes, and procedures related to certificated and classified substitutes; conduct analysis, identify recurring themes or patterns, and recommend solutions to continuously improve the functions associated with substitute services in the District.

In partnership with principals, site administrators, and central office managers, manage, monitor, and evaluate certificated and classified substitutes; coordinate with relevant unions and administrators to monitor and evaluate the performance of staff, proactively identifying and resolving situations that negatively impact students or violate laws, regulations or rules adhered to by the District. Participate in discipline proceedings for substitutes as required.

Maintain employee files for all active and former District employees, ensuring secure storage of files in accordance with District, state and federal regulations; manage the scanning and conversion of paper-based files to electronic files and the future creation of new electronic files for all active and former employees.

Remain current on existing California laws and requirements related to substitute staff and teachers; also remain abreast of any pertinent legislative changes.

Train HRSS and other District staff as needed regarding systems, requirements, processes, and regulations related to substitute staff and teachers.

Supervise and evaluate staff assigned.

Attend job related meetings.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree with a major in personnel, public, or business administration, or a related field, and three years experience in a personnel or labor relations function.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, Tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Strategic direction, plans and priorities of the District

Applicable federal, state, and District codes, regulations, policies and procedures

Methods to interpret, apply, and explain rules, regulations, policies and procedures

Various District bargaining unit contracts related to employee evaluation

Sound personnel practices and procedures

Legal and equitable interview and selection techniques

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline

Planning, organization and coordination needed for assigned program

Effective strategies, theories, techniques, and methods of professional development

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and personnel

Interpersonal skills using tact, patience, and courtesy

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Design, develop and implement broad strategic initiatives and work plans

Employ an analytical, systems-thinking approach to work

Explain complex problems and solutions in clear, concise and compelling ways

Interpret District collective bargaining contract language

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Implement plans and evaluate their outcomes

Motivate and support adults to transform their practices

Serve as resource to District administrators and facilitate communication throughout the District

Set goals, work independently and drive results

Produce high quality work, including strong attention to detail

Manage multiple assignments, priorities, and projects in a demanding environment

Solve complex problems and think boldly to maximize new opportunities using data-driven approaches

Adapt to feedback and maintain a focus on continuous improvement

Communicate effectively in English orally and in writing

Finish work on timely basis

Prioritize work across responsibilities

Communicate effectively with sites

Learn new software applications and assist sites and central office departments in using Human Resources tools

Work as an integral member of a team

Proficiently use MS Office (Word, Excel, PowerPoint, Access) and District employee, substitute, and student technology platforms

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; driving a vehicle to conduct work; rapid-paced work, constant interruptions

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and make presentations; dexterity of hands and fingers to operate a computer keyboard; seeing to monitor various activities and read documents, and view computer monitors; sitting or standing for extended periods of time; kneeling, bending at the waist, and reaching overhead, above the shoulders, and horizontally; lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	130982
Enactment Date:	5/29/13
By:	S.I.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Partner, Central Office	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Human Resources Services and Support (HRSS)	CLASSIFICATION:	Classified Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days / 7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	CFCA 18

BASIC FUNCTION: Partner with District and school leaders to support the development of high quality classified and certificated staff for central office departments by coaching, assisting, and managing a broad range of human capital issues, including but not limited to: recruitment, retention, professional learning, growth and development, evaluation, discipline, and recognition. Provide guidance to the Human Resources Services and Support Department (HRSS) in building a comprehensive profile of the District's professional capital assets through collecting qualitative and quantitative data about staff at their central office departments. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Develop and grow collaborative relationships with central office administrators and serve as the primary support partner and point of contact within HRSS.

Provide counsel and assistance to central office leaders on a broad range of human resource and human capital management issues, including but not limited to employee staffing and retention, employee performance management, employee training and development, labor relations and employee relations.

Collaborate with other HRSS staff, human resources subject matter experts, central office leaders, and other parties as relevant to develop and implement human resources policies that strengthen the ability of central offices to attract and retain highly qualified staff members and leaders.

Support and collaborate with administrators in building timely, compliant and highly effective employee evaluation practices that build the capacity of staff to deliver highly effective work.

Collaborate with Central Office leaders to identify a leadership pipeline by identifying staff with leadership potential and to build relationships with those identified personnel to enable them with opportunities to gain further training and experience.

Collaborate with other teams within the HRSS to ensure the efficient and effective delivery of human resources services to all certificated and classified employees.

Take a proactive leadership role to support and guide central office leaders through the employee progressive discipline process; advise central office leaders on appropriate progressive discipline steps, strategies and

techniques; work with central office leaders on completing effective written disciplinary notices; and teach central office leaders how to conduct difficult conversations.

Assist and guide central office leaders in employee management situations including but not limited to processing employee leave and employee fitness for duty evaluations.

Provide human resources data and related counsel that will enable and support central office staff in effectively managing difficult employee situations and performance.

Establish effective ongoing professional development opportunities to help central office leaders manage, grow and develop human capital, including just-in-time training to leaders on human capital related topics as requested.

Provide strategic staffing input through the Budget Development process and other related personnel processes.

Collaborate with HRSS staff to support hiring of central office staff.

Execute the goals and objectives of the HRSS and relevant District departments as they pertain to central office employees.

Develop and utilize systems and processes to promote accountability and continuous improvement of District personnel; track outcome evaluations to inform how professional development is designed; engage in proactive, systemic human capital planning.

Manage and organize staff appreciation event, including but not limited to promotional materials, programs, and nomination process.

Remain current on effective human capital planning and management practices in the field of public education and in related sectors.

Attend job-related meetings

Develop, implement and assess professional development needs and effectiveness

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university and 3-5 years of prior experience in human resources, personnel management or school site administration.

Experience in coaching, leadership development and providing professional development required

Experience in implementing progressive discipline required

Leadership experience working in a k-12 public school environment preferred

Experience working in an urban school District preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Must be able to provide own transportation and meet District insurability standards

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Strategic goals and priorities of the District

Applicable federal, state, and District codes, regulations, policies and procedures

Methods to interpret, apply, and explain rules, regulations, policies and procedures

Relevant District bargaining unit contracts related to employee evaluation

Effective strategies, theories, techniques, and methods of professional development, particularly the development of staff in the education sector

Interpersonal skills using tact, patience, and courtesy

Effective engagement techniques to serve students and staff of diverse academic, socio-economic, cultural, ethnic, and disability backgrounds

Correct English usage, grammar, spelling, vocabulary and punctuation

Principles and practices of effective leadership

Principles and practices of supervision and evaluation

ABILITY TO:

Design, develop and implement broad strategic initiatives and work plans

Explain complex problems and solutions in clear, concise and compelling ways

Facilitate discussion and learning activities towards a clear end and goals

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Implement plans and evaluate their outcomes

Motivate and support adults to transform their practices

Serve as resource to District administrators and facilitate communication throughout the District

Set goals, work independently and drive results; manage multiple assignments, priorities, and projects in a demanding environment; produce high quality work, including strong attention to detail

Solve complex problems and think boldly to create and maximize opportunities using a data-driven approach

Adapt to feedback and maintain a focus on continuous improvement

Design, conduct and cross-train department personnel

Communicate effectively in English orally and in writing

Operate personal computer, related software, and other office equipment; proficiency in MS Office (Word, Excel, PowerPoint)

Make presentations, communicate, and speak in public

Create well-written, graphically attractive, publishable materials within scope of assignment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	130932
Enactment Date:	5/29/13
By:	BS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Partners, School	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Human Resources Services and Support (HRSS)	CLASSIFICATION:	Classified Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days / 7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	CFCA 18

BASIC FUNCTION: Partner with District and school leaders to support the development of high quality certificated and classified staff for each school site by coaching, assisting, and managing a broad range of human capital issues, including: recruitment, retention, professional learning, growth and development, evaluation, discipline, and recognition. Provide guidance to the Human Resources Services and Support Department (HRSS) in building a comprehensive profile of the District's professional capital assets through collecting qualitative and quantitative data about staff at their school sites. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Develop and grow collaborative relationships with principals and serve as the primary support partner and point of contact within HRSS.

Provide counsel and assistance to school leaders on a broad range of human resource and human capital management issues, including but not limited to school employee staffing and retention, employee performance management, employee training and development, labor relations and employee relations.

Collaborate with other school partners, human resources subject matter experts, school leaders, and instructional leaders to develop and implement human resources policies that strengthen the ability of schools to attract and retain highly qualified educators and staff members.

Assist site administrators in building timely, compliant and effective employee evaluations that support building the capacity of teachers to deliver highly effective instruction.

Support the identification and cultivation of a leadership pipeline by working with site leaders to identify staff with leadership potential and to build relationships with those identified personnel within their regions to enable them with opportunities to gain further training and experience.

Collaborate with other teams within the HRSS to ensure the efficient and effective delivery of human resources services to all certificated and classified employees.

Support and guide principals through the employee progressive discipline process; advise principals on appropriate progressive discipline steps strategies and techniques; work with principals on completing effective written disciplinary notices; and coach principals on how to conduct difficult conversations.

Assist and guide principals in employee management situations including but not limited to processing employee leave and employee fitness for duty evaluations.

Provide human resources data and related counsel that will enable and support principals in effectively managing employee situations and performance within schools.

Provide strategic staffing input through the Budget Development process and other related personnel processes.

Establish effective ongoing professional development opportunities to help principals manage, grow and develop human capital, including just-in-time training to principals on human capital related topics as requested.

Collaborate with other school partners and HRSS staff to support the principal selection process by establishing an eligible candidate pool and facilitating the community matching processes.

Execute the goals and objectives of the HR School Partnership Team and the Human Resource department.

Develop and utilize systems and processes to promote accountability and continuous improvement of District personnel; track outcome evaluations to inform how professional development is designed; engage in proactive, systemic human capital planning.

Remain current on effective human capital planning and management practices in the field of public education and in related sectors.

Attend job related meetings.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university and 3-5 years of prior experience in human resources or school site administration.

Experience in coaching and leadership development required

Experience in implementing progressive discipline required

Leadership experience working in a k-12 public school environment preferred

Experience working in an urban school District preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Must be able to provide own transportation and meet District insurability standards

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Strategic goals and priorities of the District

Applicable federal, state, and District codes, regulations, policies and procedures

Methods to interpret, apply, and explain rules, regulations, policies and procedures

Relevant District bargaining unit contracts related to employee evaluation

Effective strategies, theories, techniques, and methods of professional development, particularly the development of educators and school staff

Effective engagement techniques to serve students and staff of diverse academic, socio-economic, cultural, ethnic, and disability backgrounds

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, vocabulary and punctuation

Principles and practices of effective leadership

Principles and practices of supervision and evaluation

ABILITY TO:

Design, develop and implement broad strategic initiatives and work plans

Explain complex problems and solutions in clear, concise and compelling ways

Facilitate discussion and learning activities towards a clear end and goals

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Implement plans and evaluate their outcomes

Motivate and support adults to transform their practices

Serve as resource to District administrators and facilitate communication throughout the District

Set goals, work independently and drive results; manage multiple assignments, priorities, and projects in a demanding environment; produce high quality work, including strong attention to detail

Solve complex problems and think boldly to create and maximize opportunities using a data-driven approach

Adapt to feedback and maintain a focus on continuous improvement

Design, conduct and cross-train department personnel

Communicate effectively in English orally and in writing

Operate personal computer, related software, and other office equipment; proficiency in MS Office (Word, Excel, PowerPoint)

Make presentations, communicate, and speak in public

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Analyst, Credentials	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Human Resources Services & Support (HRSS)	CLASSIFICATION:	Classified Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised: June 2007 Revised: May 2013	SALARY GRADE:	CFCA 15

BASIC FUNCTION: Manage and execute a range of specialized duties in the administration of California State credential requirements and processes including, but not limited to assessing suitability of credentials; monitoring and reporting on credential status for District and external entities; serving as a subject matter expert within District to guide and shape regulations, policies, processes, and procedures related to credentials; support HRSS and District partners in acquiring and retaining credentialed teachers.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 principal job elements).

ESSENTIAL FUNCTIONS

Develop and implement strategies to support District in ensuring compliance of certificated staff with credentialing requirements and appropriate teacher placement.

Actively identify issues and proactively implement systems to reduce credentials non-compliance; serve as content expert on credentials for the District, engaging HRSS and district leadership to develop approaches and activities to ensure District strategically and holistically develops policies to promote credentialing compliance.

Evaluate employment transcripts, education units, credentials, and other records to assess certificated applicants eligibility and placement; review and execute conversion process for out-of-state credentials.

Manage the renewal process for credentialed employees, including: drafting and delivering communications relevant employees; receiving employee credential documentation; reviewing and assessing the validity of employee credential documentation; creating and updating employee credential records.

Maintain database of employee credentials; audit database to ensure that records are accurate and current.

Remain current on existing California credentialing requirements, and also remain abreast of any legislative changes.

Train relevant HRSS staff to screen and verify teacher, administrative and other credentials during routine hiring and position change processes; provide updated communications and/or training regarding changes in credential requirements in California to HRSS staff as relevant.

Maintain relationships with teachers, principals and relevant staff to prevent and proactively resolve credentialing issues; disseminate accurate and timely information regarding credential requirements to key constituencies, including but not limited to unions, teachers, staff, and principals; coordinate communication to parents and other stakeholders as needed regarding credential requirements or related information in accordance with state and federal legislation such as No Child Left Behind.

Provide resources and support to teachers and other credentialed staff engaged in the credential renewal process.

Serve as point of escalation to HRSS staff and resolve complex or non-standard credentialing issues including those requiring research and additional fact-finding.

Provide input and support to other HRSS staff to execute HR processes as needed including but not limited to: consolidation, layoff process, classified bumping, new hire orientations, transcript evaluations, salary adjustments.

Maintain a variety of confidential and non-confidential manual and electronic documents, files and records related to credentials for the purpose of providing up-to-date reference materials and audit trail in compliance with all District and state regulations; provide credentialing and related data and prepare reports to support NCLB, state, county and other audits.

Manage and input credentialing data including but not limited to credential test scores, credential type, and credential status for certificated teachers and staff; maintain database, analyze data, and produce reports to maintain tracking of credentials in accordance with NCLB; liaise with State of California to comply with and monitor status of District certificated teachers and staff in accordance with NCLB; liaise with District departments such as Technology Services and Legal to track and ensure compliance with NCLB and other credentialing requirements; amass and communicate information to enable teachers to become compliant as needed by teachers who have invalid credentials.

Support HRSS staff in conducting hiring for substitute teachers and certificated staff; manage and execute temporary credential request process and tracking of temporary credentials for substitutes; support HRSS staff in converting provisional credentials to cleared credentials.

Manage tuberculosis testing verification, including but not limited to: communication with relevant teachers regarding upcoming expirations; conducting and overseeing data entry to track upcoming expirations; management of tuberculosis testing verification database; coordination with relevant HRSS staff to move non-compliant staff to leave status or to initiate the termination process; analysis of data and recommendation of actions to proactively address related issues.

Manage screening of prospective consultants engaged by the District including: overseeing fingerprinting process; drafting and issuing fingerprinting approval and denial letters; and communicating outcome of process to consultants.

Manage and receive visa requests from current and prospective teachers; liaise with hiring managers, Legal department, external legal counsel, and other stakeholders as necessary to complete visa request process; communicate outcome of process to requesting teachers.

On behalf of the District, manage and monitor credential issuance, documentation, and clearance activities for charter school and other teachers; make recommendations and provide support to non-District teachers to minimize non-compliance with credentialing requirements.

Manage and support assigned teacher hiring, orientation, credential management and onboarding processes with District partners specializing in teacher recruitment such as Teach for America and New Leaders for New Schools; create electronic employee records for related teachers and ensure required documentation is provided to District; serve as District liaison for leaders within partner programs.

Conduct ongoing and special projects including but not limited to: providing recommendations and credentials data to support HRSS bumping and layoff processes; providing analysis and credentials data to support contract designations and to make designations of teacher seniority; providing credentialing data to support development of School Accounting Report Cards; managing data tracking, analysis and reporting pertaining to the Williams Audit and also serving as point of contact with Alameda County to reconcile District and County credentialing and assignment records; providing credentialing data and reports for the Board as needed; providing orientations and onboarding support to visiting teachers via the U.S. Department of State international teachers program.

Train HRSS and other District staff as needed regarding credentialing requirements, processes, and regulations.

Attend job related meetings.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: an Associate's Degree (AA) and four years of recent, increasingly responsible office-clerical experience, two years of which must have been in a full-time, directly related personnel-clerical work assignment in a school district personnel office.

Bachelor's degree preferred.

Experience working with credentialing in public education setting strongly preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility that may include fingerprints, Tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

State of California requirements and laws pertaining to credentials

Federal credential requirements and laws such as No Child Left Behind

Laws, rules, regulations involved in processing certificated personnel

Certificated contract agreements

Methods and processes of statistical analysis and data reporting

Recordkeeping techniques

Telephone, e-mail and face-to-face etiquette

Correct English usage, grammar, spelling, punctuation and vocabulary

Interpersonal skills using tact, patience and courtesy

Applicable sections of the State Education Code and other laws

ABILITY TO:

Develop and implement creative solutions for areas of responsibility

Work with sensitivity with confidential information on a continuous basis

Proficiently use MS Office, including Word, Excel, PowerPoint, and Access (including ability to manage databases, develop charts, tables, graphs)

Communicate well with a range of leaders and employees within and external to the District, including but not limited to Legal and Labor Relations

Employ excellent analytical abilities and to problem-solve

Be well organized, attentive to detail, meet established deadlines, and work well under pressure

Work independently and with little supervision within a framework of established policies, procedures, practices and instruction

Work as an integral part of a team

Work with and provide support for union negotiation teams

Be self-motivated and work independently as necessary

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; fast paced work, constant interruptions.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information, make presentations and communicate over the telephone; seeing to read, prepare, and proofread documents and view computer monitors; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects; ability to go to sites apart from primary office to conduct business.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/24/13
By:	o.i



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Analyst, Central Office Staffing	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Human Resources Services & Support (HRSS)	CLASSIFICATION:	Classified Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	CFCA 15

BASIC FUNCTION: Provide support to central office managers, supervisors and staff on a range of human resource-related areas, including but not limited to: staffing recruitment; staff selection and employee fitness verification; routine personnel management and evaluation support; professional learning and development. Support HRSS and relevant district leaders in building and maintaining a highly effective central office workforce. Provide direct support regarding a range of human resources issues to certificated and classified staff working in central office departments.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 principal job elements).

ESSENTIAL FUNCTIONS

Develop and maintain supportive relationships with central office managers, supervisors and staff; serve as the primary point of contact within HRSS for central employees for routine HR support matters.

Coordinate and execute routine human resources functions for central office staff including, but not limited to: generating Employee Actions; creating and updating employee records; managing and processing leave requests and related documentation; processing employee separations; conducting salary evaluations; assisting HRSS credentials team with employee credentialing issues for assigned staff; performing analytical analysis to support central office staffing needs.

Provide assistance to central office leaders, managers, and supervisors with analysis of and support for a broad range of human resource management issues, including but not limited to: hiring; employee onboarding; employee staffing and retention; employee performance management and evaluation; employee training and development; labor relations; and employee relations.

Collaborate with other HRSS staff, human resources subject matter experts, central office leaders, and other parties as relevant to analyze, develop and implement human resources policies that strengthen the ability of central offices to attract and retain highly qualified staff members and leaders.

In collaboration with HRSS talent acquisition staff, participate in and support recruitment and hiring activities including but not limited to: staffing job fairs; conducting prospective employee screenings; interview

coordination and material development; execution of hiring process and related paperwork; past employment verification for prospective District employees; and employee onboarding.

Collaborate with other teams within HRSS to ensure the efficient and effective delivery of human resources services to assigned certificated and classified employees; collaborate with other OUSD departments as needed including but not limited to Payroll, Benefits, and Technology Services to resolve human resources related issues and to support assigned central office staff.

Support HRSS leadership in gathering and analyzing information and data as needed to assist central office leaders in employee management situations including but not limited to processing employee leave and employee fitness for duty evaluations.

Use critical reasoning, logic, and analytical thinking to continuously inform and improve processes, procedures, and methods in order to enhance the effectiveness and efficiency of how assigned work and HRSS processes, procedures and systems are executed.

Serve as initial point of contact for assigned central office managers, supervisor and staff regarding employee discipline; analyze, triage and escalate employee discipline cases as appropriate.

Support development and execution of effective ongoing professional development opportunities to help central office staff execute work effectively and also to support career progression of central office staff.

Provide strategic analysis and input regarding staffing during the Budget Development process and other related human resource processes in support of central office departments.

Conduct complex analysis and provide subject matter expertise in human resources while serving as the human resources expert in staffing actions including but not limited to bumping and employee layoff notification processes; build and maintain relationships with unions representing central office staff.

Execute the goals and objectives of the HRSS and relevant District departments as they pertain to central office employees.

In collaboration with the HRSS employee information management system team, maintain paper-based and electronic employee records for assigned staff and projects.

Develop and conduct group and individual trainings on human resources related matters for HRSS and assigned central office staff as requested by supervisor.

Support ongoing and special projects as assigned by supervisor including, but not limited to: human resources support for Summer School; status verification for prospective and current District consultants; human resources support for School to Career student employment program;

Remain current on effective human capital planning and management practices in the field of public education and in related sectors; participate in industry conferences and trainings as required.

Attend job-related meetings.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree with a major in personnel, public, or business administration, or a related field, and three years of experience in a personnel or labor relations function

Leadership experience working in a K-12 public school environment preferred

Experience working in an urban school District preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, Tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Strategic goals and priorities of the District

Applicable federal, state, and District codes, regulations, policies and procedures

Methods to interpret, apply, and explain rules, regulations, policies and procedures

Sound personnel practices and procedures

Legal and equitable interview and selection techniques

Relevant District bargaining unit contracts for central office staff

Planning, organization and coordination needed for assigned program

Effective strategies, theories, techniques, and methods of professional development, particularly the development of staff in the education sector

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Interpersonal skills using tact, patience, and courtesy

Effective engagement techniques to serve students and staff of diverse academic, socio-economic, cultural, ethnic, and disability backgrounds

Correct English usage, grammar, spelling, vocabulary and punctuation

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

ABILITY TO:

Think critically and analytically and use a systems thinking approach to make appropriate decisions and craft sound approaches to a range of human resources areas including but not limited to: professional development, hiring, staffing plans, staffing levels and structures; compensation parity and inequities; and job classifications

Execute day-to-day activities assigned to role with strategic consideration of relation to and impact on larger HRSS and district strategies, plans and objectives

Design, develop and implement broad strategic initiatives and work plans

Explain complex problems and solutions in clear, concise and compelling ways

Facilitate discussion and learning activities towards a clear end and goals

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Implement plans and evaluate their outcomes

Set goals, work independently and drive results; manage multiple assignments, priorities, and projects in a demanding environment; produce high quality work, including strong attention to detail

Adapt to feedback and maintain a focus on continuous improvement

Communicate effectively in English orally and in writing

Demonstrate excellent judgment in prioritization of tasks and assignments

Operate personal computer, related software, and other office equipment; proficiency in MS Office (Word, Excel, PowerPoint)

Make presentations, communicate, and speak in public

Create well-written, graphically attractive, publishable materials within scope of assignment

Demonstrate excellent customer service skills and "high touch" approach to providing support and guidance to central office department managers

**WORKING CONDITIONS:
ENVIRONMENT:**

Office environment; driving a vehicle to conduct work; rapid-paced work, constant interruptions

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and make presentations; dexterity of hands and fingers to operate a computer keyboard; seeing to monitor various activities and read documents, and view computer monitors; sitting or standing for extended periods of time; kneeling, bending at the waist, and reaching overhead, above the shoulders, and horizontally; lifting light objects; operating a motor vehicle to conduct business at sites across the District.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	oia



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Analyst, Employee Information & Management Systems	REPORTS TO:	As assigned
DEPARTMENT:	Human Resources Services and Support	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7/5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	CFCA 15

BASIC FUNCTION: Perform duties related to management of the employee record system; support and inform data management, analysis, reporting and auditing to enable accurate and timely analysis of district employee data. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 rather is intended to accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS:

Execute technical management of the employee record system, including creation and deletion of files, fields, and codes to support data management, analysis, and reporting to the Board of Education, various District offices, and external agencies.

Manage staff who input and perform manual input of multiple data sets into the employee record system, including but not limited to salary schedules, employee status changes, and Employee Action Forms.

Manage data requests from HR, District offices, state government, federal government and other agencies; prioritize and assign timelines for report development based upon perceived importance and complexity as well as the urgency of data requestor.

Generate data sets, analyze data, develop reports, and assure the integrity of data in the employee record system to fulfill data reporting needs; liaise with staff in HR, Technology Services, Payroll, Credentialing, and other District offices to gather and quality assure data reporting.

Manage, cleanse and audit the employee record system data to ensure accuracy and enable accurate data reporting; liaise with district staff in HR, Technology Services and other District offices to develop and assure the quality of data sets.

Manage and create employee records in the employee record system, overseeing accurate payment tracking, work schedules, work assignments, and related employee information; transition employee records annually and create calendars to ensure accurate employee record keeping for each fiscal year.

Conduct ongoing and special projects including but not limited to summer school employee record data management and reporting, return to duty spreadsheets, annual conflict of interest reports for the Board, and monthly step increase analysis.

Draw data from student record system as needed to supplement employee record system data to generate data sets and reports; liaise with Technology Services as when applicable to create and set up new student record system reports.

Manage staff, including providing staff development, training staff and evaluating staff.

Attend job related meetings.

Perform other related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree with a major in human resources, public administration, business administration, technology or a related field, and two years of experience in a personnel or labor relations function. At least one year experience creating and managing complex data systems and data sets. At least one year of experience managing technical data staff. At least one year of experience responding to Public Records Act requests and internal and external requests for complex, comprehensive personnel records.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, Tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Employee and student record systems

Sound data management principles and approaches

Data analytics techniques and principles

Functions of personnel, wage and salary administration, contract interpretation, and evaluation

Sound practices and procedures related to data collection, data analysis, and management of personnel data

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing that pertain to the employee record system

ABILITY TO:

Finish work on timely basis

Collaborate with others and work as an integral member of a team

Prioritize work across responsibilities

Communicate effectively with a broad range of internal and external parties

Learn new software applications and assist district staff in using Human Resources tools

Use MS Office programs (Word, Excel, PowerPoint, Access) with advanced proficiency; ability to manipulate data and create tables, charts, graphs and other visual data displays

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; driving a vehicle to conduct work; rapid-paced work, constant interruptions

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and make presentations; dexterity of hands and fingers to operate a computer keyboard; seeing to monitor various activities and read documents, and view

computer monitors; sitting or standing for extended periods of time; kneeling, bending at the waist, and reaching overhead, above the shoulders, and horizontally; lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	CA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Generalist, Human Resources	REPORTS TO:	As Assigned
DEPARTMENT:	Human Resources Services	CLASSIFICATION:	Classified Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised: June 2007 Revised: May 2013	SALARY GRADE:	CFCA 15

BASIC FUNCTION: Implement a broad range of human resources programs for an assigned major segment of the district (i.e., sites) including recruitment, selection by appropriate qualifications and credentials, wage and salary administration, staffing, assignment, evaluation, discipline, and other assigned areas for both certificated and classified personnel. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 principal job elements).

ESSENTIAL FUNCTIONS

Perform a variety of complex, technical duties requiring excellent communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible public contact for recruitment, selection by appropriate qualifications and credentials, wage and salary administration, staffing, assignment, evaluation, discipline with access to information concerning employer/employee relations; and other assigned areas for both certificated and classified personnel; provide for accurate and timely entry of a variety of data into various computer software programs.

Support the Talent Acquisition Team in screening and evaluating employment applications; refer qualified applicants to selecting administrative staff and support all aspects of the interview process, including interview protocols, materials preparation, candidate communication and process documentation.

Receive staffing requests, check 39-month and other rehire lists, check applicant pool, verify credentials, send appropriate applicants to sites with vacancies, communicate with sites to learn which candidates the hiring manager has selected, offer job to selected candidate, etc.

Coordinate standard Human Resources services including preparing I-9s, scheduling fingerprinting appointments, managing TB notifications, printing and delivering employment contracts, conducting orientation meetings, and sending reasonable assurance letters.

Support the implementation of comprehensive induction and orientation experiences for certificated and classified employees.

Administer transfers.

Assign summer school and intersession staff.

Implement the procedures for certificated or classified reductions in force.

Maintain online employee records such as leaves of absence and transfers.

Verify standard credentials and qualifications.

Communicate with employees to address inquiries.

Contact the public, prospective employees, District administrators, and other District employees regarding general and technical personnel matters; explain personnel policies and District procedures to all levels of staff and the public.

Gather, compile and organize employment, salary and other statistical or personnel data; calculate, analyze and summarize statistical data.

Assist in composing, organizing and editing employee handbooks and personnel manuals; assist in conducting orientation or in-service training programs.

Take part in trainings for credentialing, recruiting and other services provided by HRSS.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree with a major in personnel, public, or business administration, or a related field, and three years experience in a personnel or labor relations function.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, Tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Strategic direction of the District

Applicable federal, state, and District codes, regulations, policies and procedures

Methods to interpret, apply, and explain rules, regulations, policies and procedures

Various District bargaining unit contracts related to employee evaluation

Sound personnel practices and procedures

Legal and equitable interview and selection techniques

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline

Planning, organization and coordination needed for assigned program

Effective strategies, theories, techniques, and methods of professional development

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and personnel

Interpersonal skills using tact, patience, and courtesy

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

- Design, develop and implement broad strategic initiatives and work plans
- Explain complex problems and solutions in clear, concise and compelling ways
- Facilitate discussion and learning activities towards a clear end
- Interpret District collective bargaining contract language
- Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities
- Implement plans and evaluate their outcomes
- Motivate and support adults to transform their practices
- Serve as resource to District administrators and facilitate communication throughout the District
- Set goals, work independently and drive results
- Produce high quality work, including strong attention to detail
- Manage multiple assignments, priorities, and projects in a demanding environment
- Solve complex problems and think boldly to maximize new opportunities using a data-driven approach
- Adapt to feedback and focused on continuous improvement
- Communicate effectively in English orally and in writing
- Finish work on timely basis
- Prioritize work across responsibilities (staffing, recruiting, credential checking)
- Communicate effectively with sites
- Learn new software applications and assist sites in using Human Resources tools
- Work as an integral member of a team
- Operate personal computer, related software, and other office equipment

WORKING CONDITIONS:**ENVIRONMENT:**

Office environment; driving a vehicle to conduct work; rapid-paced work, constant interruptions

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and make presentations; dexterity of hands and fingers to operate a computer keyboard; seeing to monitor various activities and read documents, and view computer monitors; sitting or standing for extended periods of time; kneeling, bending at the waist, and reaching overhead, above the shoulders, and horizontally; lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	8/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	es



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Business Manager – HRSS	REPORTS TO:	As Assigned
DEPARTMENT:	Human Resources Services and Support (HRSS)	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: April 2008 Revised: May 2013	SALARY GRADE:	CFCA 15

BASIC FUNCTION: Perform a variety of complex, diverse, technical, supervisory, and administrative duties involving access to confidential information concerning employer-employee relations; and assume primary responsibility for implementing designated activities and operations of the department. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 principal job elements).

ESSENTIAL FUNCTIONS

Perform highly responsible and complex administrative and office functions requiring an advanced level of proficiency, initiative, organizational skills, technical and problem solving skills, and independent judgment; assume primary responsibility for implementing designated activities and operations of the department.

Maintain calendar of Human Resources Associate Superintendent; arrange meetings and conferences; attend and record minutes of meetings as required; contact and confirm appointments and meetings; ensure Associate Superintendent is on time and prepared for meetings with all appropriate materials; prior to meetings, schedule preparation sessions with Associate Superintendent.

Manage email, flagging items which need immediate attention; provide responses on behalf of Associate Superintendent to routine inquiries and non-sensitive issues, route e-mails for follow up action to relevant HRSS staff.

Serve as department liaison for all personnel matters submitted to the Board of Education, maintain Board submission calendar and ensure Board items are submitted on time; inform Human Resources Executive Officer of Board submission delays and concerns.

Identify, plan and implement office administrative procedures and policies in conjunction with the Associate Superintendent to ensure smooth operation of the HRSS office.

Complete primary assignments for the Human Resources Associate Superintendent where knowledge, excellent judgment and discretion are critical.

Resolve low level complaints and emergencies on Human Resources Associate Superintendent's behalf where appropriate; process administrative details not requiring the immediate attention of the administrator.

Independently compose correspondence on behalf of department and/or Associate Superintendent and monitor flow of department correspondence.

Research and facilitate routine inquiries and refer inquiries to appropriate sources and/or department for consideration and action; maintain the confidentiality of sensitive information; ensure timely responses as necessary.

Utilize personal and network computers for advanced word processing, departmental budget management, database management and systems applications.

Participate as part of the leadership team in coordinating, analyzing and organizing office administrative operations and activities such as word processing, bookkeeping, monitoring Department budgets, and processing invoices for payment, preparation of timesheets, supplies requisition and purchasing, filing, and other clerical activities; bear primary responsibility for administering department petty cash.

Research, gather, compile, summarize, prepare, and distribute information and materials requiring considerable interpretative judgment for reports, Board agenda items, legal documents, and other administrative matters.

Produce promotional materials profiling and summarizing the work of HRSS and its various component departments.

Interact regularly with employees, District candidates, community members and representatives of external and internal organizations.

Represent the District in a positive manner, and maintain positive and level-headed composure at all times.

Work collaboratively with other District staff and departments to achieve the goals and objectives of HRSS and the District.

Disseminate training information from outside agencies to ensure staff is aware of professional development opportunities on a continual basis.

Coordinate, manage and produce agendas and materials for regularly scheduled department meetings.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS: Any combination of education, training and/or experience equivalent to a Bachelor's degree with a major in personnel, public or business administration, or a related field, and three years experience in a personnel or labor relations function.

Experience directly supporting executive level officer preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license

Employment eligibility will include fingerprints, Tuberculosis test and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Sound HR personnel practices and procedures

Complex, diverse, technical methods of District and Department operations

Procedures, methods, techniques, and strategies utilized in managing processes and procedures for a major District Department

Employer-employee relations and bargaining unit agreements

Correct English usage, grammar, spelling and punctuation

Computer and other office equipment

District policies, State Education Codes, and other laws, rules and regulations related to assigned duties

Budget management, database management and systems applications

Public relations techniques

Financial record-keeping, procedures, policies and regulations

Composition of correspondence and reports using good English and correct grammar, punctuation and spelling

Formulation, interpretation and explanation of rules, policies and procedures

ABILITY TO:

Schedule and coordinate a number of activities, meetings, and/or events, often under pressure and requiring multi-tasking

Routinely gather, collate, and/or classify data

Produce well-written, grammatically correct, accessible and well-crafted correspondence, reports, and summaries

Work with data utilizing defined but different processes

Utilize basic, job-related equipment

Operate standard office equipment including pertinent software applications

Operate equipment using standardized methods

Perform multiple, non-technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions

Work under limited supervision following standardized practices and/or methods

Plan and manage projects

Prepare and maintain accurate records

Track budget expenditures

Read technical information, compose a variety of documents, and/or facilitate group discussions

Analyze situations to define issues and draw conclusions

Analyze issues and create action plans

Independently work with others in a wide variety of circumstances

Work with a diversity of individuals and/or groups

Establish and maintain effective working relationships

Work as part of a team

Use resources from other work units

Independently interpret guidelines

Problem solve moderately difficult issues with equipment

Communicate with diverse groups displaying tact and courtesy

Maintain confidentiality

Set priorities

Be attentive to detail

Work with frequent interruptions

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; fast-paced work, constant interruptions, need to manage ambiguity and make decisions under demanding conditions.

PHYSICAL REQUIREMENTS:

Hearing and speaking to exchange information; seeing to read, prepare, and proofread documents; sitting for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	o.z.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Assistant, Employee Information Management System	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Human Resources Services and Support (HRSS)	CLASSIFICATION:	Classified Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised: June 2007 Revised: May 2013	SALARY GRADE:	CFCA 9

BASIC FUNCTION: Perform duties related to data input and auditing of the employee record system; create and ensure the integrity of employee records; provide information and data regarding employee records via regular and ad hoc reports.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 rather is intended to accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS

Conduct complex data entry for various types of employee actions including but not limited to: new hires; summer school staffing; set up and update of regular employee records; set up and modification of summer school employee records.

Process employee separation and employee leave documentation for District classified and certificated employees.

Develops and administers policy guidelines, system standards and operating procedures related to new and current HR related technology as directed by supervisor.

Receive requests for District employee verification via fax, e-mail, regular mail, and phone; conduct and process employment verifications as requested for current and past District employees as requested by external agencies for matters including but not limited to proof of employment, proof of future employment, mortgage verifications.

Receive and route general information requests from District departments and external agencies to the appropriate HRSS staff as needed.

Liaise with Payroll and other District departments as necessary to problem solve and resolve issues related to employee records within employee information system.

Receive and resolve support inquiries, data requests, paperwork requests, and data entry in support of assigned HRSS staff.

Provide trouble shooting, general information, and basic training support related to the employee management system to HRSS and other District staff as requested by supervisor.

Intake data requests and generate data sets, compile statistics, and contribute to development of reports regarding employee data in support of ongoing HRSS reporting to the Board.

Support and conduct internal employee information systems audits, ensuring that employee data is accurate and current; run reports to monitor and enable data integrity for employee database system; provide data and information to contribute to resolution of employee information discrepancies, including but not limited to bargaining unit discrepancies, FTE discrepancies, pay class discrepancies, and employee status; update and correct data in the employee information system as needed.

Assist HRSS supervisor and assigned staff in scrubbing and auditing data sets for reports requested by internal and external audiences.

Attend job related meetings.

Perform other related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: an Associate's degree and three years of experience in a personnel or labor relations function. At least two years of experience with complex data entry, data systems integrity maintenance, and report generation.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, Tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Employee and student record systems

Sound data management principles and approaches

Data analytics techniques and principles

Sound practices and procedures related to data collection, data analysis, and management of personnel data

ABILITY TO:

Finish work on timely basis

Collaborate with others and work as an integral member of a team

Prioritize work across responsibilities

Communicate effectively with a broad range of internal and external parties

Use MS Office programs (Word, Excel, PowerPoint, Access) with basic proficiency; ability to manipulate data and create spreadsheets

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; rapid-paced work, constant interruptions

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and make presentations; dexterity of hands and fingers to operate a computer keyboard; seeing to monitor various activities and read documents, and view computer monitors; sitting or standing for extended periods of time; kneeling, bending at the waist, and reaching overhead, above the shoulders, and horizontally; lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	RL



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Administrative Assistant - HR	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Human Resources Services and Support (HRSS)	CLASSIFICATION:	Classified Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 Days/7.5 Hours
ISSUED:	Revised: June 2007 Revised: May 2013	SALARY GRADE:	CFCA 8

BASIC FUNCTION: Perform a variety of complex, technical administrative assistant duties requiring good communication skills involving access to information concerning employer-employee relations in all bargaining units throughout the District; utilize specialized knowledge and independent judgment involving frequent and responsible public contact; analyze and interpret data; plan, organize and coordinate office activities and communications to relieve the administrator of routine duties; coordinate activities among managers, staff and outside organizations; work independently to assist in the smooth and efficient operation of Human Resources Services and Support; provide for accurate and timely entry of a variety data into various computer software programs. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 principal job elements).

ESSENTIAL FUNCTIONS

Perform a variety of complex, technical administrative assistant duties requiring good communication skills involving access to information concerning employer-employee relations in all bargaining units throughout the District; utilize specialized knowledge and independent judgment involving frequent and responsible public contact; analyze and interpret data; plan, organize and coordinate office activities and communications to relieve the administrator of routine duties; coordinate activities among managers, staff and outside organizations; work independently to assist in the smooth and efficient operation of HRSS; provide for accurate and timely entry of a variety of data into various computer software programs.

Work independently receiving minimum supervision and guidance to assist the assigned manager in the daily operation of Human Resources.

Interpret and apply rules and regulations as appropriate; coordinate communications; obtain and provide information; coordinate activities and resolve issues.

Research, analyze, review, correct, and compile a variety of information; verify data for accuracy, completeness and compliance with established procedures.

Operate a computer to enter, update, and access a variety of records and information into various computer software programs; operate various telephone systems and other office equipment.

Independently respond to requests for information regarding District and HR programs, policies, procedures, and regulations; receive complaints and respond according to District and HR procedures and guidelines.

Independently compose correspondence; process administrative details not requiring the immediate attention of the administrator.

Attend meetings and prepare minutes and summaries of action taken; maintain confidential records and files.

Research and compile information and compute statistical data for Federal, State and District reports and special projects as assigned.

Prepare and maintain a variety of records, logs and files, including information of a confidential nature involving employer-employee relations and other issues; maintain confidentiality of information and records.

Schedule meetings, conferences and appointments; maintain calendar; arrange travel when necessary.

Assign and direct the work of other employees as required.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: an Associate's Degree plus related courses, and four years of relevant experience.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, Tuberculosis and/or other employment clearance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Complex, technical office procedures, computers and other office equipment

Oral and written English communication skills

Bargaining unit agreements

Complex, technical record-keeping techniques; correct English usage, grammar, spelling and punctuation

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience and courtesy; good communication skills and techniques

District policies, applicable sections of the State Education Code and other laws and regulations

ABILITY TO:

Perform a variety of complex, technical administrative assistant duties in an assigned area involving specialized knowledge and independent judgment

Work effectively and confidentially with bargaining units/negotiations team members

Communicate clearly; understand and interpret District and other rules, policies and procedures

Understand and follow oral and written directions

Operate a computer and other office equipment; meet schedules and time lines

Maintain records; analyze situations and data accurately and take appropriate action

Work cooperatively with others and meet District standards of professional attitude

Organize and coordinate office activities

Assign and review the work of others

Understand and work within scope of authority

Work independently with little direction

Work confidentially with discretion

Compose correspondence and other written documents independently

Complete work accurately and as directed with many interruptions

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; constant interruptions

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person or on the telephone; seeing to file a variety of documents; reaching overhead, above the shoulders or horizontally, or bending at the waist to retrieve or store records or files; dexterity of hands and fingers to operate standard office equipment; lifting light objects.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	OR



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Secretary – Human Resources Services and Support	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Human Resources Services and Support	CLASSIFICATION:	Classified Confidential
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 Days/7.5 Hours, or Duty Days/Hours as assigned.
ISSUED:	Created: May 2013	SALARY GRADE:	CFST 8

BASIC FUNCTION: Perform a variety of highly difficult, prescribed secretarial duties in an assigned area requiring good communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible public contact; provide for accurate and timely entry of a variety of data into various computer software programs. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 principal job elements).

ESSENTIAL FUNCTIONS

Perform a variety of highly difficult, prescribed secretarial duties in an assigned area requiring good communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible public contact; provide for accurate and timely entry of a variety data into various computer software programs.

Coordinate and lead office activities to reduce administrative detail for the assigned supervisor and other certificated or classified employees; prepare and maintain assigned records and reports.

Prepare and type letters, forms, records, reports, bulletins, handbooks, statistical reports and other documents; duplicate a variety of materials; may receive, open and distribute mail.

Receive and screen phone calls and visitors; schedule appointments and provide attendance information and direct inquiries and visitors to the proper person or office; make phone calls to request or provide information as directed; provide technical information concerning policies and procedures.

Operate a computer to enter, update, and access a variety of records and information into various computer software programs; operate various telephone systems and other office equipment.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: graduation from high school plus related courses, and two years of relevant experience.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

Employment eligibility that may include fingerprints, Tuberculosis and/or other employment clearance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Highly difficult, prescribed office procedures, computers and other office equipment

Basic record-keeping techniques; correct English usage, grammar, spelling, and punctuation

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience and courtesy; good communication skills and techniques

District policies, applicable sections of the State Education Code and other laws and regulations

ABILITY TO:

Perform a variety of highly difficult, prescribed secretarial duties in an assigned area involving specialized knowledge and independent judgment

Communicate clearly; understand and interpret District and other rules, policies and procedures

Understand and follow oral and written directions; work independently as required

Operate a computer and other office equipment; meet schedules and time lines

Maintain records; analyze situations accurately and take appropriate action

Work cooperatively with others

Complete work accurately and as directed with many interruptions

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; constant interruptions

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person or on the telephone; seeing to file a variety of documents; reaching overhead, above the shoulders or horizontally, or bending at the waist to retrieve or store records or files; dexterity of hands and fingers to operate standard office equipment; lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, PreK-12 Systems and Operations	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	ADCL 16

BASIC FUNCTION: To offer support management of the non-academic functions of OUSD schools, in a way that is completely interwoven with the academic program of the school, so that the academic vision of the school can be fulfilled and that operations support that vision. To build the capacity of school site leaders and classified support staff to the meet the Balanced Scorecard goals, implement and design school site plans, and improve service to students and families.

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 reflect the principal job elements accurately.)

E = Essential Functions

Analyze the organizational design of assigned schools and recommend alternatives based on the current school structure and other factors (demographics, student-to-teacher ratio, community involvement, parent involvement, volunteers, budget, etc...) to achieve increased time spent on direct instruction to students; document school infrastructure needs.

Train, support and empower school front office staff to efficiently and effectively run front office operations at all times and to make independent decisions in the absence of site leaders; train school-site leaders to empower front office staff to ensure effective day-to-day operations and excellent customer service to students and families.

Train classified and certificated school-site staff in school operations, data entry, operational tasks that can be supported by classified staff, mandated reporting, etc... to ensure instructional leaders are able to spend more time on classroom observation and less time on day-to-day school operations.

Coordinate with central departments to support schools in transitioning to new assessment platforms through participation in operational work sessions, differentiated labs and workshops.

Work with school management to prioritize deliverables to ensure optimal services to students and families.

Design and support the implementation of equitable structures, processes and procedures to meet the operational, social emotional and academic achievement goals, and school site plan goals aligned with the Balanced Scorecard and Strategic Plan.

Coordinate and lead cross-departmental teams to redesign and streamline processes and procedures to allow site leaders more time to focus on instructional programs and priorities.

Build strong and essential partnerships with school-site leaders to ensure commitment in achieving shared goals and successful implementation of recommended processes and procedures.

Assist school-site leaders in creating a school operations plan and auditing system to maintain and address compliance standards and to lower school related audit findings.

Adhere to all policies, regulations, and compliance standards; maintain all school related documents on mandated trainings.

Create, manage and monitor processes and procedures for school site leaders to support effective preparation of professional service contracts which are aligned to the strategic goals and the student-based outcomes.

Co-construct and facilitate trainings, workshops, and professional learning for central departments to expand their knowledge of school needs and to improve the partnerships between school sites and departments.

Assess gaps in the school operations and make recommendations for District-wide operations improvements.

Maintain and share accurate data on the operational health of school sites; support the creation of an operation dashboard.

Ensure documentation of all developed processes, systems and procedures.

Attend regular meetings with departments, District administrators, and school personnel.

Articulate the District's Balanced Scorecard and strategic goals and objectives to school-site staff.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university and five years of experience in education with a focus of serving students and families.

Knowledge of, and experience in adult learning and training techniques.

Master's degree preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

California Department of Education Frameworks governing work such as: Common Core Standards

Education policy

Full Service Community Schools

Applicable federal, state, and District codes, regulations, policies and procedures governing work

Principles and practices of operational change and leadership to align services and supports to student outcomes

Project management

Union contracts

Instructional practices

Strategic direction of the District

Adult learning and training techniques

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and employees

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Maintain current knowledge of applicable laws, codes, regulations, policies, procedures and District regulations related to work scope

Establish and maintain effective working relationships with multi-faceted school sites and District departments

Recognize, and foster a strong operational core upon which to align services

Plan, deliver and reflect on professional learning opportunities

Work successfully with diverse groups across race, ethnicity, religion, gender, class, and sexuality

Communicate effectively in English orally and in writing

Plan and organize work

Work confidentially and with discretion

Meet schedules and timelines

Manage multiple projects simultaneously

Complete work as directed despite frequent interruptions

Write reports

Be a team player

Work independently with little direction

Prepare and deliver clear and concise presentations to a variety of audiences

Develop and implement training and evaluation programs

Develop training procedures and manuals

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	ES



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, English Language Learners	REPORTS TO:	Associate Superintendent of Leadership, Curriculum and Instruction
DEPARTMENT:	Leadership, Curriculum and Instruction	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	227 days/7.5 hours per day
ISSUED:	Created: May 2013	SALARY GRADE:	CFAD 25

BASIC FUNCTION: Under the general direction of the Assistant Superintendent of Leadership, Curriculum and Instruction, is responsible for providing district-wide leadership in the planning, implementation and monitoring of the English Learner services; is responsible for compliance of all regulations regarding English Learners. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Set vision and provide leadership for English Learner unit.

Collaborate with Leadership, Curriculum and Instruction Managers and Directors to build capacity around new ELD standards and connection with the Common Core State Standards and Next Generation Science Standards.

Administer the development, implementation, and monitoring of the District English Learner Master Plan.

Coordinate, monitor and assess effectiveness of District programs for English Learners/Language Minorities.

Complete state and federal reports to meet the compliance requirements of District English Learner programs.

Manage state and federal funding for English Learners.

Stay current on state and federal legislation, mandates, guidelines, and curriculum frameworks around new ELD standards and disseminate the information.

Manage and supervisor professional learning in service of English Learners/Language Minorities.

Oversee the District English Learner Advisory Committee (DELAC) and other advisory committees related to the needs of English learners.

Provide leadership and build capacity of Leadership, Curriculum and Instruction staff to infuse English Learner/Language Minorities instructional practices, tools and resources into respective unit planning.

Collaborate with Elementary, Middle School and High School Directors in coordination and articulation of K-12 programs, curriculum, assessments, professional development and other services.

Work collaboratively across central office departments to assure coordination, alignment and articulation of district programs in service of English Learners/Language Minorities.

Develop specific data reports in conjunction with Quality, Analytics and Accountability (QAA) to monitor English Learner/Language Minority academic progress as outlined by Balanced Scorecard.

Initiate and supervise improvement of curriculum, including the development and revision of courses of study related to English Learner/Language Minority support.

Assume the responsibility for review and revision of District board policies. Prepare agenda items for the Board meetings, as needed.

Demonstrate collaborative leadership that will provide a suitable climate for learning and innovation.

Keep the Assistant Superintendent of Leadership, Curriculum and Instruction well informed about issues related to pre-K-12 programs.

Recruit, hire, develop, support, supervise and evaluate staff.

Perform other duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university, five years teaching experience including content instruction, and relevant program leadership or administrative experience.

Master's degree preferred

Bilingual skills preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential

Valid California (or Out-of-State) Teaching Credential with English Learner authorization

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

California Department of Education Frameworks governing work scope such as: Common Core Standards, Content Standards, Curriculum, Response to Intervention, Full Service Community Schools, and newly released ELD Standards

Laws, District politics, and regulations pertaining to elementary and secondary education and related programs

Applicable federal, state, and District codes, regulations, policies and procedures governing work scope

Methods to interpret, apply, and explain rules, regulations, policies and procedures related to work scope

Strategic direction of District—Transition to Common Core and Next Generation Science Standards

Current District curriculum and school instructional programs, PreK-12

Effective strategies, theories, techniques, and methods of professional development—adult learning theory

Effective pedagogy for ethnic populations, English, and Standard English Learners

Theoretical concepts, research, and practice regarding the learning and teaching of language

Effective and appropriate teaching strategies, curricular programs and materials for English Learners/Language Minorities

Principles of organization and management

Curriculum and the operation of elementary and secondary schools, and alternative programs

Budget development, maintenance and evaluation

Presentation, communication, and public speaking techniques

Various District bargaining unit contracts related to employee evaluation

Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, and punctuation

ABILITY TO:

Interpret, communicate, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing work scope

Interpret District collective bargaining contract language

Address the needs of identified English Learner communities

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Work effectively with all segments of the educational community and general public

Analyze problems, make decisions or recommendation, and be responsible for these decisions

Communicate effectively in English orally and in writing

Work with diverse groups and individuals in a manner that achieves District goals

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Translate District policy to various employees, individuals and groups

Model effective communication skills using tact, patience, and courtesy to understand and respond to the needs and expectations of team members and others

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

Plan, organize, and complete work to meet established timelines and deadlines

Analyze situations accurately and adopt effective course of action

Manage multiple projects simultaneously

Implement plans and evaluate their outcomes

Prepare and deliver clear and concise presentations to a variety of audiences

Participate in District approved professional development to maintain current knowledge of evolving needs of students and the District related to work scope

Serve as trusted resource to District administrators and facilitate communication throughout the District

Meet District standards of professional conduct as outlined in Board Policy

Coach, and evaluate appropriate personnel

Supervise and direct a large staff or department

Cross-train department personnel

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school environments driving a vehicle to conduct work; fast-paced work constant

interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	DA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, College and Career Pathways	REPORTS TO:	Associate Superintendent, Leadership, Curriculum and Instruction
DEPARTMENT:	Leadership, Curriculum and Instruction (LCI)	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	12 mos/227 days/7.5 hrs
ISSUED:	Created: October 2008 Revised: May 2013	SALARY GRADE:	CFAD 22

BASIC FUNCTION: The Linked Learning unit, within the Leadership, Curriculum and Instruction (LCI) department, promotes the District’s mission of graduating students who are college, career and community ready by leveraging relationships within the local and national communities to ensure that all secondary school students, including those with alternative educational needs, have the means, opportunity and preparation to attend college and to function effectively in the work place. This includes development, coordination and management of Linked Learning and other initiatives aimed at helping more students succeed academically. It also includes a comprehensive program of business and community internships and work experiences that bring community partners and the District together to achieve this goal.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Collaborate with Leadership, Curriculum and Instruction Managers and Directors to build capacity around Linked Learning goals and connection to the Common Core State Standards and Next Generation Science Standards

Plan and direct the work of the Linked Learning unit within LCI. Manage and direct all operations, develop and continuously improve the District’s college and career readiness programs and services to support the District goal of every student graduating college, career and community ready.

Actively integrate college and career readiness programs and services among LCI, alternative education, and school sites through robust interaction with secondary network executive officer, regional executive officers, and the leadership of LCI.

Work in partnership with District leadership to scope project goals and timelines and with District staff to improve operational processes that support Linked Learning and related college, career and community readiness projects.

Develop and manage a District-wide communications plan regarding all activities supporting the linked learning goals.

Collaborate with, and support academy and linked learning pathways with community partners to build greater instructional integrity and capacity in academics and career instruction.

Provide and expand support for the members of the College Readiness Network, such as the University of California, community colleges, AVID, College Board and College Summit, that share the task and goal of having more students succeed academically.

Provide support to sites to ensure that principals and counselors know and support the efforts of the College and Career Readiness partners, programs and service resources at their sites.

Provide professional development for District staff such as linked learning specifics and support for students and families in academic preparation, college application, and locating financial aid for post-secondary education and training.

Collaborate with community colleges to develop and promote linked learning connections that will ease the transition to post-secondary education for students.

Monitor the development of school site career readiness and preparation plans in accordance with local community needs and state and federal employment trends.

Provide increased accountability by capturing and analyzing data to track student success and participation in linked learning.

Track student success and participation in career readiness activities.

Structure project plans to include work streams and priorities, milestones, deliverables, owners, and resource/budget requirements; and regularly monitor progress against plans.

Recruit, hire, develop, support, supervise and evaluate staff.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Master's degree in education or business administration or a related field; five years of experience in school administration, career services and/or project management; and three years of school principal experience.

Experience in career services preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California teaching credential

Valid California Administrative Services Credential

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

California Department of Education Frameworks governing work scope such as: Common Core Standards, Content Standards, Curriculum, Response to Intervention, Full Service Community Schools

Applicable federal, state, and District codes, regulations, policies and procedures governing work scope

College readiness curriculum, community and national initiatives and resources

Effective career readiness programs and services, instructional coursework and internships

Operational practices

Effective project management

Operation of standard office equipment including computers and effective use of software applications

District policies, applicable sections of the state Education Code and other laws and regulations

Methods of interpreting, applying and explaining rules, regulations, policies, and procedures as they relate to college and career readiness

Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Build high-functioning relationships with central office staff across various departments

Proactively and independently analyze problems and develop and implement solutions

Understand and interpret District and other rules, policies and procedures

Communicate effectively orally and in writing with various communities including administrators, staff, representatives of universities and colleges, business leaders and business groups, regulatory and resource agencies

Use specialized knowledge of local and national college and career preparedness, and independent judgment to provide meaningful college and career services and recommendations

Supervise and evaluate employees

Prioritize responsibilities and meet established timelines and deadlines

Analyze situations accurately and take appropriate action

Manage multiple projects simultaneously

Work with computer software, hardware, and related technology

Work independently and efficiently

Meet schedules and time lines

Maintain accurate and confidential records

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	OA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, English Language Learner (ELL)	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Leadership, Curriculum and Instruction (LCI)	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS	12 month/227 days/7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	A227 16

BASIC FUNCTION: Under minimal supervision, coordinate District-wide activities, disseminate and receive information related to English Language Development; plan and implement activities and/or special events; address operational issues related to English Language Learners; provide recommendations of expenditures for activities, equipment, and supplies that enhance the school programs; and serve as a resource to respective school staff, providing support and guidance based on their subject area knowledge and experience.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Collaborate with Leadership, Curriculum and Instruction Director of English Language Learners, managers and other LCI directors to build capacity around new ELD standards and connection with the Common Core State Standards and Next Generation Science Standards.

Collaborate with teachers, site-administrators, LCI staff, District departments and central office staff in service of the EL Master Plan guidelines and the full range of curriculum, assessment, and instructional activities.

Determine site needs for achieving compliance for EL programs based on state requirements and District EL Master Plan guidelines and work with principals to assure that all areas of compliance are met at each site.

Act as a resource to classroom teachers by assisting them in ELD methodology and curriculum materials selection; provide them with appropriate materials for ELL students; coordinate the monitoring of the classroom instruction related to ELL. Confer with principals on the needs of ELL students and progress being made to meet these needs.

Collaborate with subject area managers and coordinators to ensure the needs of English Language Learners are incorporated into all District initiatives in all content areas.

Work with school-site administrators, LCI Staff and other District staff for implementation of site specific ELL services.

Work with District staff and the California Department of Education (CDE) to ensure District-wide compliance of the ELL program.

Coordinate and facilitate the District English Learner Advisory Committee (DELAC) and other advisory committees related to the needs of English learners.

Remain abreast of state and federal regulations regarding ELL programs and make recommendations for program modification as necessary.

Communicate information and research data to District staff, parents, and community members regarding ELL Programs and the role of the district for providing services in ELL Programs; build capacity in staff to access, interpret and act effectively on data to inform instruction and refine programming decisions.

Engage in the presentation of instructional materials and exercises.

Determine staff development needs for instructional staff working with ELL students, and provide staff development opportunities to meet their needs.

Help to determine staffing needs for instructional staff working with ELL students, and work with Human Resources to hire and retain qualified staff.

Collaborate with Human Resources for the compliance of all requirements pertaining to teacher and paraprofessional qualifications under No Child Left Behind (NCLB) and assuring that staff meets the literacy requirements for "highly qualified".

Stay current on state and federal legislation, mandates, guidelines, and curriculum frameworks around new ELD standards and disseminate the information.

Prepare documentation for the purpose of providing written support and/or conveying information.

Recruit, hire, develop, support, supervise and evaluate staff.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Bachelor's degree from an accredited college or university and three years teaching experience including content instruction, and relevant program leadership or administrative experience.

Master's degree preferred.

Bilingual skills preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California (or Out-of-State) Teaching Credential with English Learner authorization

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

California Department of Education Frameworks governing work scope such as: Common Core Standards, Content Standards, Curriculum, Response to Intervention, Full Service Community Schools, and newly released ELD Standards

Laws, District politics, and regulations pertaining to elementary and secondary education and related programs

Applicable federal, state, and District codes, regulations, policies and procedures governing work scope

Methods to interpret, apply, and explain rules, regulations, policies and procedures related to work scope

Strategic direction of District—Transition to Common Core and Next Generation Science Standards

Current District curriculum and school instructional programs, PreK-12

Effective strategies, theories, techniques, and methods of professional development—adult learning theory

Effective pedagogy for ethnic populations, English, and Standard English Learners

Theoretical concepts, research, and practice regarding the learning and teaching of language

Effective and appropriate teaching strategies, curricular programs and materials for English Learners/Language Minorities

Principles of organization and management

Curriculum and the operation of elementary and secondary schools, and alternative programs

Budget development, maintenance and evaluation

Presentation, communication, and public speaking techniques

Various District bargaining unit contracts related to employee evaluation

Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, and punctuation

ABILITY TO:

Interpret, communicate, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing work scope

Interpret District collective bargaining contract language

Address the needs of identified English Learner communities

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Work effectively with all segments of the educational community and general public

Analyze problems, make decisions or recommendations, and be responsible for these decisions

Communicate effectively in English orally and in writing

Work with diverse groups and individuals in a manner that achieves District goals

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Translate District policy to various employees, individuals and groups

Model effective communication skills using tact, patience, and courtesy to understand and respond to the needs and expectations of team members and others

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

Plan, organize, and complete work to meet established timelines and deadlines

Analyze situations accurately and adopt effective course of action

Manage multiple projects simultaneously

Implement plans and evaluate their outcomes

Prepare and deliver clear and concise presentations to a variety of audiences

Participate in District approved professional development to maintain current knowledge of evolving needs of students and the District related to work scope

Serve as trusted resource to District administrators and facilitate communication throughout the District

Meet District standards of professional conduct as outlined in Board Policy

Coach, and evaluate appropriate personnel

Supervise and direct a large staff or department

Cross-train department personnel

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0933
Enactment Date:	5/29/13
By:	DS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Transitional Kindergarten	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS	227 days/7.5 hours per day or as assigned
ISSUED:	Created: May 2013	SALARY GRADE:	A227 18

BASIC FUNCTION: Under direction of assigned manager, the Manager of Transitional Kindergarten will develop instructional materials, processes, and procedures for Transitional Kindergarten (TK); provide training and technical assistance; research existing Transitional Kindergarten programs; determine location of, and enrollment policies for, District TK programs; and participate in local and state professional learning communities.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Align preschool and Kindergarten learning goals using both the Preschool Foundations and Common Core Kindergarten standards.

Partner with local institutions of higher education to provide professional development to Transitional Kindergarten (TK) teachers and administrators in developmentally-appropriate instructional practices for TK classrooms.

Facilitate the collaborative creation of a TK development plan for the District, which includes a continuum of professional development for teachers, identification of explicit areas of increased responsibilities for District staff in order to fully integrate TK into District systems and existing instructional frameworks, and finalization of TK policy for long-term program implementation.

Develop a clear communication protocol for TK school sites to share learning and questions across schools and with the TK Supervisor and staff.

Convene feeder preschools to develop practices that strengthen continuity and ease transition from preschool to TK to elementary schools.

Support families in transitioning from preschool to TK, and from TK to Traditional Kindergarten.

Create opportunities for teachers to observe each other as well as model Kindergarten and preschool teachers.

Oversee the development and implementation of the District's core curriculum to include the State Common Core Standards in TK.

Ensure instructional supports are aligned with the District's strategic plan.

Facilitate the collaboration of department coaches and District teacher leaders in the development of curriculum and professional development.

Prepare, manage and monitor fund balances of assigned programs and related financial activity to ensure allocations are accurate, related revenues are generated, expenses are within budget limits and/or fiscal practices are followed, and are in compliance with federal, state, and District mandates.

Develop, monitor, and evaluate the operational systems and processes of assigned area.

Collaborate with department staff to align teacher support.

Collaborate with site administrators and appropriate District administrator to coordinate and align instructional support for Transitional Kindergarten.

Establish and maintain partnerships with interested parties and to further develop the visibility and development of TK curriculum and programs.

Identify funding opportunities that align with the needs of students and schools; write and submit grant proposals, and administer grant funds to programs.

Oversee and coordinate textbook adoption process for TK materials.

Create a "toolkit" for site administrators that include TK program guidelines, District policies, and curriculum framework.

Maintain District Transitional Kindergarten website.

Mentor and support TK teachers as needed in order to develop their ability to successfully teach in the TK setting.

Develop, coordinate, and implement professional development opportunities for assigned staff to build capacity of the District's strategic plan and the department's focus areas and other areas as needed.

Oversee team members providing direction, coaching, and professional development in assigned focus areas.

Hire, supervise and evaluate assigned classified and certificated staff; provide cross-training to other staff members within the department.

Perform other duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Master's degree from an accredited college or university, five years teaching experience including content instruction, and relevant program leadership or administrative experience.

A background in Early Childhood Education preferred.

Bilingual skills preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential

Valid California (or Out-of-State) Teaching Credential with English Learner authorization

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

California Department of Education Frameworks governing work scope such as: Common Core Standards, Content Standards, Curriculum, Response to Intervention, Full Service Community Schools, and preschool learning foundations

Current District curriculum and school instructional programs in Preschool, TK and Kindergarten

Cognitive Coaching Curriculum

Adult learning theory

Strategic direction of the District

Utilization of various forms of assessment to guide and design instruction

Effective pedagogy for ethnic populations, English, and Standard English Learners

Applicable federal, state, and District codes, regulations, policies and procedures governing work scope.

Methods to interpret, apply, and explain rules, regulations, policies and procedures related to work scope.

Various District bargaining unit contracts related to employee evaluation

Planning, organization and coordination needed for assigned program

Effective strategies, theories, techniques, and methods of professional development

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, and punctuation

Principles and practices of effective leadership

Serve as trusted resource to District administrators and facilitate communication throughout the District

Telephone techniques and etiquette

Presentation, communication, and public speaking techniques

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

ABILITY TO:

Interpret, communicate, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing work scope

Interpret District collective bargaining contract language

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Address the needs of identified English Learner communities

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Communicate effectively in English orally and in writing

Model effective communication skills using tact, patience, and courtesy to understand and respond to the needs and expectations of team members and others

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

Plan, organize, and complete work to meet established timelines and deadlines

Analyze situations accurately and adopt effective course of action

Manage multiple projects simultaneously

Implement plans and evaluate their outcomes

Prepare and deliver clear and concise presentations to a variety of audiences

Participate in District approved professional development to maintain current knowledge of evolving needs of students and the District related to work scope

Meet District standards of professional conduct as outlined in Board Policy

Supervise, coach, and evaluate appropriate personnel

Operate personal computer, related software, and other office equipment

Cross-train department personnel

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school environments driving a vehicle to conduct work; fast-paced work constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information in person or on the telephone, and make presentations.

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	130932
Enactment Date:	5/24/13
By:	JA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director of Instruction, PreK - 8	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	PreK – 8 Regional Office	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	12 months/227 days/7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	CFAD 21

BASIC FUNCTION: The Director of Instruction serves to accelerate the performance and achievement as described in the Strategic Plan and measured by the Balanced Score Card targets at Focal Schools. In Focal Schools, the Director works in alignment with the Executive Officers to build leadership capacity to create sustainable systems and structures that support instruction aligned to the Common Core State Standards and Next Generation Science Standards (NGSS), and assist in the development of a positive school culture that prioritizes the reduction of disproportionate suspension of African American students. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

The Director of Instruction focused on Middle Schools will provide guidance to school leaders implementing the Middle Grades Action Plan. The three Directors of Instruction are highly collaborative and work as a team to align their work and practices.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Manage school performance improvement to achieve Strategic Plan goals, quality standards and District targets in alignment with Executive Officers.

Lead the development of school-based work plans and improvement indicators to accelerate performance and achievement of the Balanced Score Card indicators at Focal Schools.

Assist site leaders at Focal Schools develop sustainable systems and structures that support a shared vision, distributed leadership, data-driven practice, coherent professional learning, observation/feedback and high quality, effective academic/Social Emotional Learning instruction.

Accelerate the implementation of the Common Core (ELA/Math), Next Generation Science Standards (NGSS), and support leader professional learning and Inquiry Cohorts to increase the quality of rigorous instruction aligned to producing students who are prepared for college, career and community.

Support the implementation of the Voluntary Resolution Plan (VRP) with Family Schools and Community Partnerships and African America Male Achievement with a focus on ensuring our Discipline Hearing Panel (DHP) and safety transfer systems are serving students. Support schools to build a healthy school culture through the creation of dispositions, leadership, and capacity to interrupt disproportionate suspensions.

Assist site leaders in focusing on instruction and professional learning of school site staff, build capacity of instructional staff to deliver a data-driven instructional cycle, implement curriculum and pedagogy aligned to the Common Core and NGSS and dramatically increase student learning outcomes.

Develop professional learning opportunities for Assistant Principals to support transition to the Common Core and NGSS.

Influence alignment of central office in service of schools so schools maximize departmental expertise and resources in service of student learning.

Advise departments and cross-departmental teams in supporting school improvement.

Leverage central office departments and partners for targeted school support to ensure that Focal Schools have needed support and resources to achieve improvement goals.

Coordinate and facilitate bi-monthly meetings with Regional Executive Officers, Director of Instruction Team, and District departments.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university and five years of experience as a classroom teacher and school-site administrator.

Experience as a successful site principal that includes demonstrable achievements in student learning

Experience in creating sustainable systems and capacity building for instruction, school culture and family engagement

Master's degree preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid Administrative Services Credential

Valid California Teaching Credential with English Learner authorization

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

California Department of Education Frameworks governing work scope such as: Common Core Standards, Content Standards, Curriculum

Response to Intervention principles and techniques

Full Service Community School movement

Current District curriculum and school instructional programs in assigned area

Utilization of various forms of assessment to guide and design instruction

Effective pedagogy for ethnic populations, English, and Standard English Learners

Applicable federal, state, and District codes, regulations, policies and procedures governing work scope

Principles and practices of administration, supervision and training

Interpersonal skills using tact, patience and courtesy

Knowledge of organizations, operations, policies and objectives of public education

Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff

Excellent English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology (Google platform)

ABILITY TO:

Continuously seek quality service and process improvements in order to support a mission and strategic vision

Use a consultative approach to resolving work related issues

Plan, organize and direct the operations, plant and personnel of assigned school

Organize, direct, evaluate and supervise assigned certificated and classified staff

Direct activities regarding personnel, the physical plant, budget, student services and activities, curriculum and instruction, and communications and articulation

Train, supervise and evaluate certificated and classified personnel

Establish, coordinate and maintain communication with school staff, community and parent groups

Plan and organize work

Analyze situations accurately and adopt an effective course of action

Complete work with many interruptions

Read, interpret, apply and explain rules, regulations, policies and procedures

Communicate effectively both orally and in writing

Prepare and deliver oral presentations

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions.

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.``

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0432
Enactment Date:	5/29/13
By:	DR



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Operations and Community Relations	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	PreK – 8 Regional Office	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	CFCA 18

BASIC FUNCTION: Under minimal supervision, the Coordinator of Operations and Community Relations serves to manage school operations for a PreK-8 Region of schools. The Coordinator builds systems and structures for operations between schools and regional office prioritizing timely intake and processing of school operations paperwork including contracts, extended contracts, reimbursement and field trip requests. The first major domain of work for the Coordinator is to support operations management between the school sites and central office. The Coordinator works to build capacity for effective operations at school sites that ensure compliance and contributes to sustainable operational leadership and practice. The second major domain of work for the Coordinator is to manage and build effective systems for communication between sites, community and the regional office. This includes responding to parent and school staff inquiries, mediating the resolution of parent concerns, and investigating and providing written response to formal complaints. In both domains of work, the Coordinator is highly collaborative, working with site staff, networking and coordinating with central office department staff. The Coordinator demonstrates professional communication and follow through on multiple tasks. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Coordinate with Ombudsperson's Office, Superintendent's Office, and Family Engagement Unit to strengthen, leverage and align community relations work.

Coordinate with central office operation department so schools operate effectively in service of students.

Facilitate effective communication between the school, central office sites, students, parents, and community.

Conduct regular site visits to school sites to assess the relationship between the community and school.

Coordinate with Student Assignment Office and Behavioral Health to implement student assignment protocols and leverage and align support for high needs students.

Coordinate with Instruction and Operations Office and Operation Departments to strengthen, leverage and align operations work.

Train new Principals and Assistant Principals in community relations strategies, complaint management and response strategies and procedures to better deliver quality services to the community, parents and families.

Maintain communication and work closely with District staff, school-site staff and the community regarding information, developments and implementation of project, program or activity.

Respond to parent and family concerns; assess student and family needs and conduct and implement conflict resolution and problem solving strategies to resolve issues impacting the family; manage the need for escalation; suggest outside agency resources where appropriate.

Conduct investigations and develop written responses to official complaints; ensure timely resolution of the issue(s).

Create systems and manage operations between school sites and central office departments.

Collaborate with site administrators to build capacity in community relations.

Influence alignment of central office departments to schools in order to maximize departmental expertise and resources in service of student learning.

Identify areas of need for additional coaching, training and technical assistance support; secure and/or deliver support as necessary.

Develop internal, and identify external training opportunities focusing on increasing capacity within assigned schools.

Manage communication between clerical staff at school sites and regional office.

Manage schedule of school visits for Regional Executive Officers.

Provide administrative support for Regional Executive Officers and Directors including assistance with meeting preparation.

Coordinate and facilitate quarterly trainings with site clerical staff.

Coordinate and facilitate bi-monthly meetings with Regional Executive Officers, Coordinator Team, and District departments.

Prepare and/or assist in preparation of reports, records and other documentation as required.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university and five years of experience.

Master's degree preferred

Experience in conflict resolution

Successful experience working with public school systems, including the development of community schools in an urban setting, achieving excellent results for all constituents

Proven commitment to school success and student achievement

Experience in positive child, youth, and family development

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Conflict resolution strategies

Applicable federal, state, and District codes, regulations, policies and procedures governing work scope

Principles and practices of adult training

Interpersonal skills using tact, patience and courtesy

Knowledge of organizations, operations, policies and objectives of public education

Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff

Excellent English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Continuously seek quality service and process improvements in order to support a mission and strategic vision

Facilitate effective communication between the school and the students, parents, and community

Communicate and work effectively with a broad range of individuals and groups

Use a consultative approach to resolving work related issues

Plan, organize and direct the operations, plant and personnel of assigned school.

Establish, coordinate and maintain communication with school staff, community and parent groups

Plan and organize work

Work independently and as part of a team

Analyze situations accurately and adopt an effective course of action

Complete work with many interruptions

Read, interpret, apply and explain rules, regulations, policies and procedures

Communicate effectively both orally and in writing

Prepare and deliver oral presentations

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	OA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Officer- Programs for Exceptional Children	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	227 days/7.5 hours
ISSUED:	Created: January 2008 Revised: May 2013	SALARY GRADE:	CFAD 25

BASIC FUNCTION: Plan, organize, control and direct the Program for Exceptional Children program for the district and serve as the administrator for Oakland Special Education Local Plan Area (SELPA). Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 principal job elements accurately).

ESSENTIAL FUNCTIONS

Plan, organize, control and direct a variety of programs, projects and activities related to the Programs for Exceptional Children program for the District and serve as the chief administrator for the SELPA.

Oversee and evaluate staff for speech and language pathology, special education nursing, special education psychology, visually impaired and deaf/hard of hearing, social work, physical and occupational therapy, workability.

Provide technical expertise regarding assigned functions; formulate and develop policies and procedures; develop and evaluate programs for Programs for Exceptional Children students.

Develop and implement long and short-term plans and activities; provide leadership to the goal-setting process.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files; provide for appropriate research and compile reports for State and Federal agencies.

Communicate with other administrators, district personnel and program personnel to coordinate activities and programs, resolve issues and conflicts and exchange information; assure proper implementation and communication of program activities with the appropriate instructional personnel.

Supervise and evaluate the performance of assigned teaching and classified staff; Interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate and arrange for appropriate training of subordinates.

Assure compliance with various laws and regulations applicable to Programs for Exceptional Children.

Interpret and provide guidance for the implementation of state and federal legal mandates regarding Programs for Exceptional Children and services to children with special needs.

Plan, organize and assist in the management of facilities and transportation for children with special needs.

Organize, plan, attend or chair a variety of meetings/committees; represent the district In collaborative/partnerships/task forces with the City, County, human service agencies, institutions of higher education, business/industry, and judicial and law enforcement agencies as assigned.

Plan, develop and implement in-service training and staff development programs.

Assist in the development and implementation of operational polities, regulations and procedures.

Negotiate, develop and monitor inter-agency agreements.

Administer, implement and update Local Plan for Programs for Exceptional Children.

Oversee CASEMIS information, reporting, implementing changes and revising our IEP forms accordingly.

Select and supervise the selection/development of assessment instruments for screening, eligibility, student progress and dismissal.

Oversee a multimillion dollar transportation system for special education students.

Make decisions and present recommendations concerning and impacting critical educational and administrative operations.

Provide leadership and take an active role in the interpretation and implementation of State and Federal legal mandates and regulations.

Propose and recommend language concerning legislation to address the needs of special education: SELPA programs, concerns and issues.

Coordinates and provides technical assistance to SELPA agencies concerning student "due process" and fair hearing procedures including, as necessary, active participation.

Develop and prepare the annual budget fur Special Education; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.

Attend a variety of management meetings representing Programs for Exceptional Children.

Visit school sites and classrooms on a regular basis.

Perform related duties as assigned.

**MINIMUM QUALIFICATIONS:
TRAINING, EDUCATION AND EXPERIENCE:**

Any combination of education, training and/or experience equivalent to: a Master's degree In public administration, education administration, Special Education or related field, and seven years of directly related progressively responsible experiences with four years of administrative experience in Special Education.

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential

Valid California Driver's License

California teaching Credential authorizing services in special education is preferred.

Specialized subject matter expertise in special education required for SELPA director.

Employment eligibility will include fingerprints, Tuberculosis and/or other employment clearance.

**KNOWLEDGE AND ABILITIES:
KNOWLEDGE OF:**

State-of-the-art theories, techniques and methodologies of instruction and district operation

Principles and techniques of budget preparation and control

Principles and practices of administration, supervision, and training

Curriculum for Special Education programs

Counseling and testing programs for Special Education students.

Operation of a computer and assigned software

ABILITY TO:

Plan, organize and administer a large, complex Special Education program and SELPA

Apply specialized special education knowledge to the administration and management of SELPA programs and services within established policy guidelines, research and evaluation concepts and solutions

Communicate effectively both orally and in writing

Interpret, apply and explain rules, regulations, policies and procedures

Analyze situations accurately and adopt an effective course of action

Meet schedules and time lines

Work independently with little direction

Plan and organize work

Prepare comprehensive narrative and statistical reports

Supervise and evaluate the performance of assigned staff

Remain current on trends and development in the Special Education field

WORKING CONDITIONS:

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; movement throughout schools and classrooms in a variety of buildings; fast-paced work; constant interruptions

PHYSICAL DEMANDS:

Hearing and speaking to exchange information; seeing to read, prepare, and proofread documents; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0432
Enactment Date:	5/29/13
By:	OK



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, SELPA	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Programs for Exceptional Children	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	ADCL 15

BASIC FUNCTION: Provide administrative support to key functions of the Special Education Local Plan Area (SELPA), including: contract documentation; reconciliation of special education invoices with special education services defined in Individual Education Programs (IEPs); IEP compliance and monitoring; professional development; timely/accurate reporting to the California Department of Education Special Education Division; special education transportation.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Contract Management:

Under the direction of the District SELPA Administrator, manage the OUSD Special Education Master Contract/Individual Service Agreement (ISA) monitoring and documentation processes.

- Execute communication strategies to obtain Master Contracts and ISAs from all special education Non-Public Schools (NPAs) and Non-Public Agencies (NPSs) in a timely manner.
- Receive and review a range of documentation including but not limited to IEP service pages, mediated agreements/settlements, and ISA requests from PEC Coordinators; ensure documentation is complete.
- Analyze IEP documentation to ensure accurate ISAs for special education services.
- Develop ISAs for all administrator-approved NPS and NPA services.
- Identify continuous process and product improvements for the Master Contract/ISA documentation and monitoring process; share observations and recommendations with department leadership.
- Review and ensure completeness and accuracy of contract submissions for board approval.
- Develop Professional Service Contract documentation for approved requests and submit for board approval.

Financial Management:

Under the direction of the District SELPA Administrator, build and manage data tracking systems to closely monitor special education spending.

- Develop and manage reimbursement tracking systems, for various payments including Individual Education Evaluation (IEE) and parent reimbursements.
- Manage and track transportation costs associated with students and program as well as related transportation.
- Receive and reconcile invoices, including NPS/NPA - ISAs/IEPs reconciliation, District special education transportation data.
- Generate purchase orders for special education contracts and special education transportation services.

Transportation:

Under the direction of the District SELPA Administrator or Program Specialist,

- Create and maintain data tracking systems for special education transportation services and costs to increase fiscal transparency and IEP compliance.
- Support staff within the Programs for Exceptional Children department to resolve special education transportation problems.
- Respond to parents and teachers regarding special education transportation concerns and emergencies.

IEP Compliance:

Under the direction of the District SELPA Administrator or Program Specialist,

- Use WEB IEP, District Access and Aeries to collect data for root cause analyses of IEP compliance issues.
- Revise and edit documents as needed and maintain soft and hardcopy procedures manual, WEB IEP help notes, and training materials.
- Coordinate systems improvement efforts to increase the accuracy and efficiency of the centralized special education IEP file storage.

General SELPA:

Under the direction of the District SELPA Administrator,

- Collaborate with and act as a point of contact to District departments, other SELPAs and external agencies regarding OUSD SELPA.
- Identify and develop quality assurance monitoring programs related to SELPA.
- Proactively analyze situations, collect data, and implement communication strategies for problem solving to resolve SELPA-related issues.
- Revise and edit MOUs with external agencies and inter-District agreements.
- Perform a variety of complex, diverse duties requiring independent judgment and action in support of accurate and timely reporting of the special education Annual Budget Plan, the Annual Service Plan, IEP compliance audits, and Personnel Data Report to the California Department of Education.

OTHER DUTIES

- Provide cross-training to other staff members within the department.
- Supervise, train, and evaluate staff.
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training, and/or experience equivalent to a Bachelor's degree and five years relevant experience in public education.

Experience working in special education in a public school district as a teacher or in a classified role strongly preferred

Experience managing programs or projects, particularly in special education strongly preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Special education including but not limited to: District special education programs, special education related services, special education law, special education transportation, special education contracts, special education finance processes, special education reimbursement programs, and special education IEP requirements

Procedures, methods, techniques and strategies utilized in managing processes and procedures for a large district department with significant fiscal impact

Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students

Correct English usage, grammar, spelling, and punctuation

Superior communication, interpersonal and customer services skills

ABILITY TO:

Operate personal computer, related software, and other office equipment

Proficiently use MS Office applications including Word, PowerPoint, Excel, and Access

Manage databases, including employee record systems, student record systems, and IEP record systems

Complete administrative assignments as assigned where knowledge, judgment and discretion are critical

Respond to and prioritize multiple requests in a fast-paced environment while upholding excellent customer service

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	JA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Quality Diverse Providers	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics,	CLASSIFICATION:	Classified Management, Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days, 7.5 hours
ISSUED:	Revised: June 2007 Revised: May 2013	SALARY GRADE:	CFCA 22

BASIC FUNCTION: Manage the roles and responsibilities associated with the Office of Charter Schools, including overseeing the development, design and implementation of all policies and practices associated with the authorizing of Charter Schools by the Oakland Unified School District. Facilitate the development and execution of the implementation plan supporting of the Board of Education's Quality Schools Development Policy. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Support the Superintendent and/or Board of Education in the charter petitioning and renewal/non-renewal process; review Charter School proposals and makes recommendations as appropriate and provide information to the Superintendent and Board of Education regarding impact of Charter School proposals; serve as the District representative for all charter school applications.

Facilitate cross-departmental teams with appropriate District personnel (Instructional Services, Accountability, etc.) to ensure that decisions and initiatives associated with Charter Schools and quality schools development are in the best interest of Oakland students.

Support and monitor the instructional programs of Charter Schools operating in Oakland within the guidelines of charter law.

Manage the integration of Charter School accountability measures into OUSD's portfolio management system.

Oversee the management of all regulatory and compliance aspects of Charter Schools; keep current and knowledgeable of all legislative updates and report their impact to the District.

Assist in the preparation of all required state, county and District reports associated with Charter Schools.

Support the continued operation of quality charter schools to fulfill the legislative intent of charter law and the District's Strategic Plan.

Coordinate the sharing of quality practices among charter and non-charter District schools.

Provide information regarding Charter Schools to the Executive Leadership Team and/or Superintendent's Cabinet.

Represent Charter Schools within the Executive Leadership Team and/or Superintendent's Cabinet.

Serve as liaison to all planning and advisory committees as related to charter schools to be the voice of the Office of Charter Schools, the District, and/or Superintendent.

Facilitate communications and cooperation among the District, Charter Schools, the State Department of Education, the Secretary of Education, and other public and private agencies.

Organize and lead school-site visiting teams to share promising practices and effective approaches to operations.

Enhance and sustain relationships among individuals involved with Charter Schools, those involved with non-Charter District Schools, and central office personnel.

Broker relationships between Charter Schools and OUSD service organizations to meet the financial needs of the District and to meet the service needs of Charter Schools.

Establish and maintain communication with parents and the community regarding educational matters, community concerns, and school operations; promotes collaboration among stakeholders and increased accountability for results; interacts effectively with Parent/Community Advisory Councils; and ensures that all parent education involvement activities promote and are aligned with District Charter Schools policy.

Oversee the facilitation of community engagement associated with the transition of students into District schools from Charter Schools and vice versa.

Provide leadership and technical assistance to administrators, teachers and interested community members regarding Charter Schools.

Act as the Associate Superintendent of Quality, Analytics and Accountability, Superintendent and Board's representative, when necessary, in the resolution and response to complaints and concerns of parents, students and teachers that are not handled at the school level.

Act as liaison to School Board sessions for presentation of guidelines and changes which arise out of parental concerns.

Oversee the implementation of federal, state, county and District policies, strategies, and objectives to ensure compliance.

Oversee the development of standardized processes, templates, and forms associated with the implementation of the policies and practices of the District's charter authorizing responsibilities.

Establish goals and performance measures for the office and oversee the management of the Office of Charter Schools team to meet those goals.

Hire, manager, and review the work of staff responsible for providing services for Charter Schools and meet with staff to identify and resolve problems and review and evaluate methods; and procedures; conduct annual performance appraisals and make recommendation for appropriate employment action.

Assists in preparing and administering a budget for Charter Schools Division and maintains responsibility for its control and administration.

Attend and participate in professional group meetings to stay abreast of trends and issues related to Charter Schools.

Perform other duties as assigned.

MINIMUM QUALIFICATIONS: A Master's degree in education or a related field. A Ph.D. degree is preferred. At least seven years of increasing responsibility as an educational leader.

Experience with and detailed knowledge of charter schools, including familiarity with applicable state and federal laws.

LICENSES AND OTHER REQUIREMENTS:

Valid California Drivers License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

District policies, applicable sections of the State Education Code and other laws and regulations related to work scope

Methods to interpret, apply and explain rules, regulations, policies, and procedures related to work scope

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students; the District's diverse community, partners, and agencies

Correct English usage, grammar, spelling, vocabulary and punctuation

Principles and practices of effective management

School design and evaluation of design

School management and operations

Quality instructional practices and professional development in these practices

Assessment design and analysis

ABILITY TO:

Set goals for the Office of Charter Schools and act strategically in achieving those goals

Collaborate with charter schools and OUSD departments

Interpret, apply and explain rules, regulations, policies and procedures related to work scope

Set goals for the Office of Charter Schools and act strategically in achieving those goals

Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers

Communicate effectively verbally and in writing to multiple audiences

Analyze situations accurately and adopt effective courses of action

Communicate effectively using tact, patience, and courtesy

Understand and follow oral and written directions

Establish and maintain effective working relationships with others

Meet schedules and timelines

Maintain accurate and confidential records

Work cooperatively

Build trusting relationships

Share information with transparency

Communicate and clarify routine processes

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; fast-paced work, constant interruptions, need to manage ambiguity and make decisions under demanding conditions

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; hearing and speaking to exchange information; seeing to read and write reports; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally, lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	o.h.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Analytics	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours (FT) or as assigned
ISSUED:	Created: November 2011 Revised: May 2013	SALARY GRADE:	ADCL 18

BASIC FUNCTION: Direct and oversee data analytics and statistics program for the District, including collection, organization, management and analysis of large quantitative data sets. Management of analytic functions encompasses areas including, but not limited to: student learning and achievement, school quality, staffing and human capital development, and place-based mapping analytics. This position oversees departmental areas of data analysis and reporting, and research and evaluation.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Direct the planning of highly complex research projects, including collaboration with internal and external parties to identify, research, develop, and determine appropriate statistical models, methods, and data to be used for research-based data collection.

Oversee analysis, programming, and modification of multiple District database management systems.

Guide the data analysis and reporting team in the collection of data for research-based projects, including determining the types of data and samples to be used, as well as the collection, organization, and processing of data sets utilizing quantitative research methods and advanced statistical modeling.

Oversee the preparation of large data sets by analytics specialists, including the processing and organizing of information, validation of data quality, and adjustment and weighting of raw data.

Oversee the application of techniques and methodologies to determine relationships and trends in data; report results of the analyses in various formats.

Collaborate with research and evaluation staff to design research-based evaluation studies utilizing sampling techniques and analytical methods in order to inform District goals and priorities.

Evaluate methods and processes of quantitative data analyses to ensure the validity, applicability, efficiency, and accuracy of data.

Direct and conduct reporting on a variety of highly complex statistical research projects, including development and delivery of presentations to a variety of internal and external stakeholders; present and interpret results and findings to audiences with diverse levels of knowledge and understanding of quantitative data analysis and statistics.

Provide detailed project reporting in various accessible formats to internal and external parties on the status of statistical models, analyses and findings, and data limitations.

Research and examine new statistical methodologies to identify new mathematical bases for improved methods of obtaining and evaluating numerical data.

Provide cross-training to other staff members within the department.

Support evaluation of external quantitative research proposals for their design, feasibility, and value of results to the District.

Communicate and collaborate with all District central office departments and leadership to address analytics.

Attend and participate in required District meetings.

Supervise, manage and evaluate assigned staff, including performance development and assessment.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Master's degree in statistics, applied statistics, psychometrics or a related field, and three years of progressive responsibility and experience working with advanced statistical techniques.

Experience in leading research or evaluation studies required

Experience supervising staff required; experience managing quantitative research and analytics staff preferred

Experience working in an education related field preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable laws, codes, regulations, policies, and procedures governing work scope

Item Response Theory

Statistical concepts such as OLS and logistic regression, HLM, and GLM

Statistical analysis techniques such as time-series analysis, regression discontinuity, and propensity score matching

Statistical analysis tools such as SAS, SPSS, STATA

Research methods, report writing, and record-keeping techniques

Presentation, communication, and public speaking techniques

Correct English usage, grammar, spelling, and punctuation

Telephone communication skills and etiquette

Interpersonal skills using tact, patience, and courtesy

ABILITY TO:

Interpret and implement applicable laws, codes, policies, procedures, and District regulations governing work scope

Maintain current knowledge of new developments and research in the field

Communicate effectively in English orally and in writing

Assess needs and develop plans with appropriate action steps and timelines

Communicate effectively using tact, patience, and courtesy to understand and respond to the needs and expectations of customers

Analyze situations accurately and adopt effective course of action

Plan and organize work to meet internal and external established timelines and deadlines

Attention to detail

Maintain accurate and confidential records

Manage multiple projects simultaneously

Work independently

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Provide work direction and guidance to assigned personnel

Motivate and support people

Use all Microsoft Office applications

Perform duties with awareness of all district requirements and policies

WORKING CONDITIONS

ENVIRONMENT:

Office environment; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	G.L.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, State and Local Assessments	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: August 2009 Revised: May 2012 Revised: May 2013	SALARY GRADE:	ADCL 18

BASIC FUNCTION: Direct and lead all aspects of District and state assessment content and systems.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Direct and monitor state assessments including but not limited to STAR and state assessments aligned to the Common Core State Standards.

Determine and make recommendations about data sets, data analytics and data reporting needed to measure specific student learning goals and achievement in alignment with and support of District plans and priorities.

In collaboration with the State Testing Specialist, lead and direct the design, planning and execution of formative and summative tests including but not limited to Smarter Balanced Assessment Consortium (SBAC) tests; ensure alignment of District formative and summative test strategy and planning to align with relevant standards set out by the California Department of Education.

Oversee the coordination, training, and monitoring of state testing coordinators and test administrators at school sites for state assessments; oversee the communication of test procedures and rules; design and execute training programs for testing coordinators and test administrators.

Collaborate across departments to develop a timelines and plans for implementation of new assessments including but not limited to Smarter Balanced Assessment Consortium computer adaptive assessments.

Periodically facilitate and collaborate with the Leadership, Curriculum and Instruction (LCI) Department to create/update the content of new performance-based District benchmark assessments in all subject areas.

Develop and execute a District-wide plans for implementing the next generation of performance-based assessment items based on the Common Core State Standards, in collaboration with other central office departments.

Maintain District assessment calendars to ensure school-sites, District departments, parents/guardians and students are informed of all testing dates.

Ensure adherence to state policies and procedures in ordering, distribution, collection, and submission of all state test materials.

Maintain and ensure the security of all testing materials, monitor testing and test security for state assessments in accordance with state policies and procedures; investigate and report any problems occurring during test sessions to the appropriate state authorities; lead accountable for maintaining quality control.

Publicize, schedule, and conduct testing sessions in accordance with state policies and procedures; provide guidance and resources to teachers and staff regarding the state and local testing programs as requested; communicate test score results to schools and students.

Develop and maintain training materials including, but not limited to general user guides, FAQs, and web pages.

Attend informational/training meetings hosted by the State of California or other entities related to state testing programs, testing processes, procedures, and technologies.

Track, meet and oversee all state mandated deadlines for ordering, managing, correcting, distribution and collection of data for all state testing.

Coordinate and direct administrators and school site personnel in meeting state mandated deadlines and tasks.

Communicate with central and site-based personnel about the approach, direction and status of assessments in the District.

Present data reports and implications to a variety of different audiences – community members, parents, principals, Board of Education members and Executive Staff.

Present, facilitate and train Board members, Executive Staff, central office, school site and external personnel regarding assessment content and data in order to accelerate student achievement.

Develop models, processes, and tools in order to support school sites in accomplishing assessment goals outlined in the school site plans.

Coordinate, supervise, and evaluate the performance and duties of assigned staff.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree required from an accredited college or university and 3 years of recent, progressively responsible, related experience and training in education, testing and measurement, descriptive statistics, curriculum and assessment development and design.

Master's degree highly preferred

Teaching or school-based administrative experience strongly preferred

Extensive knowledge of State and Federal Assessments of Student Learning

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Developing performance-based assessments such as writing assessments

Common Core State Standards in Mathematics and English Language Arts, and New Generation Science Standards

Smarter Balanced Assessment Consortium computer adaptive assessment system

Plans, organization, and direction of District and state mandated assessments

Federal, state, and District codes, regulations, policies and procedures governing testing of student learning

ABILITY TO:

Utilize assessment platforms (such as Edusoft, Data Director, and Scholastic)

Communicate effectively both orally and in writing

Interpret, apply and explain rules, regulations, policies and procedures

Establish and maintain cooperative and effective working relationships with others

Meet schedules and time lines

Plan and organize work

Prepare, present, and disseminate comprehensive narrative and statistical reports

Microsoft Office software, including Word, Excel, Access, Power Point

WORKING CONDITIONS

ENVIRONMENT:

Indoor office environment; driving a vehicle to conduct work; fast-paced work, short timelines, frequently changing priorities and assignments

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lift and carry light to moderate weight objects, occasionally more than 35 pounds; push/pull exerting force to approximately 20 pounds, occasionally 35+ pounds; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers to operate a computer keyboard and other office equipment, repetitive use of fingers; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and to make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Deputy Director – Office of Charter Schools	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics	CLASSIFICATION:	Classified Management, Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days, 7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	CFCA 18

BASIC FUNCTION: Under the supervision and direction of the Director of Quality Diverse Providers; facilitate the development, design and implementation of all policies and practices associated with the authorizing of charter schools by the Oakland Unified School District.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Support the Director, Quality Diverse Providers in the charter petitioning and renewal/non-renewal process.

Assist with the daily activities of the Office of Charter Schools to ensure that directives of the Quality, Analytics and Accountability, Board, Superintendent, the Director, Quality Diverse Providers, and outside agencies are fully carried out.

Draw on the expertise of appropriate District personnel (Instructional Services, Accountability, etc.) to ensure that decisions are made in the best interest of Oakland students.

Within the guidelines of charter law, support and monitor the instructional programs of charter schools operating in Oakland.

Manage all regulatory and compliance aspects of charter schools; review applicable state laws related to the administration of charter schools; provide support to charter school personnel in addressing compliance matters (e.g. annual self-evaluation, annual financial audit); assist with monitoring of contracts with state agencies and others to ensure that terms and conditions are fulfilled.

Support the continued operation of quality charter schools to fulfill the legislative intent of charter law and the District's Strategic Plan.

Assist charter school personnel in addressing operational issues and concerns during the school year to maintain compliant operations and a faithfulness to the terms of each school's charter.

Organize and support school-site visiting teams to share promising practices and effective approaches to operations.

Oversee the development of standardized processes, templates, and forms associated with the implementation of the policies and practices of the District's charter authorizing responsibilities.

Support the establishment of goals and performance measures for the office and assist in the management of the staff of the Office of Charter Schools to meet the District's goals and objectives.

Represent the Director, as delegated, and may authorize actions on behalf of the Executive Director.

Speak and/or act on behalf of the Director on matters as delegated based on substantive knowledge of the function and procedures of the Charter School Office.

Assist with implementing federal, state, county, and District policies, strategies, and objectives to ensure compliance.

Maintain good personal relations and serve as liaison as delegated between the Director, the Department of Education, charter schools and staff, representatives from the government, private business, community, media, general public, etc...

Perform other related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's degree in education or a related field. A Ph.D. preferred. A minimum of seven years of increasing responsibility as an educational leader.

Experience with and detailed knowledge of charter schools, including familiarity with applicable state and federal laws

LICENSES AND OTHER REQUIREMENTS:

Valid California Drivers License

Employment eligibility will include fingerprints, health (TB) and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

District policies, applicable sections of the State Education Code and other laws and regulations related to work scope

Methods to interpret, apply and explain rules, regulations, policies, and procedures related to work scope

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students; the District's diverse community, partners, and agencies

Correct English usage, grammar, spelling, vocabulary and punctuation

Principles and practices of effective management

School design and evaluation of design

School management and operations

Quality instructional practices and professional development in these practices

Assessment design and analysis

ABILITY TO:

Interpret, apply and explain rules, regulations, policies and procedures related to work scope

Set goals for the Office of Charter Schools and act strategically in achieving those goals

Collaborate with charter schools and OUSD departments

Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers

Communicate effectively verbally and in writing to multiple audiences

Analyze situations accurately and adopt effective courses of action

Communicate effectively using tact, patience, and courtesy

Understand and follow oral and written directions

Establish and maintain effective working relationships with others

Meet schedules and timelines

Maintain accurate and confidential records

Work cooperatively

Build trusting relationships

Share information with transparency

Communicate and clarify routine processes

**WORKING CONDITIONS:
ENVIRONMENT:**

Office environment; fast-paced work, constant interruptions, need to manage ambiguity and make decisions under demanding conditions

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; hearing and speaking to exchange information; seeing to read and write reports; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally, lifting light objects.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	OK



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Data Analysis & Reporting	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised: June 2007 Revised: May 2013	SALARY GRADE:	ADCL 16

BASIC FUNCTION: Under direction of Quality, Analytics & Accountability department leadership, coordinate and manage data analysis and reporting staff and activities.

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 principal job elements).

ESSENTIAL FUNCTIONS:

Receive and respond to all data reporting requests from District leadership, departments, and school sites, prioritizing multiple requests according to District priorities, strategic plan, and balanced scorecard priorities.

Oversee staff responsible for data compilation or extraction, analysis, and reporting as needed; assist staff in clarifying the purpose of individual data requests and in understanding the resulting analysis and reporting once completed.

Collaborate in the development of data reporting, data architecture, and the business rules and processes for new data tools that can create automated, interactive, web-based data reporting and that can make data more widely accessible, timely, and useful.

Oversee development of the core reporting data for the District, including but not limited to annual enrollment, demographics, graduation rates, attendance/chronic absence rates, and school discipline data.

Coordinate or conduct data for analysis from the SQL data warehouse and combine with data from other sources as needed.

Complete analysis in ACCESS, Microsoft Excel, Tableau, or other database or reporting programs and produce needed data reports.

Process data extracted from Student Information System for use with database applications and data analyses.

Design and maintain relational database applications for processing, reporting, and analyzing assessments of student learning.

Oversee a wide range of data analyses including, but not limited to, the following:

- Student achievement indicators such as STAR results, reading levels, proficiency on performance tasks aligned to the Common Core State Standards, course enrollment/ completion, GPA calculation, attendance/chronic absence rates, district benchmark proficiency rates, physical fitness.
- Program implementation and evaluation, such as English learner redesignation rates, retention profiles, AP course enrollment and test results, diagnostic and placement guidelines, strategic reading classes.
- Analysis for supporting logistics of conducting assessments including eligibility lists, current course enrollments, class rosters, packing lists, counts for printing orders, labels, preslug files.
- Assessment results, such as weighting of multiple measures for deriving composite scores, identifying students for re-test.

Oversee data sharing agreements with external partners and entities; oversee external data requests, including secure transfer of data, data matching, and data analyses.

Communicate effectively both orally and in writing.

Cross-train department staff.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree with course work in tests and measurement, descriptive statistics, research and evaluation design, and two years of recent, progressively responsible, related experience with large-scale data analysis and reporting.

Experience with educational data and/or in K-12 educational setting strongly preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility that may include fingerprints, Tuberculosis and/or other employment clearance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization, and procedural guidelines of the District's assessment program

Applicable laws, codes, regulations, policies and procedures

Microsoft Office software including Word, Excel, Access, PowerPoint

Data processing and statistical software such as SQL, SPSS

OMR equipment

ABILITY TO:

Design/generate documents to be used with high-speed OMR scanners

Preprint/preslug scannable forms with student information, document ID

Perform OMR scanner programming and maintenance

Management of large-volume print jobs

Interpret, apply and explain rules, regulations, policies and procedures

Establish and maintain cooperative and effective working relationships with others

Meet schedules and time lines

Plan and organize work

Prepare comprehensive narrative and statistical reports

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; driving a vehicle to conduct work; fast-paced work, constant interruptions.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; seeing to read and write reports; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; lifting moderately heavy objects.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	GA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Research & Evaluation	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised: June 2007 Revised: February 2012 Revised: May 2013	SALARY GRADE:	ADCL 16

BASIC FUNCTION: Under general direction, provide District-wide services and leadership in the area of research and evaluation. Plan, direct, coordinate, organize, and implement data analysis and quantitative and qualitative research activities related to the district's strategic plans and school quality. Remain current on district, state, and federal programs and the associated assessment and accountability requirements.

DISTINGUISHING CHARACTERISTICS: This position requires: expertise in research methods; experience in using academic and non-academic data related to support for the "whole child"; familiarity with assessment of student learning and curricular programs, and school improvement strategies; the ability to analyze issues and offer alternative solutions. Decisions are made by the incumbent that have a critical impact on the goals, organization, and administration of educational programs and services of the District.

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 are intended to accurately reflect the principal job elements.)

ESSENTIAL FUNCTIONS

Direct and coordinate data analysis and research functions of Quality, Analytics & Accountability (QAA); lead, design, and/or conduct quantitative, qualitative, and mixed-methods research and evaluation studies.

Analyze quantitative and qualitative data, including making critical observations of analyses or data and identifying patterns.

Participate in district-wide instructional and assessment planning, including but not limited to that related to Common Core State Standards.

Write and disseminate research reports, policy briefs, presentations of findings appropriate for a variety of internal and external audiences and purposes.

Research and document national best practices for key district strategies and for full-service community schools to provide models and examples that can be scaled system-wide or that can contribute to school improvement.

Coordinate collaborative research and data sharing with strategic external partners from universities, research institutions, and other institutions.

Evaluate research proposals for their feasibility and value of results to the District.

Respond to and resolve difficult and sensitive inquiries regarding research and evaluation projects.

Direct and monitor the review of research activities in the District by external researchers and college/university students; coordinate and facilitate data access for approved external researchers and evaluators.

Conduct ongoing, comprehensive literature reviews on key topics related to the District's strategic priorities to inform district leadership decisions.

Conduct an annual review of studies conducted on OUSD schools and central office; report findings to District Administrators and Board of Education as appropriate.

Remain current on laws, regulations, and policies affecting programs under the supervision of QAA and the District.

Communicate and work with District central office departments to address research and data analysis needs related to the strategic plan and school quality.

Supervise, lead, and coordinate research staff, evaluation staff, and data analyst staff as needed.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Master's Degree in education, social science, or related content area or equivalent, and 3 years research experience.

Current track record of writing for publications preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility that may include fingerprints, Tuberculosis test and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Quantitative and qualitative research design

Knowledge of child development, social contexts of education, and/or pre-K-12 educational research preferred

Data collection methodologies

ABILITY TO:

Effectively communicate research findings to broad audiences, both orally and in writing

Establish and maintain collaborative work relationships with community and institutional partners, district leadership, and staff

Collect, analyze, and present a variety of data and research to a range of audiences

Conduct field studies including in-person interviews and site observations

Analyze situations accurately and develop effective action plans

Design and conduct evaluation studies of key district priorities and initiatives

Proficiently use all Microsoft Office applications and other data reporting software such as Tableau

Perform duties with awareness of all district requirements and policies

WORKING CONDITIONS:

ENVIRONMENT:

Indoor office environment; driving a vehicle to conduct work; fast-paced work, short timelines, frequently changing priorities and assignments

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; seeing to read and write reports.

NON-DISCRIMINATION POLICY

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0432
Enactment Date:	5/29/13
By:	OR



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Analytics Specialist, Charter Schools	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics	CLASSIFICATION:	Classified
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours (FT) or as assigned
ISSUED:	Created: May 2013	SALARY GRADE:	WTCL 57

BASIC FUNCTION: Provide advanced analysis of data and conduct data reporting to support a range of District needs, including but not limited to charter petition reviews and charter renewal decision-making. Develop metrics for evaluation of qualitative indicators of quality, enrollment, transfer, and demographics of charter school students as compared to other public school populations. Maintain and update public and internal data-bases, scorecards, and other monitoring tools to support the District's strategic plans and priorities. Participate in and support the school quality review process as applied to charter and district schools.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Oversee the research and analysis of charter school performance as part of the District's authorizing practices.

Participate in the charter school quality review processes associated with annual site visits as well as charter term evaluations; provide data and input into ongoing monitoring as well as evaluation for charter renewal. Perform analysis and reporting of charter school performance and compliance with charter quality standards.

Establish and maintain databases containing documents, reports, and other information associated with charter schools; establish and maintain reporting tools used to manage large student data sets.

Provide analytics and measurements aligned to the quality standards established for charter school operation.

Provide data and reporting for various departmental and external inquiries associated with charter schools.

Develop and disseminate comprehensive reports associated with charter school performance and compliance for a variety of purposes and audiences.

Participate in collaborative analysis projects comparing charter school performance indicators to other public school performance indicators, as well as other related projects within QAA and across other departments.

Develop and maintain updated server-based, web dashboards in accessible online formats to support a range of District online accountability needs.

Evaluate analytics and relevant reports to ensure the validity, applicability, and accuracy of data.

Present and interpret results and findings to a wide variety of audiences with diverse levels of data knowledge and understanding.

Present school performance information in workshops and focus group meetings to support understanding of educational data and analysis.

Stay abreast of emerging technologies and approaches to performance analytics; identify new tools and methods of obtaining, analyzing, utilizing, and presenting school quality and performance data.

Attend and participate in required District meetings.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Bachelor's degree or equivalent. Three years experience using up-to-date tools and technologies to analyze educational data or related social, demographic, or economic data. Specialized training and/or coursework in program evaluation or data analysis.

Experience working in an education-related field strongly preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable laws, codes, regulations, policies, and procedures governing work scope

Demonstrated basic understanding of charter school concept and basic knowledge of local and/or national charter school context

Understanding of and experience with educational data such as enrollment, attendance, assessment and academic performance, school discipline, language, ethnicity, and health/wellness

Proficiency with Microsoft Office software (Word, Excel, Access, PowerPoint)

ABILITY TO:

Oversee research design and support of charter school related data and analysis needs

Mine, extract, and integrate site-based data with student, community, and County data

Integrate reports and other work products into static reports and published web-based dashboards

Integrate state and federal Department of Education analytical paradigms into District data framework

Demonstrated written and oral communication skills

WORKING CONDITIONS

ENVIRONMENT:

Office environment; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	O.D.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Analytics Specialist, Data Tools	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics	CLASSIFICATION:	Classified
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours (FT) or as assigned
ISSUED:	Created: May 2013	SALARY GRADE:	WTCL 57

BASIC FUNCTION: Facilitate and lead a range of stakeholders district-wide in the use of tools to support advanced analysis and reporting of data and performance analytics.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Coordinate or conduct the research and analysis of existing and new data tools necessary for data management and reporting.

Facilitate the evaluation, selection, and roll-out of data reporting tools used to manage large student data sets as well as databases containing documents, reports, and other text-based information.

Coordinate the implementation of tools to manage reporting needs for departments, schools, and external data requests.

Provide support in the use of tools for analytics, development, and measurements aligned to the quality standards established for school and district operation.

Participate in the school quality review processes annually, contributing to the evaluation of the effective use of data tools in the school quality review process.

Manage the evaluation and selection processes for new data tools; coordinate roll-out and training process for new data tools to be used in the data management and reporting essential to public and internal data-bases, scorecards, and other monitoring tools to support the District's strategic plan.

Participate in and support the school quality review process as applied to charter and district schools.

Ensure use of data tools that provide comprehensive public-facing reports.

Create and disseminate reports for a variety of purposes and audiences. Present and interpret results and findings to a wide variety of audiences with diverse levels of data knowledge and understanding.

Develop and maintain updated server-based web dashboards in accessible online formats to support a range of District online accountability needs.

Evaluate analytics and relevant reports produced by data reporting tools to ensure the validity, applicability, and accuracy of data.

Stay abreast of emerging technologies and approaches to performance analytics; identify new tools and methods of obtaining, analyzing, utilizing, and presenting school quality and performance data.

Attend and participate in required District meetings.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Bachelor's degree. Specialized training and/or coursework program evaluation or data analysis. Three years of experience using up-to-date tools and technologies to analyze educational data or related social, demographic, or economic data.

Experience working in an education-related field strongly preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable laws, codes, regulations, policies, and procedures governing work scope

Understanding and experience with educational data (enrollment, attendance, assessment and academic performance, school discipline, language, ethnicity, and health/wellness)

OUSD strategic plan and goal areas related to school quality and performance management

Proficiency with Microsoft Office software (Word, Excel, Access, PowerPoint)

ABILITY TO:

Oversee research design and support of data tools to manage data and analysis needs

Mine, extract, and integrate site-based data with student, community, and County data

Integrate reports and other work products into static reports and published web-based dashboards

Integrate state and federal Department of Education analytical paradigms into District data framework

Present school performance information in workshops and focus group meetings to support understanding of educational data and analysis

Communicate effectively in written and oral formats

WORKING CONDITIONS

ENVIRONMENT:

Office environment; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	OR



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Analytics Specialist, GIS/Mapping	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics	CLASSIFICATION:	Classified
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours (FT) or as assigned
ISSUED:	Created: May 2013	SALARY GRADE:	WTCL 57

BASIC FUNCTION: Provide advanced geo-processing of data, geo-spatial analytics and GIS mapping to support a range of District needs, including but not limited to enrollment and mobility analyses, community resource mapping for full service community schools, and mapping of opportunity indicators where students live or go to school. Maintain and update online mapping resources to support the District's strategic plans. Provide education and training in the use of geo-spatial (place-based) analytics to inform District decision-making enabling allocation of resources where they are most needed.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Oversee research design for all District geo-processing data and analysis needs.

Geocode the location of district facilities and large student databases into geo-databases enabling mapping and spatial analysis; annually update datasets.

Develop, geo-process, and analyze indicators of opportunity for OUSD Opportunity Mapping and similar projects.

Provide geo-data to the student assignment office and other District offices and needed; generate data sets including but not limited to maps of where students live and where they go to school (Live-Go mapping) and enrollment trends in different parts of the city.

Perform spatial analysis of facilities and student data to enable study of district-wide and regional patterns of enrollment, attendance, and mobility.

Build and maintain geographic attendance area boundary data and maps.

Embed PDF map products into static reports; embed live web maps into web-based dashboards.

Provide data dictionaries, user manuals, and end-user training, as needed, for various District mapping applications, including but not limited to Opportunity Mapping, Live-Go mapping, and community resource mapping.

Provide education and training in the use of geo-spatial (place-based) analytics to identify schools and surrounding communities where student needs are greatest, thereby enabling resources to be allocated accordingly.

Create and disseminate maps for a variety of purposes and audiences.

Develop and maintain updated server-based, web Map Center in accessible online formats to support a range of District online mapping needs.

Evaluate analytics and geo-spatial methods and processes to ensure the validity, applicability, and accuracy of data represented in District maps.

Present and interpret results and findings to a wide variety of audiences with diverse levels of geo-spatial/GIS knowledge and understanding.

Stay abreast of developing technologies and approaches to geospatial analytics to identify new tools and methods of obtaining, analyzing, utilizing, and presenting GIS data.

Present geographic information in workshops and focus group meetings to support understanding of educational data and analysis.

Attend and participate in required District meetings.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Bachelor's degree in social science or geography, with coursework in Geography/GIS mapping. Three years of experience using GIS to analyze educational data or related social, demographic, or economic data.

Experience working in an education-related field with school and student data strongly preferred

Demonstrated expertise in GIS industry or research community via publications and/or participation in professional organizations, samples of work in application of GIS to analysis of social and/or educational issues of equity

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable laws, codes, regulations, policies, and procedures governing work scope

Advanced knowledge of full suite of ArcGIS 10.1 software tools (ArcMap and extensions, ArcServer, ArcPad/MobileGPS, ArcGIS Online)

Understanding and experience with educational data (enrollment, attendance, assessment and academic performance, school discipline, language, ethnicity, and health/wellness)

How to operate state-of-the-art desktop and server hardware configurations to support GIS

Expertise in raster and vector spatial statistics, and geo-processing (distance, join, intersect, union, buffer, cluster, regression, autocorrelation, interpolation)

Comprehensive understanding of cartographic principles and practices (geographic projections and algorithms, coordinate systems scale, map layout)

Proficiency with Microsoft Office software (Word, Excel, Access, PowerPoint)

Knowledge of and competence with U.S. Census Bureau data from the American Fact Finder website

ABILITY TO:

Oversee research design and support of District geo-processing data and analysis needs

Mine, extract, and integrate U.S. Census demographic data with student, community, and County data
Integrate state and federal Department of Education place-based analytical paradigms into District data framework

Program in Python, Silverlight, Javascript, and API customization

Communicate effectively orally and in writing

WORKING CONDITIONS

ENVIRONMENT:

Office environment; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	o/r



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Analytics Specialist, Human Capital	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics	CLASSIFICATION:	Classified
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours (FT) or as assigned
ISSUED:	Created: May 2013	SALARY GRADE:	WTCL 57

BASIC FUNCTION: Provide advanced analytics of data and strategic planning to support Human Capital Development of District central office and school staff.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

In collaboration with Human Resources Support & Services (HRSS) leadership and staff, oversee development and maintenance of human capital data systems and database for use in human capital analytics.

Coordinate with HRSS staff to make data requests; provide input to HRSS staff to guide and inform human capital data collection, manipulation and storage.

Develop a system to link human capital data to student information system data to enable data-driven decisions that strengthen staffing in areas that affect student performance and achievement.

Utilize human capital analytics to strengthen recruitment, professional learning, retention, and career development for central office and school-based certificated and classified staff within the District.

Collaborate with HRSS, Curriculum & Instruction, Technology Services, and other District departments to conduct and communicate human capital analysis to strengthen leadership, staffing, and stability in schools serving students with high needs.

Utilize human capital analytics to evaluate the effectiveness of human capital development strategies employed by the District, including but not limited to the impact of centrally provided professional development, employee recognition awards, inquiry cohorts, career ladders, and support for National Board certification for teachers.

Participate as part of the team that designs and develops new human capital processes and data compilation procedures, including but not limited to: exit interviews, bi-annual year employee satisfaction/employment experience surveys, professional growth and learning participation, evaluation history.

Conduct human capital analysis and use results to inform District leadership regarding indicators of school quality in relationship to human capital areas including, but not limited to staffing, leadership, and turnover.

Oversee production of both regular and ad hoc reports on a wide array of human capital issues, including but not limited to: the relationship between teacher effectiveness and student achievement in and outside of school; the relationship between teacher education, credentials, qualifications, background experience, seniority and student achievement; the relationship between teacher evaluation outcomes and student achievement.

Interpret results for a wide variety of audiences with diverse levels of human capital knowledge and understanding; present human capital analytics in workshops, to small and large audiences to support understanding of staffing for equity.

Stay abreast of developing strategies, practices, theories, and research on human capital development, particularly in public education.

Attend and participate in required District meetings.

Provide cross-training of department staff.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Bachelor's degree in education, social science, business, or a related field. Experience in managing large quantitative data sets and in quantitative data analysis.

Experience in human capital development strongly preferred.

Experience in change management within a large organization strongly preferred.

Master's degree preferred.

Experience working in an education-related field strongly preferred.

Demonstrated expertise in writing for and/or presenting to broad audiences.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable laws, codes, regulations, policies, and procedures governing work scope

Educational and human capital data (such as job requirements, credential history, hiring and placement history, evaluation process and scoring, and union contracts)

OUSD strategic plans including strategic goal areas related to staffing of schools and central office departments

How staffing policies and practices can positively affect student learning and outcomes, including enabling students who are graduating to be prepared for college, career, and community

ABILITY TO:

Carry out responsibilities independently, with minimal supervision

Develop good working relationships with community partners, collective bargaining units, and other relevant groups

Communicate effectively, orally and in writing

Proficiently use MS Office (Word, PowerPoint, Excel) to analyze and present data and develop reports and related documents

**WORKING CONDITIONS
ENVIRONMENT:**

Office environment; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Research Associate, 0-8 Early Childhood	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	WTCL 57

BASIC FUNCTION: Perform a wide variety of duties to execute research and evaluation analyses and studies related to the District's strategic plans and priorities. Implement quantitative and qualitative research projects and data analyses on a variety of topics related to early childhood education and child development from birth to 8 years old. Activities include collecting, organizing, and analyzing data, preparing reports, designing research and evaluation studies, collaboration with research partners, and managing projects.

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 are intended to accurately reflect the principal job elements.)

ESSENTIAL FUNCTIONS

Participate in planning, designing and conducting quantitative, qualitative and mixed-methods research and evaluation.

Conduct ongoing research on promising practices in OUSD that contributes to the knowledge base of effective practice, emphasizing priority areas identified in district strategic plans and School Quality Reviews.

Conduct case study analyses of effective strategies and practices that can be scaled up for use in the District.

Design methods, data collection processes, research instruments (including scale development), and analytic approaches for each research project.

Stay abreast of relevant research early childhood education and child development from birth to 8 years old, and on transitions from preschool to kindergarten; analyze applicability of research to OUSD; continually gather information related to assigned research topics.

Engage in fieldwork interfacing with a wide variety of OUSD stakeholders including, students, parents, teachers, administrators, other staff, and community partners.

Engage in data cleaning and data management for all studies.

Prepare and analyze historical data about the District, schools, and local communities and neighborhoods.

Engage in report writing and editing, contributing to the development of meaningful reports, policy briefs and presentations of findings appropriate for a variety of internal and external audiences and purposes.

Prepare assessment data on the 0-8 continuum of student performance for principals and teachers.

Gather observational data, such as from Instructional Rounds across Transitional Kindergarten sites and Balanced Literacy sites, to identify shifts in teacher practice and site leadership practice.

Develop tools and protocols to facilitate use of data and research findings by central office staff, school leaders, and teachers.

Present and disseminate project results to internal and external parties.

Engage in collaborative research with internal and/or external research partners.

Plan and coordinate research activities, including maintenance of a timeline for completion and dissemination of results.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: Bachelor's degree and at least four years of training or research experience in a related content area such as child development, child psychology, early childhood education, sociology, public policy, or anthropology.

Knowledge of infant and early childhood development, child/adolescent development, assessment of early childhood academic, social and emotional learning, and/or pre-K-12 educational research strongly preferred

Master's degree preferred

Experience in urban education context preferred

Experience working with analysis of underserved populations, particularly those reflected in District student demographics

Demonstrated experience writing research reports suitable for publication for lay audiences

Expertise in using Microsoft Office software: Word, Excel, Access, PowerPoint

Experience in using data processing and statistical software such as STATA, SPSS, and/or qualitative data analysis software such as Atlas.ti or NVivo

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility that will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Quantitative and qualitative research design

Formative and summative evaluation design

Data collection methods and data analysis, organization of information

ABILITY TO:

Work independently, with minimal supervision

Communicate effectively, both orally and in writing

Collect, analyze, and present a variety of data and research to a range of audiences

Write research reports, policy briefs, literature reviews

Conduct field studies including in-person interviews and site observations

Establish and maintain collaborative working relationships with department staff and staff across departments, as well as with community and institutional partners

Be sensitive and responsive to diverse cultural and ethnic groups

**WORKING CONDITIONS:
ENVIRONMENT:**

Indoor office environment; driving a vehicle to conduct work; fast-paced work, short timelines, frequently changing priorities and assignments

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; seeing to read and write reports.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	S.S.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Research Associate, Disproportionality	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	WTCL 57

BASIC FUNCTION: Perform a wide variety of duties to execute research and evaluation analyses and studies related to the district's strategic plans and priorities. Implement quantitative and qualitative research projects and data analyses on a variety of topics related to disproportionality of educational access and outcomes for different groups of students. Activities include collecting, organizing, and analyzing data, preparing reports, designing research and evaluation studies, collaboration with research partners, and managing projects.

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 are intended to accurately reflect the principal job elements.)

ESSENTIAL FUNCTIONS

Participate in planning, designing and conducting quantitative, qualitative and mixed-methods research and evaluation.

Conduct ongoing research on promising practices in OUSD that contributes to the knowledge base of effective practice, emphasizing priority areas identified in District strategic plans and School Quality Reviews.

Conduct case study analyses of effective strategies and practices that can be scaled up for use in the District.

Design methods, data collection processes, research instruments (including scale development), and analytic approaches for each research project.

Stay abreast of relevant research on the racial achievement gap and opportunity gap in urban schools and districts, and disproportionality in school discipline and special education; analyze applicability or research to OUSD; continually gather information related to assigned research topics.

Engage in fieldwork interfacing with a wide variety of OUSD stakeholders including, students, parents, teachers, administrators, other staff, and community partners.

Engage in data cleaning and data management for studies.

Prepare and analyze historical data about the District, schools, and local communities and neighborhoods.

Engage in report writing and editing, contributing to the development of meaningful reports, policy briefs and presentations of findings appropriate for a variety of internal and external audiences and purposes.

Present and disseminate project results to internal and external parties.

Engage in collaborative research with internal and/or external research partners.

Plan and coordinate research activities, including maintenance of a timeline for completion and dissemination of results.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: Bachelor's degree and at least four years of training or research experience in a related content area such as education, psychology, sociology, public policy, ethnic studies, child development, or anthropology.

Master's degree preferred.

Experience in urban education context preferred.

Experience working with analysis of underserved populations, particularly those reflected in district student demographics.

Demonstrated experience writing research reports suitable for publication for lay audiences.

Expertise in using Microsoft Office software: Word, Excel, Access, PowerPoint

Experience in using data processing and statistical software such as STATA, SPSS, and/or qualitative data analysis software such as Atlas.ti or NVivo

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility that will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Quantitative and qualitative research design

Formative and summative evaluation design

Data collection methods and data analysis, organization of information

Disproportionality, including knowledge of history and research regarding racial inequality in public education, social contexts of education, best practices in educating underserved student populations, disproportionality research literature and social theory

ABILITY TO:

Work independently, with minimal supervision

Communicate effectively, both orally and in writing

Collect, analyze, and present a variety of data and research to a range of audiences

Write research reports, policy briefs, literature reviews

Conduct field studies including in-person interviews and site observations

Establish and maintain collaborative working relationships with department staff and staff across departments, as well as with community and institutional partners

Be sensitive and responsive to diverse cultural and ethnic groups

WORKING CONDITIONS:

ENVIRONMENT:

Indoor office environment; driving a vehicle to conduct work; fast-paced work, short timelines, frequently changing priorities and assignments

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; seeing to read and write reports.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	P.R.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, State Testing	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Quality, Accountability, and Analytics	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 days / 7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	WTCL 55

BASIC FUNCTION Perform a wide variety of duties to execute annual state testing program, including the California High School Exit Examination (CAHSEE), Physical Fitness Test (PFT), and the Standardized Testing and Reporting (STAR) or other state assessments aligned to the Common Core State Standards.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Coordinate, monitor and administer state tests district-wide including, but not limited to, California High School Exit Exam (CAHSEE), Physical Fitness Test (PFT), Early Assessment Program (EAP), and California High School Proficiency Examination (CHSPE).

Coordinate, train, and monitor state testing coordinators and test administrators at all school sites for the CAHSEE, CHPSE and PFT and EAP; communicate test procedures and rules; design training program for testing coordinators and test administrators.

Collaborate on planning, leading and conducting District-wide training, administration, and coordination of the Standardized Testing and Reporting (STAR).

Collaborate on designing, planning, leading, and conducting District-wide training, administration, and coordination of new Smarter Balanced Assessment Consortium (SBAC) formative and summative tests aligned to the Common Core State Standards and adopted by the California Department of Education to replace the California Standards Tests in 2014-15 and beyond.

Administer the California High School Exit Exam multiple times a year.

Maintain District assessment calendars to ensure school-sites, District departments, parents/guardians and students are informed of all testing dates.

Order, distribute, collect, and submit state test materials according to state policies and procedures.

Maintain and ensure the security of all testing materials, monitor testing and test security for state assessments in accordance with state policies and procedures; investigate and report any problems occurring during test sessions to the appropriate state authorities; accountable for maintaining quality control.

Publicize, schedule, and conduct testing sessions in accordance with state policies and procedures.

Communicate test score results to schools and students.

Provide guidance and resources to teachers and other staff regarding the state testing programs as requested, and provide assistance in other testing program areas.

Develop and maintain training materials and other end-user documents including, but not limited to, general user guides, FAQs, web pages.

Attend California Department of Education and other informational or training meetings related to new state testing programs, testing processes, procedures, and technologies such as the computer-adaptive SBAC assessments.

Maintain confidentiality of student records and information.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree from an accredited college or university. Three years of experience or coursework in performance-based assessment, educational testing or measurement, secondary education, or related field preferred.

Experience in test administration preferred.

Communication skills, ability to train staff in testing procedures and test security protocols

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable federal, state, and District codes, laws, regulations, policies and procedures related to the state testing program

State and District testing procedures, testing-related software, practices, and protocols

Common Core State Standards and aligned assessments

Planning, organization, and coordination needed for assigned program

Proper and correct English usage, grammar, spelling, vocabulary and punctuation

Diversity, sensitivity, and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

Building partnerships and collaboration with individuals, departments, agencies, and institutions

Interpersonal skills emphasizing tact, patience, courtesy, and respect

Building authentic and trusting relationships

Data entry, report writing, and record-keeping techniques

Presentation, communication, and public speaking techniques

Computer software, hardware, and related technology

ABILITY TO:

Independently perform the duties of the position, developing and following well-defined policies and procedures

Collaborate on design and implementation of new state testing programs

Plan, coordinate, manage and prioritize assigned tasks to successfully meet established, and sometimes, competing timelines

Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers

Establish and maintain effective communications and working relationships among diverse groups of students, parents, District staff, and the community

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments

Communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District

Demonstrate effective written and oral communication skills, including content communication, conciseness, grammar and usage

Recommend and assist in the formulation and implementation of operating procedures and policies

Work well independently and as part of a team

Maintain records

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	13-0835
Introduction Date:	5/22/13
Enactment Number:	13-0932
Enactment Date:	5/29/13
By:	RD



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Information Technology Officer	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Technology Services	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised: September 2007 Revised: May 2013	SALARY GRADE:	CFCA 25

BASIC FUNCTION: The Information Technology Officer (ITO) of the Oakland Unified School District (OUSD) has three major roles – leader, manager, and technologist. The Board of Education, administration, staff, and other technology stakeholders rely on the ITO to lead in crafting and implementing a vision of how technology will support OUSD’s strategic and operational goals. The ITO must be knowledgeable about both business and instructional technologies to support the District’s dual role as both an educational institution and a major business and employer.

The ITO is responsible for managing the District’s hardware, network, and software infrastructure as well as the Technology Services Department’s operations and staff. She or he should be well versed in the best business practices for managing a modern IT department.

Finally, the ITO should have a wide-ranging familiarity with all aspects of modern technology. While the ITO will have both management and technical staff in their department with extensive subject matter expertise in most areas of technology (e.g., databases, servers, communications equipment, software applications, and customer support), he or she should have sufficient technical background to be able to make well-informed decisions when following the recommendations of staff.

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 reflect the principal job elements accurately.)

Adapted from the Consortium for School Networking (CoSN, <http://www.cosn.org/>). Used with permission.

ESSENTIAL FUNCTIONS

Leadership & Vision:

Work closely with the executive cabinet and stakeholders to create a vision for how technology will support the District’s strategic goals.

- Promote the IT and District vision, build support, and lead implementation through effective communication, interpersonal skills, and a willingness to work closely with all constituents.
- Establish and lead governance committees and facilitate the process of priority-setting and decision-making.
- Adapt known technologies to new uses and envision natural relationships between emerging technology resources and the educational process.

- Understand existing and emerging trends in education and technology and the issues of greatest importance to teaching and learning.

Strategic Planning:

Work with the instructional and technical teams to identify the steps needed to meet strategic goals and a budget that takes into account the total cost of implementing technology solutions.

- Think strategically, manage projects, and lead the district from vision to effective delivery of services.
- Establish and control practical and realistic timelines for technology implementation.
- Collaborate with Financial Services and Accountability and Compliance in understanding State and Federal funding sources, policies, and mandates and how they apply to the budgeting process (e.g., grants, eRate).
- Prepare annual operating and capital budgets in cooperation with other staff members; develop and support budget proposals as needed; oversee budget implementation.
- Demonstrate and maintain a strong working knowledge of the concept of Total Cost of Ownership and translate that into realistic budgets.
- Collaborate with Technology Services, Leadership, Curriculum, & Instruction, Human Resources, Payroll, Regional Office, and other departments to promote an understanding of the need for and the impact of technology throughout the enterprise (e.g., finance, facilities, human resources, student information reporting) – and the relationship between curriculum, instruction, assessment and technology in providing an effective teaching and learning environment.
- Define and communicate the need for a District-wide disaster recovery and business continuity plan; engage colleagues across the District in developing solutions supported by technology; implement contingency plans to provide for continuity of services in the event of systems failures or catastrophic events.

Ethics & Policies:

Oversee the creation, implementation and enforcement of policies, procedures, and educational programs related to the social, legal and ethical issues involved in technology use throughout the district.

- Have a detailed understanding of state and federal laws and legal issues related to copyright, privacy, cyber-safety/cyber-bullying, filtering and other aspects of school technology use; have experience with Acceptable Use Policy (AUP) development and enforcement.
- Oversee safety, technology-related health concerns and guidelines for fair and ethical implementation of technology.
- Understand policies, laws, and best practices regarding equitable access and meeting the needs of all populations (IDEA, ESL, Section 504)
- Model responsible technology use.

Instructional Focus & Professional Development:

Budget, plan for and coordinate on-going, purposeful professional development for all staff using existing and new technologies.

- Collaborate with the district instructional leadership to identify and promote technology resources that support educational best practices, align with curricular and information technology literacy standards, address the diverse needs of students, and maximize student learning.
- Coordinate with instructional leadership and IT staff to recommend and implement professional development opportunities and activities that help teachers meet a wide range of instructional goals for the District with help from interactive technologies.
- Collaborate with IT Directors to identify technology-related professional growth needs for all IT staff members and the ability to respond to these needs, including providing "just in time" opportunities to remain current on technical content.
- Collaborate with IT staff to develop and implement appropriate training methods to train District staff.
- Maintain up-to-date knowledge of technology standards, industry trends, emerging technologies, and software development best practices by attending relevant conferences and reading widely.

Customer Support:

Provide a high level of customer support and satisfaction, building credibility and confidence in the Technology Services department's support processes.

- Establish a customer service and support process to ensure high quality support to administrative and instructional customers in order to enhance their effectiveness in service to schools and students.
- Ensure IT staff has on-going training to remain current of technology trends.

- Identify, monitor and implement best business practices to ensure IT is delivering optimal services to the District.
- Review and evaluate technical and educational best practices and the appropriate uses of technology to support high-caliber, rigorous student work.
- Monitor support and service requests and establish a methodology for resolving the most common problems quickly and efficiently

Team Building & Staffing:

Create and support cross-functional teams for decision-making, technology support, professional development, and other aspects of the District's technology program.

- Develop, prepare, lead and empower staff to assume leadership roles.
- Facilitate team building activities, modeling examples of trust between department members.
- Establish a process to inform and to keep IT staff, and the District informed about technology progress and choices.
- Select, develop and motivate qualified staff to support, oversee and effectively carry-out different aspects of the IT program and provide for the continuity of managerial and specialized skills.
- Hire, supervise and evaluate the performance and duties of IT staff.

Information Technology Management:

Direct, coordinate, and ensure the implementation of all tasks related to: the development of technical specifications and infrastructure decisions; the selection, purchasing, installation and maintenance of IT; and the integration of technology into every facet of operations.

- Establish protocols and implement technology decisions based on the needs of the District, and on an understanding of the full life cycle of technology purchases.
- Collaborate with the appropriate staff to assess, recommend and purchase technologies that support the District's technology needs.
- Understand sound risk management strategies and risk mitigation in support of business and instructional initiatives.
- Establish and supervise a quality assurance process, including integration and system testing.

Communication Systems Management:

Direct and coordinate the use of e-mail, district web sites, voicemail systems and other forms of communication technology to facilitate decision-making, dialog and effective communication with the community and with other key stakeholders.

- Implement various communication tools – including purchasing options and the technical issues related to implementation.
- Maintain current knowledge of web design and support issues and the staffing needed to keep central office and school sites updated and operational.
- Maintain knowledge of converging technologies and new options for enhancing communication through technology.
- Provide leadership to stakeholders in the utilization of communication resources.

Business Management:

Serve as a strong business leader who guides purchasing decisions, assists in determining the "return on requisitions for their investment" for all technology implementations, and fosters good relationships with vendors, potential funders, and other key groups.

- Manage the IT budget, make purchasing decisions, and handle all financial aspects of IT.
- Keep abreast of market rates for technology equipment and services and the issues that determine Return on Investment.
- Direct, manage, and negotiate with vendors and business partners to optimize cost savings to the District.
- Collaborate with District staff and outside agencies to build strong and strategic partnerships and articulate a vision for the District's technology program.

Data Management:

Oversee the establishment and maintenance of systems and tools for gathering, mining, integrating and reporting data in usable and meaningful ways.

- Maintain an understanding of data-driven decision making and the role information needs play in shaping and supporting the District's educational programs.

- Have a complete understanding of techniques and tools for data gathering, warehousing, and analysis – including knowledge of available applications and the options for customizing them or building new tools in-house.
- Maintain up-to-date knowledge of data security and tools and techniques to ensure confidential information is secure and to ensure data integrity.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to a Master's degree from a recognized college or university with a major in information systems, computer science, or related field plus seven to ten years executive or administrative experience which includes responsibility for the design and/or operation of a large complex data processing operation in the private and/or public sector and management of multiple simultaneous projects.

Strong technical background accompanied by a personal commitment to ongoing research and learning

Experience in the areas of data quality/data governance

Experience with Acceptable Use Policy (AUP) development and enforcement

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Laws and legal issues related to copyright, privacy, cyber-safety/cyber-bullying, filtering and other aspects of school technology use.

Infrastructure and performance standards for all aspects of the IT system

Data-related industry standards (e.g., SIF and SCORM) and of governmental mandates (e.g., ESEA/NCLB, CALPADS, IDEA) with information reporting requirements

Policies, laws, and best practices regarding equitable access and meeting the needs of all populations (IDEA, ESL, UDL, special needs, Section 504)

School organization, policy, and culture

The steps and financial tools involved in the budgeting process.

Applicable federal, state, and District codes, regulations, policies and procedures governing work scope

Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Understand school organization, policy, and culture.

Understand the change process and effective approaches to facilitating change.

Hire skilled experts to support and oversee different aspects of the IT program.

Make purchasing and implementation decisions based on needs of the total school system – and on an understanding of the full life cycle of technology purchases.

Assess and respond to the needs and concerns of a variety of knowledgeable workers.

Think strategically, manage projects, and lead the District from vision to effective delivery of services.

Set practical and realistic timelines for technology implementation.

Empower staff to assume leadership roles

Establish and maintain effective working relationships among diverse groups of students, parents, District staff and the community across race, ethnicity, religion, gender, class, and sexuality

Communicate effectively in English orally and in writing

Understand and follow oral and written directions

Plan and organize work to meet schedules and timelines

Organize, coordinate, and prioritize a large volume of activities, programs and services

Work confidentially and with discretion

Maintain accurate and confidential records

Work independently

Complete work accurately and as directed despite frequent interruptions

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

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