

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

June 12, 2013

Legislative File	
File ID Number:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	AS

TO: Board of Education

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

SUBJECT: Creation, Reclassification and/or Repeal of Positions – Central Office Organization

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1213-0180 – Creation, Reclassification and/or Repeal of Positions in the Central Office Organization.

DISCUSSION

The Human Resources Department continues to assist with and coordinate the assessment, development and reclassification of positions in partnership with individual central office departments participating in the reorganization. The goal of overhauling the District's 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.

To ensure every position has an approved job description specific to the essential functions of that position, there may be some submitted job descriptions where no current incumbent is occupying the position.

Family, Schools, and Community Partnerships (FSCP)

Creation

Position Title/FTE

Executive Director, African
American Male Achievement
(AAMA) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA
Range 25: \$104,317 - \$133,146
12 months., 261 days, 7.5 hours

Funding

Kellogg Foundation, 9156-922

Creation

Position Title/FTE

Director, African American
Male Achievement (AAMA) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227
Range 18: \$82,172 - \$104,896
12 months, 227 days, 7.5 hours

Funding

TBD

CreationPosition Title/FTE

Coordinator, Registration and
Enrollment Projections (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months., 261 days, 7.5 hours

Funding

TBD

CreationPosition Title/FTE

Program Manager, African
American Male Achievement
(AAMA) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months., 261 days, 7.5 hours

Funding

TBD

CreationPosition Title/FTE

Program Manager, HIV/STD
Prevention (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months., 261 days, 7.5 hours

Funding

TBD

CreationPosition Title/FTE

Program Manager, Voluntary
Resolution Plan (VRP) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months., 261 days, 7.5 hours

Funding

TBD

ReclassificationPosition Title/FTE

Program Manager, Wellness
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months, 261 days, 7.5 hours

RepealPosition Title/FTE

Program Manager, Coordinated
School Health (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months, 261 days, 7.5 hours

Funding

83% Bechtel, 9017-922

16% Medical Admin Activities,
0099-922

1% General Purpose,
0000-922

Family, Schools, and Community Partnerships (FSCP) (con't)

Reclassification

Position Title/FTE

Specialist, Foster Youth Program (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 53: \$54,939 - \$73,551

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Specialist, Transitional Student Family (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 46: \$46,228 - \$61,945

12 months, 261 days, 7.5 hours

Funding

75% Title I, 3010-922

20% Local Delinquent Progs., 3025-922

5% Title III, Immigrant Educ. Programs, 4201-922

Reclassification

Position Title/FTE

Specialist, Homeless Youth Program (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 53: \$54,939 - \$73,551

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Specialist, Transitional Student Family (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 46: \$46,228 - \$61,945

12 months, 261 days, 7.5 hours

Funding

95% Title I, 3010-922

5% Title III Immigrant Educ. Program, 4201-922

Reclassification

Position Title/FTE

Specialist, Refugee and Asylee Program (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 53: \$54,939 - \$73,551

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Specialist, Transitional Student Family (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 46: \$46,228 - \$61,945

12 months, 261 days, 7.5 hours

Funding

72% Title III Immigrant Educ. Programs, 4201-922

28% Title III LEP Student Prog, 4203-922

Update/Revise

Position Title/FTE

Health Assistant (2.0 FTE)

Salary Schedule/Range

Salary Schedule: K12I

Range 6: \$18,403 - \$26,827

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Health Assistant (2.0 FTE)

Salary Schedule/Range

Salary Schedule: K12I

Range 6: \$18,403 - \$26,827

12 months, 261 days, 7.5 hours

Funding

Tier III TIIG, 0522-968

Creation

Position Title/FTE

Health Assistant, Bilingual (0.0 FTE)

Salary Schedule/Range

Salary Schedule: K12I

Range 6: \$18,403 - \$26,827

Plus Bilingual Stipend

12 months, 261 days, 7.5 hours

Funding

Tier III TIIG, 0522-968

Family, Schools, and Community Partnerships (FSCP) (con't)

It was announced to the Board on May 29, 2013, that Resolution No. 1213-0118, which, in part, updated, revised and repealed the position of Program Manager, Juvenile Justice Center (JJC), which sunset on June 30, 2012, would be corrected.

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

Correction: At the request of the Associate Superintendent, Family, Schools, and Community Partnerships, the position has been upgraded to reflect additional responsibilities, knowledge, and abilities; with funding confirmation pending on or about July 1, 2013. Human Resources reviewed and revised the job description to more accurately reflect an increase in scope of work responsibilities. In doing so, the classification and compensation of the position has been updated and revised as follows:

Reclassification

Position Title/FTE

Coordinator, Juvenile Justice Center (JJC) Transitions (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

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

TBD

The Board is requested to correct the May 29, 2013 action by adopting Resolution No. 1213-0180.

Financial Services

Reclassification

Position Title/FTE

Manager, Central Office Accounting (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, Accounting (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL
Range 15: \$70,981 - \$90,601
12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-936

Creation

Position Title/FTE

Manager, Program Accounting (1.0 FTE)

Salary Schedule/Range

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

Funding

85% General Purpose, 0000-936
15% CAHSEE, 0509-936

Financial Services (con't)

Creation

Position Title/FTE
Financial Accountant III (9.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 15: \$70,981 - \$90,601
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Financial Accountant II (5.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 13: \$64,392 - \$82,172
12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-936

Update/Revise

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

Repeal

Position Title/FTE
Manager, Capital Programs,
Contracts and Accounting
(1.0 FTE)
Salary Schedule/Range
Salary Schedule: ADCL
Range 16: \$74,540 - \$95,141
12 months, 261 days, 7.5 hours

Funding

90% General Purpose,
0000-936
10% Title I, 3010-936

Human Resources

Reclassification

Position Title/FTE
Specialist, Employee Engagement,
Retention and Well-Being (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 16: \$68,351 - \$87,235
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Specialist, Employee Retention
and Development (1.0 FTE)
Salary Schedule/Range
Salary Schedule: CFCA
Range 16: \$68,351 - \$87,235
12 months, 261 days, 7.5 hours

Funding

50% Title II, 4035-944
50% TBD

The creation of the Lead Driver position in Procurement and Distribution also initiates the creation of a new salary range on the Truck Driver salary schedule. The Board is requested to adopt and approve both the newly created job classification and the newly created salary schedule, attached hereto.

Procurement and Distribution

Creation

Position Title/FTE
Lead Driver (1.0 FTE)
Salary Schedule/Range
Salary Schedule: LDDR
Range 01: \$51,135.12
12 months, 261 days, 7.5 hours

Funding

Warehouse, 0000-990

A Meet and Confer has been conducted with the appropriate bargaining units.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1213-0180 – Creation, Reclassification and/or Repeal of Positions in the Central Office Organization.

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

June 12, 2013

Legislative File	
File ID Number:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1299
Enactment Date:	6/12/13
By:	J.A.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1213-0180**

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

Creation

- Executive Director, African American Male Achievement (AAMA) -
 - Director, African American Male Achievement (AAMA) -
 - Coordinator, Registration and Enrollment Projections -
 - Manager, Program Accounting -
- Program Manager, African American Male Achievement (AAMA) -
 - Program Manager, HIV/STD Prevention -
 - Program Manager, Voluntary Resolution Plan (VRP) -
 - Financial Accountant III -
 - Lead Driver -
 - Health Assistant, Bilingual -

Reclassification or Update/Revise and/or Repeal

- Coordinator, Juvenile Justice Center (JJC) Transitions -
 - Manager, Central Office Accounting -
 - Program Manager, Wellness -
- Specialist, Employee Engagement, Retention and Wellness -
 - Specialist, Foster Youth Program -
 - Specialist, Homeless Youth Program -
 - Specialist, Refugee and Asylee Program -
 - Financial Accountant II -
 - Health Assistant -

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, reclassification or update/revision and/or repeal 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 reclassified positions shall be established on the respective salary schedule/range effective 12:01 a.m., July 1, 2013, as follows:

Family, Schools, and Community Partnerships (FSCP)

Creation

Position Title/FTE

Executive Director, African
American Male Achievement
(AAMA) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA
Range 25: \$104,317 - \$133,146
12 months., 261 days, 7.5 hours

Funding

Kellogg Foundation, 9156-922

Creation

Position Title/FTE

Director, African American
Male Achievement (AAMA) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227
Range 18: \$82,172 - \$104,896
12 months, 227 days, 7.5 hours

Funding

TBD

Creation

Position Title/FTE

Coordinator, Registration and
Enrollment Projections (1.0 FTE)

Salary Schedule/Range

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

Funding

TBD

Creation

Position Title/FTE

Program Manager, African
American Male Achievement
(AAMA) (1.0 FTE)

Salary Schedule/Range

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

Funding

TBD

Family, Schools, and Community Partnerships (FSCP) (con't)

Creation

Position Title/FTE

Program Manager, HIV/STD
Prevention (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months., 261 days, 7.5 hours

Funding

TBD

Creation

Position Title/FTE

Program Manager, Voluntary
Resolution Plan (VRP) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months., 261 days, 7.5 hours

Funding

TBD

Reclassification

Position Title/FTE

Program Manager, Wellness
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Program Manager, Coordinated
School Health (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months, 261 days, 7.5 hours

Funding

83% Bechtel, 9017-922
16% Medical Admin Activities,
0099-922
1% General Purpose,
0000-922

Reclassification

Position Title/FTE

Specialist, Foster Youth
Program (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 53: \$54,939 - \$73,551

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Specialist, Transitional Student
Family (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 46: \$46,228 - \$61,945

12 months, 261 days, 7.5 hours

Funding

75% Title I, 3010-922
20% Local Delinquent Progs.,
3025-922
5% Title III, Immigrant Educ.
Programs, 4201-922

Reclassification

Position Title/FTE

Specialist, Homeless Youth
Program (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 53: \$54,939 - \$73,551

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Specialist, Transitional Student
Family (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 46: \$46,228 - \$61,945

12 months, 261 days, 7.5 hours

Funding

95% Title I, 3010-922
5% Title III Immigrant Educ.
Program, 4201-922

Family, Schools, and Community Partnerships (FSCP) (con't)

Reclassification

Position Title/FTE
Specialist, Refugee and Asylee
Program (1.0 FTE)
Salary Schedule/Range
Salary Schedule: WTCL
Range 53: \$54,939 - \$73,551
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Specialist, Transitional Student
Family (1.0 FTE)
Salary Schedule/Range
Salary Schedule: WTCL
Range 46: \$46,228 - \$61,945
12 months, 261 days, 7.5 hours

Funding

72% Title III Immigrant Educ.
Programs, 4201-922
28% Title III LEP Student Prog,
4203-922

Update/Revise

Position Title/FTE
Health Assistant (2.0 FTE)
Salary Schedule/Range
Salary Schedule: K12I
Range 6: \$18,403 - \$26,827
12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
Health Assistant (2.0 FTE)
Salary Schedule/Range
Salary Schedule: K12I
Range 6: \$18,403 - \$26,827
12 months, 261 days, 7.5 hours

Funding

Tier III TIIG, 0522-968

Creation

Position Title/FTE
Health Assistant, Bilingual
(0.0 FTE)
Salary Schedule/Range
Salary Schedule: K12I
Range 6: \$18,403 - \$26,827
Plus Bilingual Stipend
12 months, 261 days, 7.5 hours

Funding

Tier III TIIG, 0522-968

Reclassification

Position Title/FTE
Coordinator, Juvenile Justice
Center (JJC) Transitions
(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
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

TBD

Financial Services

Reclassification

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

Funding

General Purpose, 0000-936

Financial Services (con't)

Creation

Position Title/FTE

Manager, Program Accounting
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months, 261 days, 7.5 hours

Creation

Position Title/FTE

Financial Accountant III (9.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months, 261 days, 7.5 hours

Update/Revise

Position Title/FTE

Financial Accountant II (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months, 261 days, 7.5 hours

Human Resources

Reclassification

Position Title/FTE

Specialist, Employee Engagement,
Retention and Well-Being (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 16: \$68,351 - \$87,235

12 months, 261 days, 7.5 hours

Procurement and Distribution

Creation

Position Title/FTE

Lead Driver (1.0 FTE)

Salary Schedule/Range

Salary Schedule: LDDR

Range 01: \$51,135.12

12 months, 261 days, 7.5 hours

Funding

85% General Purpose,

0000-936

15% CAHSEE, 0509-936

Funding

General Purpose, 0000-936

Funding

90% General Purpose,
0000-936

10% Title I, 3010-936

Funding

50% Title II, 4035-944

50% TBD

Funding

Warehouse, 0000-990

BE IT FURTHER RESOLVED that on May 29, 2013, Resolution No. 1213-0118, in part, cited the position of Program Manager, Juvenile Justice Center (JJC) Transitions as Update/Revise/Repeal, and is corrected to Reclassification and Repeal as stated above; and

BE IT FURTHER RESOLVED that with the creation of Lead Driver, the Board also authorizes the newly created salary schedule, and

BE IT FURTHER RESOLVED that the Board authorizes the Superintendent of Schools to fill the newly created and reclassified positions pursuant to District employment procedures.

Passed by the following vote:

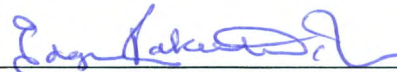
AYES: Jody London, James Harris, Christopher Dobbins,
President David Kakishiba

NOES: None

ABSTAINED: None

ABSENT: Roseann Torres, Vice President Jumoke Hinton Hodge

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 June 12, 2013.



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

Legislative File	
File ID Number:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	ER

Legislative File	
File ID Number:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	OR



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, African American Male Achievement	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools & Community Partnerships (FSCP)	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours (FT) or as assigned
ISSUED:	Created: June 2013	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Plan and direct a highly visible and proactive program to accelerate achievement in academics and address the disparities in educational and social outcomes for African American males from preschool through high school. The Executive Director will develop strategies, structures and guidance regarding how to improve the culture, climate and conditions of African American male students from preschool through 12th grade. Under the guidance of the position holder, African American Male Achievement (AAMA) will develop inter-departmental recommendations, models, best practices, and feedback loops to ensure that all parts of the organization are moving together to interrupt institutional oppression. Lead, supervise and support the Voluntary Resolution Plan (VRP).

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

Supervise and support African American Male Achievement staff toward performance goals aligned with AAMA key outcomes and the Voluntary Resolution Plan (VRP) deliverables.

Support the Manhood Development Program, District-wide and school-based African American Parent and Family Conferences and District-wide Professional Development around Culturally Responsive Pedagogy, Implicit Bias and Cultural Humility to yield outstanding results for and with African American males.

Identify funding, develop funding proposals and other resource development strategies to enhance support for, and contribute to, the sustainability of AAMA and VRP, and assist Director and Program Managers in grant writing to sustain AAMA and VRP work across OUSD.

Oversee and review the completion of reports to funders, Office of Civil Rights (OCR) and other internal and external entities as it relates to AAMA and VRP.

Develop and ensure implementation of short-term and long-term plans with annual benchmarks to realize goals and vision of AAMA.

Provide assistance to the Associate Superintendent for Family, Schools, and Community Partnerships (FSCP) with staff support and accountability and in continuous improvement as it pertains to African American Male Achievement and management development within FSCP.

Provide technical assistance and knowledge and support to the Associate Superintendent for FSCP and Leadership, Curriculum and Instruction (LCI) to embed and accelerate the work of African American Male Achievement.

Serve as the District liaison with the United States Department of Education – Office of Civil Rights to ensure all District students are provided with safe schools and a school environment conducive to learning; oversee the implementation of student discipline policies grounded in research-based evidence; ensure that OUSD is committed to applying school discipline policies and practices in a manner that is in compliance with Title VI, and its implementing regulation.

Lead the work of the Voluntary Resolution Plan within the District to ensure that misbehavior of African American students is addressed in a manner that is fair and does not require removal from the educational program and is in compliance with Title VI of the Civil Rights Act.

Develop high academic and behavioral expectations, collaborative planning and program development, responsive management, and personal accountability within FSCP; model leadership and accountability for personnel within FSCP.

Coach and support FSCP Directors to build capacity as leaders that improve the educational opportunities for African American male students.

Research and respond to inquiries from District executives concerning capacity building and coaching related to issues of African American male students and applying school discipline policies and practices in a manner that is in compliance with Title VI, and its implementing regulation.

Direct activities that support students, parents, principals, teachers, School Site Councils, network officers, regional officers, and other District staff to ensure that Response To Intervention programs, as stated in the II(b) of the VRP, are fully implemented with fidelity in every VRP Cohort school.

Direct the implementation of mandated intervention/corrective action programs, including communication with the California Department of Education, the District Board of Education, District leadership, external consultants, and District and school site staff; overseeing development, implementation, and monitoring of site action plans.

Create or contribute to improvement of current District methodologies to identify, interrupt and address historic and institutional imbedded racist policies, practices and beliefs in service of Full Service Community Schools and a Full Service Community District.

Collaborate with the research area of Quality, Accountability and Analytics to document the short- and long-term effects of District-wide Social Emotional Learning efforts.

Collaborate with Regional and Network Executive Officers to coordinate and align cross-departmental leadership supports for African American Male Achievement, Manhood Development, and Full Service Community Schools.

Collaborate with Associate Superintendents, Family, Schools, and Community Partnerships Directors and LCI to align budget and prioritize spending to meet goals outlined in the District's strategic focus.

Support the collaborative development of transparent and effective systems of communication within FSCP, LCI and OUSD departments, schools and communities.

Attend regular meetings, including principal meetings, as required by the Superintendent, Deputy Superintendent and the Associate Superintendent of FSCP.

Maintain a positive, collaborative, and mutually supportive working relationship with community agencies, parents, students, and District and school staff.

Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information with legal confines.

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments including partnerships and data sharing agreements with external agencies and organizations.

Collaborate with other FSCP department leaders and with OUSD professional development staff in the development, planning, and implementation of high quality professional development focused on AAMA and FSCP priority areas.

Attend a variety of meetings representing the department.

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

Provide cross-training to 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 teaching, education, research and evaluation, social science, or a related field and five or more years of progressively responsible experience in education or a related profession, including two years experience in an educational institution or educational setting, and three years of leadership or management experience.

Experience working in an urban school district environment

Experience developing and facilitating community partnerships

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 Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Current trends in community schools, public education, youth development, and family systems

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

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

District educational initiatives and programs

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

District policies related to standards, assessment, accountability, planning, promotion/retention, curriculum and instruction, data access, and confidentiality, and related areas

Planning, organization, and coordination needed for assigned program

Local and community organizational missions, resources, structures, and functions

Correct English usage, grammar, spelling, and punctuation

Telephone techniques, systems and etiquette

Presentation, communication, and public speaking techniques

Budget preparation and management to ensure fiscal responsibility

Interpersonal skills using tact, patience, and courtesy

Serve as trusted resource to District Administrators and facilitate communication throughout the District

Computer software, hardware, and related technology

Database and statistical software

Principles and practices of effective leadership

Principles and practices of supervision and evaluations

ABILITY TO:

Create and manage complex budgets; develop required financial and other resources to support programs; and gather, report and analyze complex data for planning, operational and evaluation purposes

Design, develop and deliver effective and compelling verbal, written and PowerPoint presentations to community, peers, staff, and Superintendent on abstract as well as concrete subject matter relating to introduction of new standards, methodologies, and paradigms in delivery of school services

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

Meet District standards of professional conduct as outlined in Board Policy

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

Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing work scope

Identify funding, develop funding proposals and write grants

Maintain current knowledge of related educational research and trends

Analyze situations accurately and adopt effective course of action

Communicate effectively in English orally and in writing

Understand and follow oral and written directions

Develop and document short- and long-term plans

Manage multiple projects simultaneously

Plan and organize work to meet timelines and deadlines

Prepare comprehensive, narrative, and statistical reports

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

Identify and conduct professional development activities for staff and for appropriate District employees on topics related to workscope

Supervise, coach, and evaluate assigned staff

Operate personal computer, related software, and other office equipment

Cross-train department personnel

WORKING CONDITIONS

ENVIRONMENT:

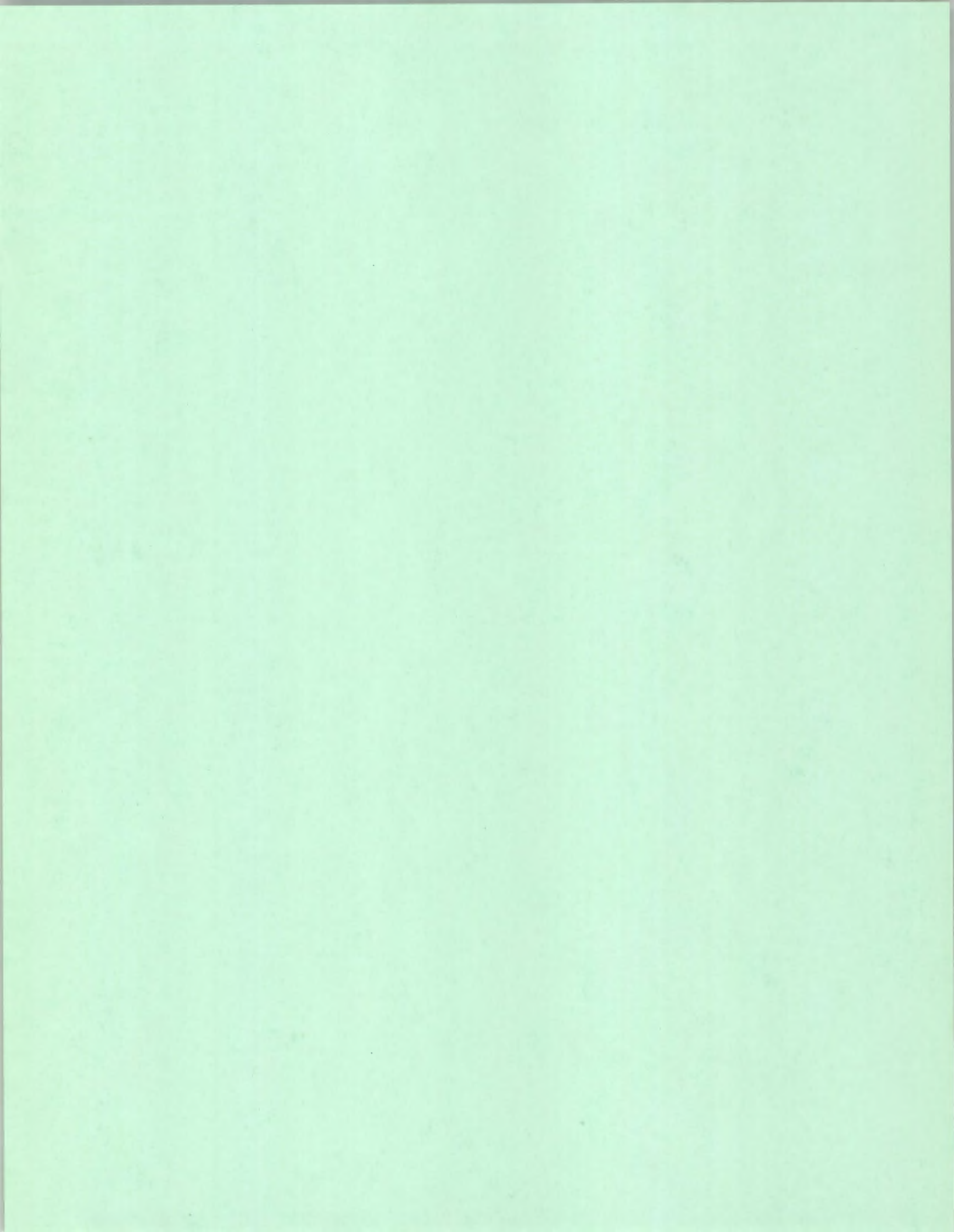
Office environment; driving a vehicle to conduct work; fast-paced work, short timelines, frequently changing priorities and assignments; constant interruptions

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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	OK



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, African American Male Achievement (AAMA)	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools, and Community Partnerships (FSCP)	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS	12 months/227 days/7.5 hours (FT)
ISSUED:	Created: June 2013	SALARY GRADE:	A227 18

BASIC FUNCTION: Lead and collaborate in the development and implementation of the Manhood Development Program (MDP) and professional development infrastructure that will create and support the conditions, culture and competencies needed to guide African American Male Achievement in a Full Service Community School District. Supervise MDP Lead Instructors and AAMA team members who provide direction, services, and professional development focused on African American Male Achievement. Effectively communicate unit strategy/goals/timeline and progress to staff, department heads and Executive Director of AAMA.

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

Executive Leadership and Collaboration

Collaborate with Regional and Network Executive Officers to coordinate and align cross-departmental leadership supports for African American Male Achievement, Manhood Development, and Full Service Community Schools (FSCP).

Collaborate with Executive Director of AAMA, Family, Schools, and Community Partnerships directors and Leadership, Curriculum, and Instruction (LCI) to align budget and prioritize spending to meet goals outlined in the District's strategic focus.

Support the collaborative development of transparent and effective systems of communication within FSCP, LCI and OUSD departments, schools and communities.

Program Design and Implementation

Implement instructional activities that contribute to a culture and climate where instructors are actively engaging students in meaningful learning experiences.

Identify, select, and adapt instructional resources for Manhood Development Lead Instructors to meet the needs of students with varying backgrounds, learning styles, and special needs.

Identify funding, develop funding proposals and other resource development strategies to enhance support for, and contribute to, the sustainability of AAMA and Voluntary Resolution Plan (VRP), and assist the Executive Director and Program Managers in grant writing to sustain AAMA and VRP work across OUSD.

Assist with completing reporting requirements for funders and other internal and external entities related to AAMA.

Work with MDP Lead Instructors to provide a positive environment in which students are encouraged to be actively engaged in the learning process.

Recruit, screen, train and support MDP Lead Instructors that provide and supervise opportunities for students to demonstrate individually and in groups the skills, talent and work produced in the classroom; encourage creative thinking with challenging classroom projects by providing a balanced and rigorous instructional program involving demonstrations, lectures, discussions, and student experiments; organize activities and procedures for optimum learning.

Ensure that MDP Lead Instructors plan and conduct activities for a balanced program of instruction, demonstration and work time that provides students with opportunities to observe, question, investigate, analyze, synthesize and hypothesize in the course of their studies and everyday lives.

Develop, revise and maintain clear criteria and standards for quality work and examine student work regularly to ensure that it meets increasingly higher standards of quality.

Conduct and organize, with MDP Lead Instructors, on-going assessments of student performance using multiple assessment tools including standardized tests, performance assessments, anecdotal records, portfolios, and individualized assessments as appropriate; develop plans for student improvement where necessary; ensure student growth and achievement is continuous and appropriate for age group.

Work with MDP Lead Instructors to use research-based best practices in the classroom to engage students and drive student achievement.

Partner with MDP Lead Instructors to establish and maintain standards of pupil behavior needed to provide an orderly, productive classroom environment.

Ensure that MDP Lead Instructors observe, evaluate, and document students' performance, behavior, social development and physical health.

Engage MDP Lead Instructors to identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude and learning problems; collaborate with peers to enhance the instructional environment.

Enforce all administration policies and rules governing students.

Collaborate with MDP Lead Instructors to maintain accurate and complete student records as required by laws, District policy and administrative regulations.

Work with MDP Lead Instructors to utilize technology to enhance student learning.

Ensure MDP Lead Instructors create a productive and positive learning environment that reflects the values and expectations of the program, teachers, mentors, and families.

Engage families as partners in the educational process; provide ongoing communication to families, which include, but are not limited to, in-depth written reports containing assessment data, classroom observations and individual progress reports; regularly collect and organize samples of students' work to share with families.

Conduct formal conferences with parents for the purpose of sharing assessments, student work, and recommendations.

Establish and maintain cooperative working relationships with students, parents, and schools.

Participate actively in professional development sessions on data analysis, family and community involvement, best practices for instruction, curriculum development and moving the mission and vision from theory to practice.

Maintain professional competence through active participation in in-service educational workshops and self-selected professional development opportunities.

Create a productive and positive learning environment by modeling professional and ethical standards of behavior for students, parents, peers and the community.

Meet professional obligations through efficient work habits such as meeting deadlines, honoring schedules and coordinating community events and parent meetings.

Personnel Management

Plan, organize, manage, direct, supervise, and support AAMA Manhood Development Program school teams with the overall goal of providing aligned support to schools and families.

Manage, support development of, and evaluate assigned staff.

General

Perform other related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Bachelor's degree from an accredited college or university in education, sociology or related field and five year of progressively responsible experience required including three years of experience in a leadership or management position.

Master's or advanced degree in education, sociology or related field preferred

Experience in classroom teaching, evaluation, research, organizational structures and systems, strategic planning, change management, building the capacity of adults, leadership development, facilitation, and coaching

Experience in educational counseling, developing school culture and climate, and developing social emotional skills

Experience developing and facilitating community partnerships preferred

Experience with Cultural Humility, Culturally Responsive Pedagogy and Youth Development preferred

Administrative experience; experience supervising and securing professional development resources preferred; business management experience preferred; experience recruiting and retaining talent and support preferred

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

LICENSES AND OTHER REQUIREMENTS:

California Administrative Services Credential

California (or Out-of-State) Teaching Credential with English Learner authorization

California Pupil Personnel Services Credential preferred

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

The Community School philosophy and implementation strategy

Current trends in community schools, public education, youth development, and family systems

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

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

District educational initiatives and programs

Response to Intervention Framework

Common Core Standards

Social emotional skills and standards

Definition, framework, and support of positive school culture

Preventative student behavior and attendance strategies

Utilization of various forms of assessment and data analysis in program design and management

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

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

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:

Create and manage complex budgets; develop required financial and other resources to support programs; and gather, report and analyze complex data for planning, operational and evaluation purposes

Design, develop and deliver effective and compelling verbal, written and PowerPoint presentations to community, peers, staff, and Superintendent on abstract as well as concrete subject matter relating to introduction of new standards, methodologies, and paradigms in delivery of school services

Meet District standards of professional conduct as outlined in Board Policy

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

Identify funding, develop funding proposals and write grants

Prepare and monitor program budget to ensure fiscal responsibility

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

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

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

Plan, coordinate and supervise the work of others

Manage competing priorities and time

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

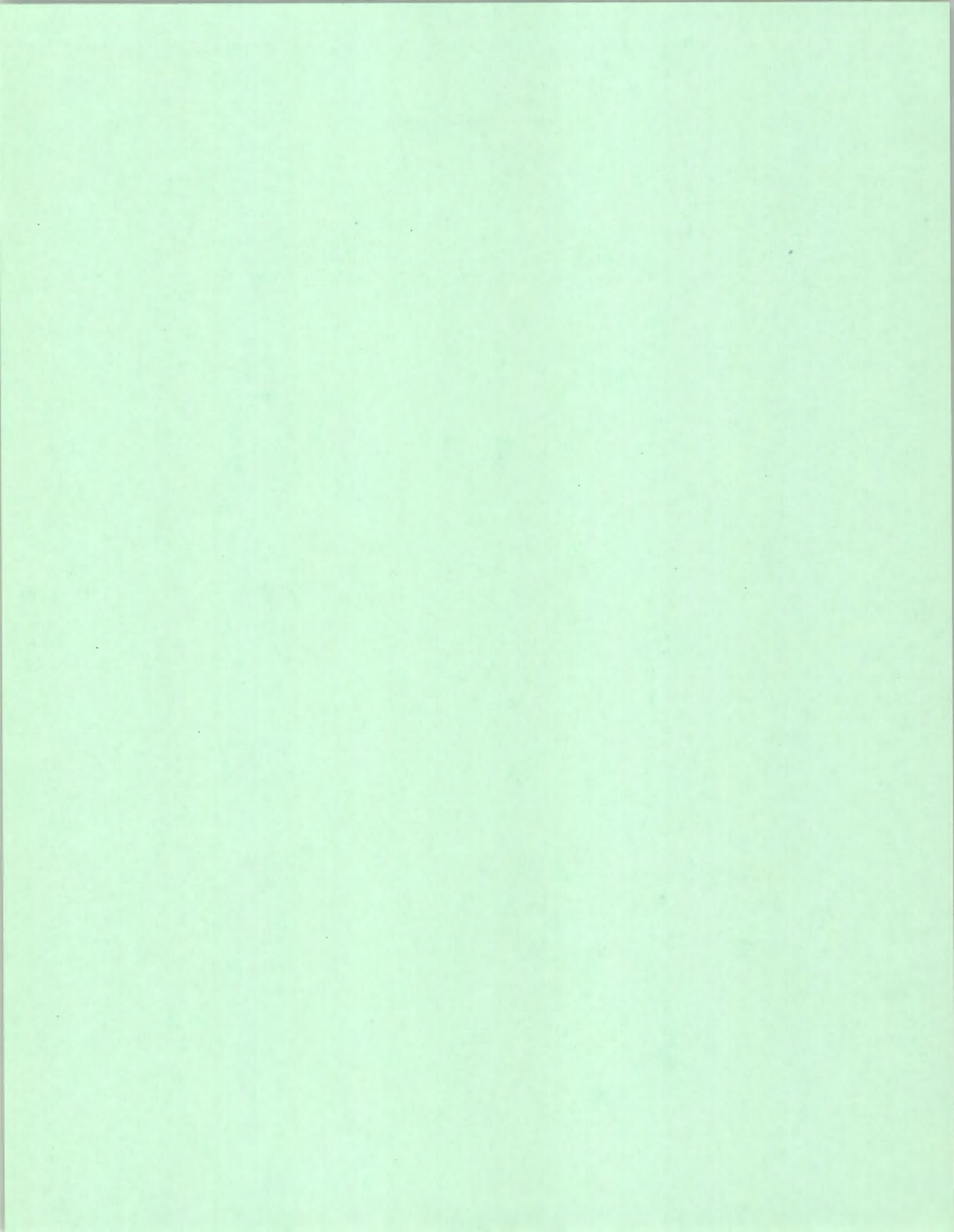
Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Registration & Enrollment Projections	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, School and Community Partnerships (FSCP)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days / 7.5 hours
ISSUED:	Created: June 2013	SALARY GRADE:	ADCL 16

BASIC FUNCTION: Within the framework of a high quality full service community schools district and under the direction of the Director, Student Assignment Center, work in partnership to lead the development and implementation of the District's student registration and enrollment projections processes. Assist in the creation and implementation of internal and external outreach and communications strategies to stabilize and increase student enrollment. Coordinate cross departmental work and close partnership work with school sites to ensure the successful implementation of registration, enrollment projections and outreach efforts.

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 the creation, revision, production, and distribution of site-based registration materials.
- Interpret and communicate changes in federal, state, and local legislation as required.
- Work collaboratively across departments and with vendors to produce and organize materials.
- Create and implement systems to ensure accurate and timely distribution of materials to families.
- Coordinate, manage and continuously improve the annual enrollment counts process conducted District-wide.
- Participate in the annual staffing consolidation process and provide relevant data and information necessary for effective fiscal and programmatic decision-making.
- Maintain enrollment database and provide enrollment-related analysis and reporting to cabinet, District leadership, board of education, and community.
- Manage and facilitate annual enrollment projections process, including maintaining and continuously improving enrollment projections data-base.
- Engage key stakeholders in the annual enrollment projections process, including executive officers, principals, key site staff, District leadership, and appropriate departments in order to develop high quality data to inform programmatic and fiscal decision-making.
- Coordinate the effective dissemination and use of enrollment projections data across all relevant departments, including fiscal services, research and assessment, technology services, enrollment center, and schools.

Conduct and oversee analysis and reporting of enrollment trends, historical enrollment, and projected enrollment trends at the city, District, region, and school level.

Present and interpret results and findings to a wide variety of audiences with diverse levels of data knowledge and understanding.

Stay abreast of developing technologies and approaches to performance analytics to identify new tools and methods of obtaining, analyzing, utilizing, and presenting data.

Collaborate with Communications Department, Early Childhood Education, other District departments and partners; develop outreach strategies to address kindergarten, 6th grade and 9th grade enrollment.

Provide training to school staff and staff members within the department.

Recruit, hire, develop, support, supervise, and evaluate assigned staff.

Attend and participate in required department and District meetings.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Bachelor's degree from an accredited college or university and three years of experience managing staff and/or administrative role.

Master's degree preferred.

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:

California Department of Education Frameworks governing work scope such as: Common Core Standards, Content Standards, Curriculum, Response to Intervention, Full Service Community Schools

Complexities of student enrollment and assignment in a large urban environment

Statistical tools and software

Commonly used attendance and data applications

Utilization of various forms of assessment and data analysis in program design and management

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 authentic and trusting relationships

Correct English usage, grammar, spelling, vocabulary and punctuation

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

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

The Community School philosophy of aligning resources in service of students

Computer software, hardware, and related technology

ABILITY TO:

Read and understand related legislation and policy

Develop strong systems and organizational practices and protocols

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 presentations

Coordinate and manage to results small and large groups

Facilitate effective meetings and planning sessions to successfully execute action plans and decision

Present information in workshops and focus group meetings to support understanding of data and analysis

Rapidly assimilate the facts, conditions, and implications of sudden problems and organize an effective administrative response to them

Work in a fast paced environment, under pressure to meet multiple critical deadlines and make decisions and/or communicate needs in a timely manner

Design and implement complex workflows and procedures to maximize efficiency with limited resources

Supervise and direct a diverse staff, or department with multiple diverse units

Manage budget and other resources in support of the goals of SABTO, with minimal supervision

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, procedures, and District regulations governing work scope

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

Manage competing priorities and time

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

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS ENVIRONMENT:

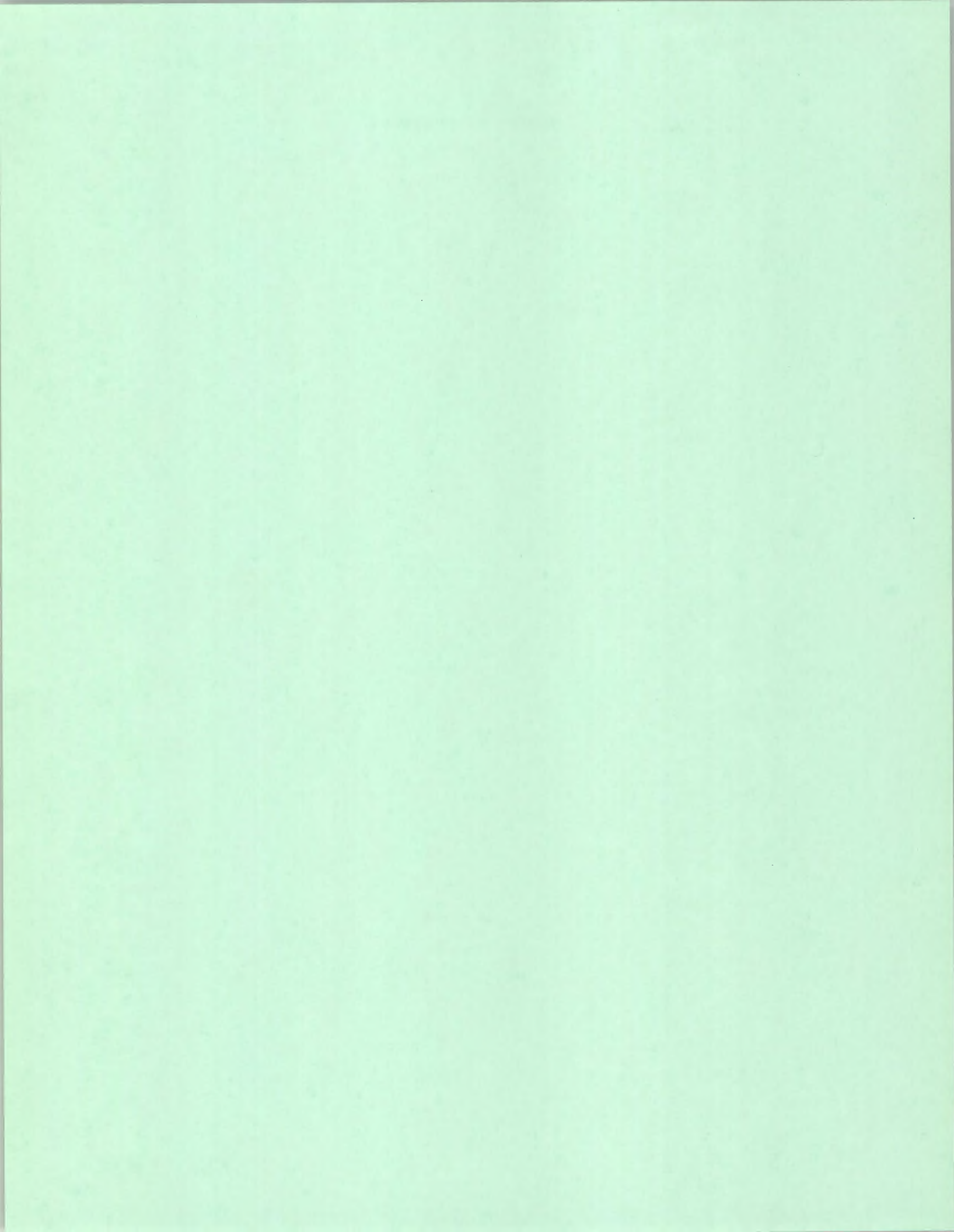
Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally up to 75 pounds with assistance; 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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	O.R.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, African American Male Achievement (AAMA)	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: June 2013	SALARY GRADE:	ADCL 14

BASIC FUNCTION: Work with Executive Director and Director of AAMA to coordinate and implement operations for African American Male Achievement designed to transform school culture and improve the academic achievement of African American students from preschool to 12th grade. In addition, the Program Manager will oversee and manage internal and external communications services, create associated content and messaging, work across multiple stakeholder groups to gather information, and collaborate with team members and District staff to manage initiatives, coordinate AAMA monthly events; e.g., African American CST STAR Perfect Score Celebration, Back to School Parent Conference, African American Parent Conferences, Man Up Conference.

The specific duties of the Program Manager include year-round program management and development, grant management, volunteer development, offsite collaborations and evaluations oversight.

The Program Manager is expected to provide on-going leadership and technical assistance that keeps the AAMA program recommendations in tact across the District. The program manager is a member of the AAMA leadership team and is expected to participate in the key decision making within the area of his/her responsibilities for the department.

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:

Develop project plans, report on project success and aggregate all internal and external project plans and reports to ensure that program goals are achieved, stakeholders are mobilized, and efforts of all personnel involved in the programs are coordinated.

Oversee daily business operations and special events including fiscal reporting and grant reporting to external funders; e.g., Kaiser, Open Society, Zellerbach, Atlantic Philanthropies.

Guide planning and coordination of professional development and community events, with partners, other participating agencies, District curriculum leadership, administrators, teacher leaders, teachers and/or other appropriate staff.

Assist in creating a District-wide culture shift by training staff to imbed the concept of high expectations for African American students and to build strong school cultures that transform the common narrative about African American youth typically framed in a language of deficits.

Work with school staff and administration to integrate academic and non-academic student supports to improve attendance and overall academic achievement.

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 with FSCP, LCI and internal OUSD departments and collaborative problem-solving/conflict resolution with local CBO's and community partners to build collective will and action towards reaching AAMA goals.

Prepare and present reports on AAMA for the appropriate District leaders, agencies, private providers, community, and other audiences.

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

Manage, support development of, and evaluate personnel as assigned.

Monitor services according to quality standards.

Serve as a content expert for African American Male Achievement.

Participate in professional development opportunities related to African American Male Achievement.

Provide cross-training to staff.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: a Bachelor's degree required and a minimum of five years of experience in the field of education, community development, or related field.

Administrative experience and/or business management experience preferred.

Experience working with students in a diverse urban public school setting preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

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

Effective educational practices for African American students

District curriculum and school instructional programs

Principles and techniques of data collection, analysis and report writing

The Community School philosophy and implementation strategy

Current trends in community schools, public education, youth development, and family systems

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

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

District educational initiatives and programs

Response to Intervention Framework

Common Core Standards

Social emotional skills and standards

Definition, framework, and support of positive school culture

Preventative student behavior and attendance strategies

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

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

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:

Effectively assess, manage, and develop resources

Deliver high-quality services

Work with other District leaders to ensure their services are consistent and aligned

Communicate orally and in writing; facilitate communication between diverse stakeholders

Proficiently use MS Office, including Word, Excel, and Power Point to prepare documents, reports, and presentations

Adapt services based on data

Gather, report and analyze complex data for planning, operational and evaluation purposes

Design, develop and deliver effective and compelling verbal, written and PowerPoint presentations to community, peers, staff, and Superintendent on abstract as well as concrete subject matter relating to introduction of new standards, methodologies, and paradigms in delivery of school services

Meet District standards of professional conduct as outlined in Board Policy

Recognize, research, access 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

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

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

Identify funding, develop funding proposals and write grants

Plan, coordinate and supervise the work of others

Manage competing priorities and time

WORKING CONDITIONS:

ENVIRONMENT:

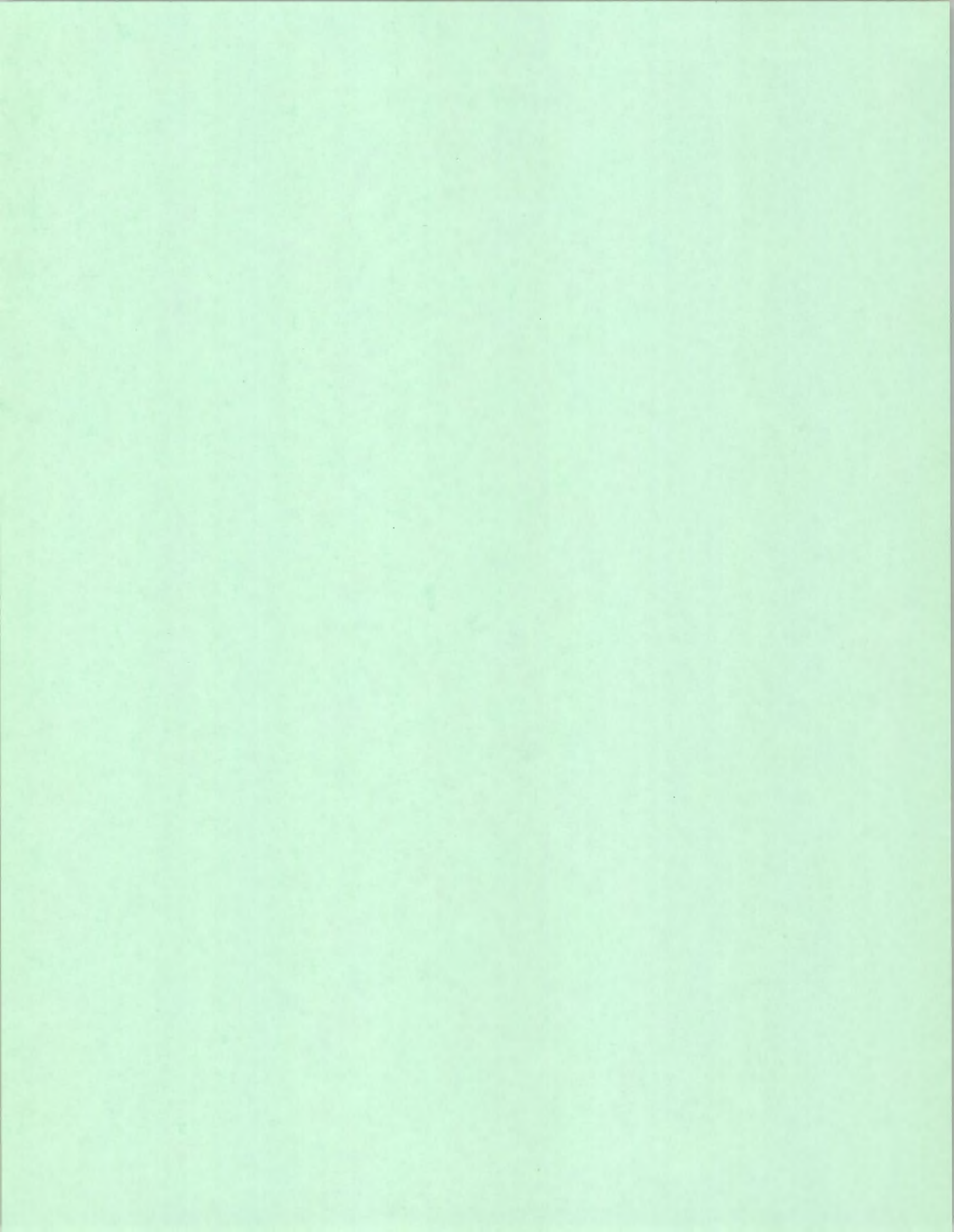
Indoor office setting; driving a vehicle to conduct work; fast-paced work, constant interruptions

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:

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Legislative File	
File ID Number:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	DA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, HIV/STD Prevention	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, School and Community Partnerships	CLASSIFICATION:	Classified Management
FLSA:	Exempt or Non-Exempt	WORK YEAR/HOURS	261 days / 7.5 hours
ISSUED:	Created: May 2013	SALARY GRADE:	ADCL 14

BASIC FUNCTION: Manage and lead HIV/STD prevention activities that will: 1) Decrease sexual risk behaviors among adolescents; 2) Increase use of condoms and highly effective contraception methods among sexually active adolescents; and 3) Increase adolescents' access to key sexual health services.

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 implementation of Years 1 through 5 Work Plan activities in the CDC's HIV/STD Prevention Grant.

Collaborate with staff in the Leadership, Curriculum and Instruction Department to ensure delivery of Comprehensive Sexuality Education at all secondary schools in OUSD.

Collaborate with staff in Research, Assessment and Data Department to ensure that the YRBS and School Health Profiles are implemented at school sites in the identified sampling frame.

Collaborate with staff in Behavioral Health Unit to ensure implementation of activities that support safe school environments.

Lead implementation of activities that increase access to sexual health services and improve policy implementation.

Convene and lead HIV Materials Review Panel to oversee selection of Comprehensive Sexuality Education curricula and other school-based activities.

Participate in the OUSD School Wellness Council, OUSD Sexually Exploited Minors Task Force, Alameda County Comprehensive Sexuality Education Network, Alameda County HIV/AIDS Collaborative Community Planning Council and other groups as appropriate.

Provide education, orientation, and consensus building around HIV/STD prevention activities among key stakeholders and District leaders, including the school board, departmental leaders, principals, parents, and community partners.

Establish and manage partnerships with public agencies and non-profit organizations in support of HIV/STD prevention.

Facilitate integration and coordination of HIV/STD prevention activities with other OUSD services and departments including School Nursing, School-Based Health Centers and Behavioral Health.

Manage all contracts and invoicing related to the grant in accordance with OUSD and federal guidelines.

Manage financial tracking and reporting in accordance with grant requirements.

Update annual work plans within prescribed timeframe for submission to the CDC.

Develop a sustainability plan to ensure the grant activities will continue after the grant expires.

Manage and ensure the implementation evaluation plan in partnership with University of California San Francisco.

Develop training and communication materials for parents, students, school staff and District leaders.

Remain current regarding HIV/AIDS prevention best practices and research.

Assure compliance with grant stipulations and applicable laws, rules and regulations.

Provide cross-training around HIV/STD prevention to other staff members within the department and across the District.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Bachelor's degree required in public health, public policy, social work, nursing or related field, 3 years experience building and coordinating successful school-based initiative, experience in adolescent HIV/STD prevention. Ability to meet the Essential Functions listed above.

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:

Workforce development and training

Collaboration and coalition building

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

Computer software, hardware, and related technology

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 representative

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 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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	OR



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Voluntary Resolution Plan (VRP)	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	African American Male Achievement (AAMA)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: June 2013	SALARY GRADE:	ADCL 15

BASIC FUNCTION: Under the guidance of the Executive Director and Director of AAMA, the VRP Program Manager will implement and coordinate operations for the Voluntary Resolution Plan to eliminate the practices that have led to patterns of inequity in student discipline and assignment to Special Education for African American students. The specific duties of the Program Manager include year-round VRP Lead Team coordination, manage internal and external communication, work across multiple stakeholder groups to align and ensure all of the VRP deliverables and deadlines are met. The Program Manager will provide on-going leadership and technical assistance to Principals and Central Office staff.

The Voluntary Resolution Plan and its implementation will create a national model for advancing black male achievement by leveraging the power of the Office of Civil Rights (OCR) to hold all adults in the school system accountable. The plan promises to transform our school discipline practices from an individual punitive and exclusionary approach to a community schools whole child approach that pays attention to the systemic practices that can be changed, such as improving instruction, transforming school culture, increasing adult and student social and emotional learning, addressing the traumas of violence, hunger and illness in students' lives, and implementing restorative practices so that when students cause harm, there is a rigorous process called "restorative justice" that allows the individual to redress the harm caused and to rejoin their school community, making the relationships "whole" again.

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

Develop project plans and protocols, report on project success and aggregate all internal and external project plans and reports to ensure that VRP deliverables are achieved, stakeholders are mobilized, and efforts of all personnel involved in the process are coordinated.

Coordinate the operations of VRP Lead Team including staff supervision, OCR reporting and tracking progress and deliverables.

Guide planning and coordination of community events with partners, other participating agencies, FSCP, administrators, teacher leaders, teachers and other appropriate staff.

Assist in creating a district-wide culture shift by training staff to imbed the concept of high expectations for African American students and to build strong school cultures that transform the common narrative about African American youth typically framed in a language of deficits.

Coordinate and collaborate to create and deliver professional development, training and support as identified in the VRP.

Work with school staff and administration to integrate academic and non-academic student supports to improve attendance and overall academic achievement.

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

Prepare and present reports on the VRP for the appropriate District leaders, agencies, private providers, community, and other audiences.

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

Support the integration of youth leadership, parent engagement, and family support for all VRP schools as identified in the Voluntary Resolution Plan.

Supervise and evaluate personnel funded by grants and other sources, as assigned.

Monitor services according to quality standards.

Participate in professional development opportunities around development of the Voluntary Resolution Plan.

Provide cross-training to staff.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: a Bachelor's degree required and a minimum of five years of experience in the field of education, community development, or related field.

Administrative experience and/or business management experience preferred.

Experience working with students in a diverse urban public school setting preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

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

Effective educational practices for African American students

District curriculum and school instructional programs

Principles and techniques of data collection, analysis and report writing

The Community School philosophy and implementation strategy

Current trends in community schools, public education, youth development, and family systems

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

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

District educational initiatives and programs

Response to Intervention Framework

Common Core Standards

Social emotional skills and standards

Definition, framework, and support of positive school culture

Preventative student behavior and attendance strategies

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

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

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:

Effectively assess, manage, and develop resources

Deliver high-quality, high-value services

Effectively implement Oakland Unified School District's after school programs

Adapt service offerings based on data and to site needs

Work with other District leaders to assure their services are consistent and aligned

Facilitate, communicate orally and in writing, and listen

Effectively assess, manage, and develop resources

Deliver high-quality services

Work with other District leaders to ensure their services are consistent and aligned

Communicate orally and in writing; facilitate communication between diverse stakeholders

Proficiently use MS Office, including Word, Excel, and Power Point to prepare documents, reports, and presentations

Gather, report and analyze complex data for planning, operational and evaluation purposes

Design, develop and deliver effective and compelling verbal, written and PowerPoint presentations to community, peers, staff, and Superintendent on abstract as well as concrete subject matter relating to introduction of new standards, methodologies, and paradigms in delivery of school services

Meet District standards of professional conduct as outlined in Board Policy

Recognize, research, access 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

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

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

Plan, coordinate and supervise the work of others

Manage competing priorities and time

WORKING CONDITIONS:

ENVIRONMENT:

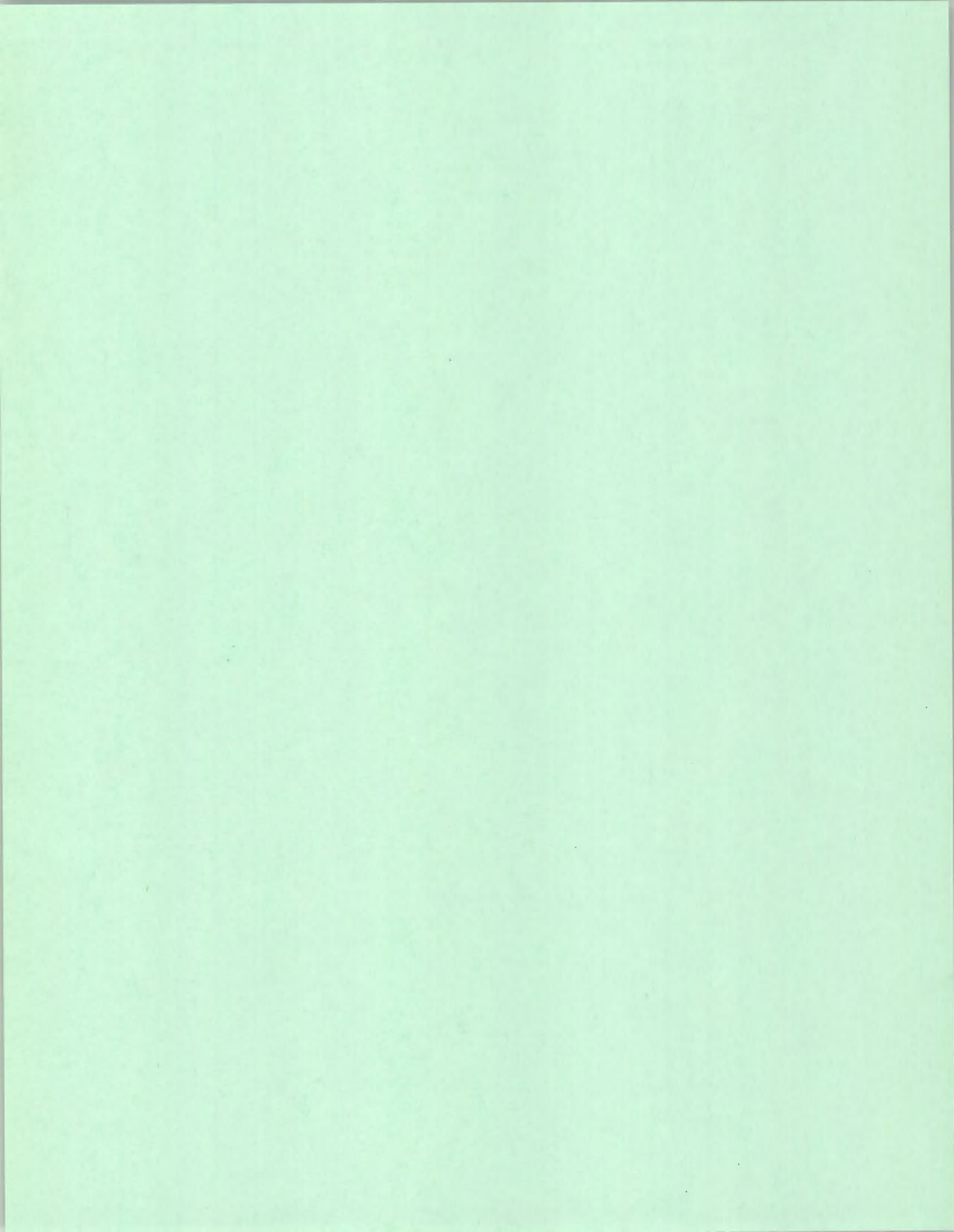
Indoor office setting; driving a vehicle to conduct work; fast-paced work, constant interruptions

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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	O.S.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Wellness	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools and Community Partnerships (FSCP)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 day / 7.5 hours
ISSUED:	Created: January 2008 Revised: June 2013	SALARY GRADE:	ADCL 15

BASIC FUNCTION: As part of the Health and Wellness Unit and in support of the development of a Full-Service Community District and the OUSD Strategic Plan, manage the implementation of the Wellness Policy and all aligning programs, partnerships and committees.

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:

Facilitate and manage all functions of the OUSD School Wellness Council, including meeting preparation, follow through, outreach and integration across disciplines and departments.

Perform long-term planning for revision, implementation, evaluation of the Wellness Policy; e.g., Nutrition, Physical activity and physical education, School Gardens, Access to Health services and education, School Climate and Physical Environment.

Pursue program priorities; e.g., reducing child obesity, increasing physical activity, improving environmental conditions of schools to support clean, healthy and safe schools, etc....

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

Collaborate with other OUSD departments, including Nutrition Services, Leadership, Curriculum and Instruction and Facilities to implement and evaluate the goals of the Wellness Policy and align programs.

Collaborate with community partners and health agencies, including Alameda County Public Health Department and the HOPE Collaborative to coordinate programs and policies that support the Wellness Policy.

Communicate with District leaders and staff regarding Wellness Policy and aligning programs and priorities.

Coordinate with site administrators, teachers and other staff to implement programs related to the Wellness Policy.

Communicate with and lead engagement opportunities for students, parents, community members and other interested parties in the School Wellness Council and Wellness program development and implementation.

Work with Wellness site coordinators or other school site leads to ensure effective implementation of the Wellness Policy priorities.

Oversee OUSD Site Wellness Champion program, including recruitment, program implementation, coordination of trainings, evaluation and fiscal oversight.

Serve as OUSD liaison to community-based organizations, funders, and others involved in the implementation of Wellness programs, including access to healthy food, nutrition education, physical education and physical activity, school gardens, indoor air quality, etc...

Manage data collection, evaluation and other research activities associated with school wellness.

Oversee wellness grant management and grant writing activities.

Publicize health and wellness accomplishments throughout the community.

Prepare and present the key goals, programs, plans and accomplishments to interested bodies including District leaders, staff, students, parents and other members of the community.

Responsible for fiscal oversight of all wellness grants.

Provide cross-training to staff.

Supervise staff as assigned.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Master's degree in social work, public health, public policy, school administration, organization development, business administration or other relevant field and three or more years of progressively responsible experience in implementing public health, nutrition, school health or social services programs.

Budget experience 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 representative

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:

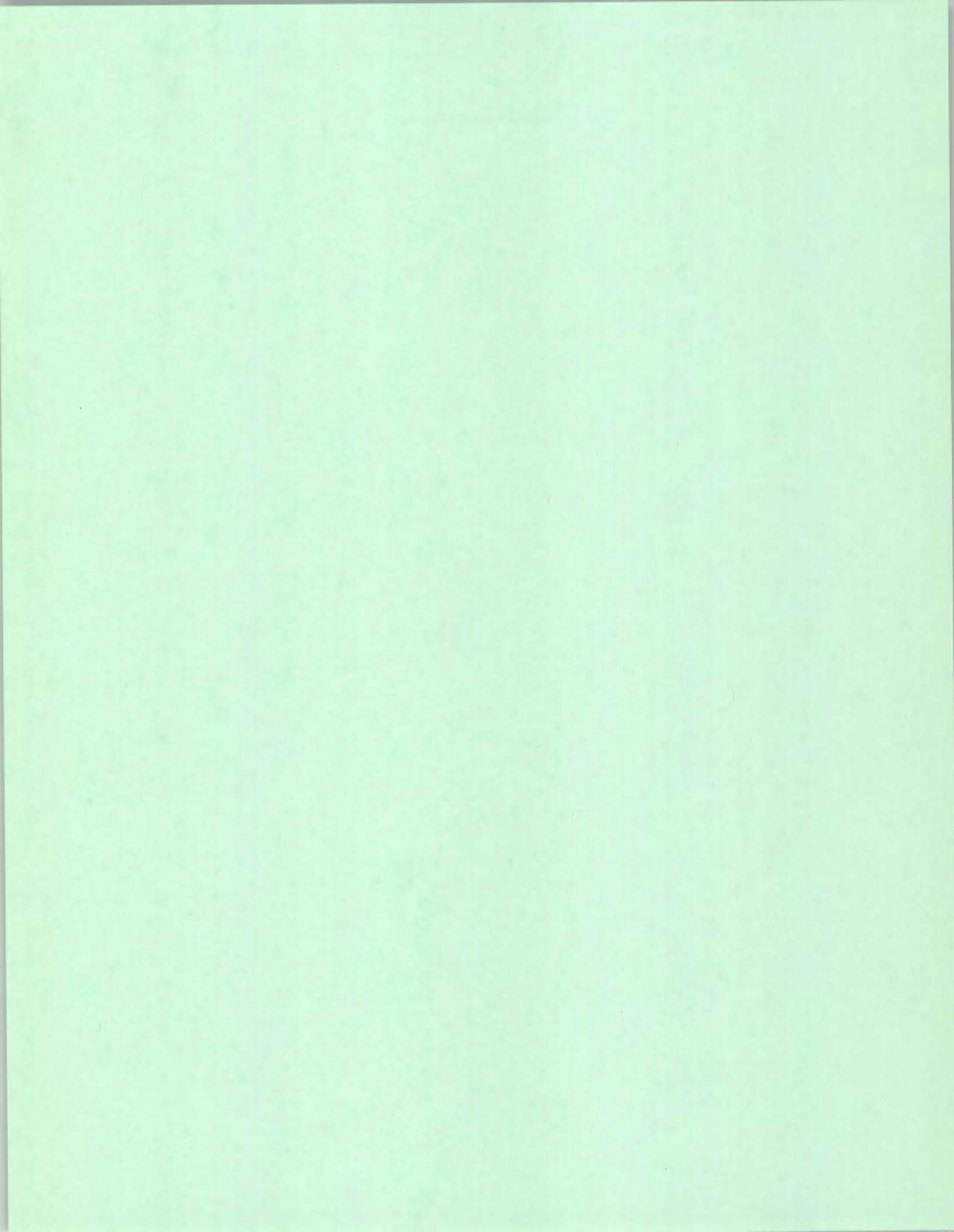
Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	o.j.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Foster Youth Program	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools, and Community Partnerships (FSCP)	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261Days/7.5 Hours
ISSUED:	Created: June 2007 Revised: June 2013	SALARY GRADE:	WTCL 53

BASIC FUNCTION: Under direction of assigned supervisor, and in conjunction provide specialized services and support activities in designated program areas; perform other duties as assigned. The Foster Youth and Delinquent Program Specialist acts as a liaison between the caregiver, parents, group homes, placing agencies courts, social workers, probation, SELPA, schools, the District, educational partners, community/business, and government agencies to ensure the educational needs of the students in the Foster Youth and Delinquent programs are being met. Promote and support the OUSD Strategic Plan to create equitable opportunities for learning and success that ensure all students are college and career ready. Play an integral role in achieving the mission and goals of a Full Service Community District by providing support to schools 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 are intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Identify, recruit, and enroll delinquent and foster children and youth into OUSD schools.

Advocate for students educational needs by coordinating links between schools, placement agencies, courts, social workers, SELPA and other educational agencies.

Provide education and training to others in the knowledge and skills necessary to effectively support delinquent and foster children and youth to achieve success academically, socially and behaviorally.

Provide delinquent and foster students and families with timely, accurate, accessible, and language specific information about key District activities and serve as an educational advocate to qualifying students.

Provide outreach to schools, group homes, foster homes, shelters, community organizations, and the courts on behalf of delinquent and foster children and youth.

Assist delinquent and foster youth with transitions into a public school setting; collaborate in the development of assessments, strategies, defining goals, preparing action plans, and accessing information and resources.

Facilitate the successful enrollment and re-entry of delinquent and foster youth in by serving as a liaison between students leaving the Juvenile Justice Center and receiving school sites.

Support emancipated and transitional age youth to access a continuum of educational and community-based services and supports to facilitate college and career readiness.

Regularly monitor attendance and discipline reports of delinquent and foster children and youth in OUSD and provide case management to increase academic engagement.

Communicate with administrators, staff, and outside organizations to broker services and activities, resolve issues and conflicts, and exchange information in support of delinquent and foster children and youth.

Deliver health education and parent education programs for delinquent and foster children and youth, and their caregivers.

Maintain database of delinquent and foster children and youth to document case plan including identified needs, services brokered, services rendered, and their associated impact and outcomes.

Develop and maintain caring relationships with students, parents, staff, and service providers to ensure open and ongoing communication and collaboration in support of students needs.

Work in partnership with the Student Assignment Center, Attendance and Discipline Support Services, and the Family Engagement unit to ensure access to an array of services for delinquent and foster children and youth and their families; work with Student Assignment Center and schools to ensure appropriate placement of students into schools by assisting schools and districts in assessing the educational needs of the individual students.

Assist foster youth to access transition services such as vocational training, emancipation services and training for independent living.

Collaborate with schools, District departments, and child welfare agencies to minimize changes in school placement.

Obtain and distribute school readiness supplies and materials for delinquent and foster children and youth.

Collaborate with school and District departments to ensure consistent school attendance by students; provide home visits, attend SSTs and IEPs, and provide coordination, consultation, and crisis intervention to support qualifying students to remain in the least restrictive educational placement.

Obtain transcripts, perform transcript analysis, conduct assessments, and develop support plans that address the individual needs of qualifying students; facilitate the transfer of the education and health records for foster youth.

Provide, recruit, and broker tutoring, counseling and mentoring services, after school and summer enrichment programs, and other supplemental supports including CAHSEE preparation classes for delinquent and foster children and youth; provide or refer student to direct intervention and prevention services.

Work as an advocate for delinquent and foster youth by serving as program liaison to local, regional, and state agencies as assigned to ensure compliance with of current policies, laws, and entitlements governing the educational rights of delinquent and foster children and youth.

Facilitate training for Court Appointed Special Advocates (CASAs) on legislation relating to the education of students in foster care, special education law, discipline, suspension and expulsion regulations and laws as necessary.

Coordinate and participate in the evaluation of program success; provide feedback on methods to enhance program effectiveness; develop survey tools, analyze results and make recommendations for improvements.

Maintain current knowledge of state and federal regulations and legal requirements related to foster youth services and delinquent youth services; provide leadership in the application and interpretation of laws and regulations regarding funding, policy development and program compliance.

Formulate and monitor budgets for foster youth service and delinquent youth programs, manage grants and projects; research and develop grant proposals.

Prepare written and oral reports; maintain student program records and documentation; provide periodic reports to the District, schools, and partners.

Attend Family, Schools and Community Partnerships department meetings; represent FSCP at District and community meetings in service of delinquent and foster children and youth.

Participate in professional development opportunities related to foster and delinquent youth education as well as refugee, migrant and homeless youth.

Collaborate with Homeless, Migrant and Refugee/Asylee program team members to perform community outreach and for information sharing to advance the needs of the department.

Provide cross-training to team members and other staff.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university in Psychology, Child Development, Human Services or Education and 3 years of relevant experience working with students in foster, residential or group homes, and working with delinquent students.

Master's degree in related field preferred

Experience working in an urban school district environment preferred

Experience developing and facilitating community partnerships preferred

Proficient in California education codes, Welfare and Institutions codes, and other laws and protections governing the education rights of foster children and youth and their families

Combination of skills, education, experience and ability to fulfill all representative duties associated with this position

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:

Current issues pertaining to foster youth in relation to the juvenile justice system, education and private group home operators

Local health and education services

Related community agency organization, resources and services

Budgetary principles and practices

Highly difficult, technical educational, cultural, social, and recreational programs

Advanced training 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

Principles of evaluation and supervision

Collection and organization of information including electronic data

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

Computer software, hardware, and related technology

Training programs and techniques

Facilitation practices and skills

ABILITY TO:

Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing work scope

Ensure the development and implementation of communication with appropriate agencies to develop effective foster youth services and homeless education services

Identify, contact, develop and coordinate community and educational resources

Prepare clear, concise and comprehensive reports, recommendations and assessments

Make effective oral presentations to individuals and groups

Establish and maintain effective working relationships with, school district staff and agency personnel, and others contacted in the course of work

Perform a variety of highly difficult, technical duties involving specialized knowledge and independent judgment

Prioritize responsibilities to provide timely support to schools in using a broad range of tools and activities

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

Understand and follow oral and written directions

Work independently

Work with computer software, hardware, and related technology

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

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

Identify and resolve school site and other issues in a timely manner

Train employees and others

Prepare presentations and use expert facilitation skills

**WORKING CONDITIONS
ENVIRONMENT:**

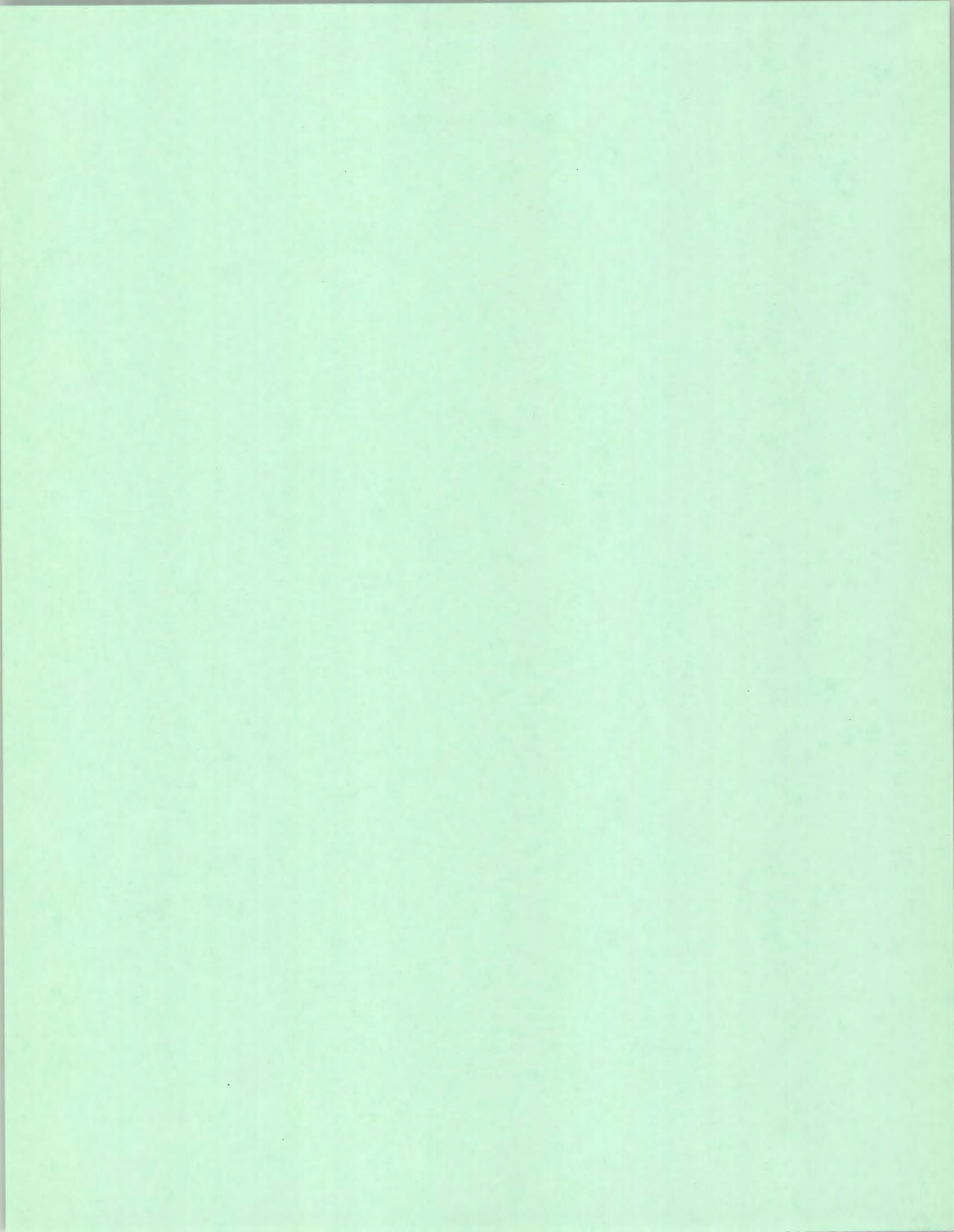
Office environment, diverse neighborhood and school settings, driving a vehicle to conduct work; flexible schedules; constant interruptions

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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	o.s.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Homeless Youth Program	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools, and Community Partnerships	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261Days/7.5 Hours
ISSUED:	Created: June 2007 Revised: June 2013	SALARY GRADE:	WTCL 53

BASIC FUNCTION: The primary duty of the position is to ensure that the educational rights of preschool-aged and school-aged children in homeless situations are protected in accordance the McKinney-Vento Homeless Assistance Act. The position works to improve coordination between schools and the school district, shelters, and community service and housing and governmental agencies in order to best meet the needs of homeless students and families. Organize and deliver a continuum of outreach, academic enrichment, advocacy, and enrollment supports for targeting delinquent and foster children and youth. Promote and support the OUSD Strategic Plan to create equitable opportunities for learning and success that ensure all students are college and career ready. Play an integral role in achieving the mission and goals of a Full Service Community District by providing support to schools 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 are intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Serve as the District's expert on homeless education issues, practices and federal legislation; interpret laws relating to homeless students; and ensure the delivery of mandated services.

Identify homeless youth, help educators and school personnel identify homeless youth; collaborate with school staff to develop interventions for students identified as homeless and develops individualized service plans.

Manage and facilitate academic tutoring services/contracts for all eligible homeless students.

Assist families as they enroll their child or exit their child from school; ensure that students and families receive educational and other services for which they are eligible, i.e., school meal programs, after school programs, vocational and technical education, programs for gifted and talented students, English Language Learners, Alaska Native Education, and special education programs; monitor attendance and discipline reports of homeless students in OUSD and link to services to increase school attendance.

Collaborate with District personnel to establish a plan that will assist each identified homeless student meet the current state academic standards.

Inform school personnel, parents and guardians of all of the services and programs provided for homeless children.

Plan and conduct homeless education training to meet the special needs of the District staff.

Assist and broker referrals for homeless children and families to provide transportation, school supplies, emergency clothing, public housing, referrals to medical, dental, mental health or other services they may need through coordination with the District, social service and community organizations.

Provide families with information related to the needs of their child and act as a resource to parents/guardians by providing access to available services and eligibility for transportation assistance for homeless students and families.

Act as a resource to school-based administrators, guidance counselors, teachers, and health services personnel regarding homeless students, interpretation of homeless/school attendance policies and laws, and record-keeping requirements.

Serve as a liaison between the FSCP department and school sites in service of homeless students and families.

Work in partnership with the Student Assignment Center, Attendance and Discipline Support Services, and the Family Engagement unit to ensure access to community school partnerships for homeless students and parents

Provide homeless students and families with timely, accurate, accessible, and language specific information about key District activities and serve as an educational advocate to qualifying students.

Collaborate with youth serving organizations; assist shelter staff in informing parents and unaccompanied minors of their rights as homeless students.

Work to sensitize school staff to the causes of homelessness and the effects of homelessness on the development of children and the unique needs of homeless children, provide emotional support and encouragement to students and families, as needed.

Act as a mediator, and work collaboratively and expeditiously to resolve complaints/disputes associated with enrollment and homeless youth services; provide documentation to the State Department of Education; maintain paperwork.

Attend a variety of meetings, conferences, seminars, and workshops to increase awareness of homeless education resources, programs, activities, and materials; stay current with laws, regulations, and policies which impact homeless students and share that information with District administration.

Present at conferences at the city, county, state, and national levels to do trainings on homeless education as requested.

Provide support for parent involvement in education; provide linkages between the homeless students and families and District resources for enrichment and/or academic support.

Gather data on homeless students; maintain necessary records on students served including grade level, school, how referred and specific services provided, ensuring confidentiality of students and families.

Develop brochures and posters for public information; assist with development of annual goals and objectives as well as with the District's final report; liaise with other District liaisons, as possible, and with the state Homeless Coordinator.

Prepare the Title X McKinney-Vento grant documentation and assist in writing the Title I grant application.

Provide written program reports and prepare accurate documentation for program audits.

Obtain and distribute school readiness supplies and materials to homeless students and families

Collaborate with Foster, Migrant and Refugee/Asylee team members to perform community outreach and for information sharing to advance the needs of the department.

Participate in professional development opportunities related to homeless youth education as well as refugee, migrant and foster youth.

Provide cross-training to team members and other staff.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A bachelor's degree from an accredited college or university in Psychology, Social Work, Behavior Science, Human Services or related field and 3 years of relevant experience in human services setting.

Master's degree in related field preferred

Experience working in an urban school district environment and with an ethnically and culturally diverse population preferred

Experience in working with homeless youth and families

Experience developing and facilitating community partnerships preferred

Proficient in California education codes, Welfare and Institutions codes, and other laws and protections governing the education rights of homeless children and youth and their families.

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:

Federal legislation and requirements in regard to homeless education principles and practices

Federal, state and local governmental and non-governmental agencies and affordable housing issues

Principles, policies, and procedures related to student support programs and services

Preparing and maintaining accurate records

Collection and organization of information including electronic data

Proper confidentiality and ethics

Graduation and college entrance requirements

Child abuse reporting laws

Registration procedures

Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of District students

Government and community resources and services

English usage including excellent grammar, structure, spelling, pronunciation, vocabulary and comprehension

Training programs and techniques

Facilitation practices and skills

Computer software, hardware, and related technology

ABILITY TO:

Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing work scope

Provide student support services to students

Communicate effectively with students, parents/guardians and appropriate District staff regarding student progress

Perform a variety of administrative functions related to homelessness

Identify student needs related to appropriate services

Prepare and maintain a variety of documents related to homeless student needs

Maintain current knowledge of program rules, regulations, requirements and restrictions

Establish and maintain cooperative and effective working relationships with others

Read, interpret, apply and explain rules, regulations, policies and procedures

Develop, implement and coordinate projects

Relate to and be sensitive towards students and families including persons from diverse backgrounds

Recognize and remain sensitive to the individual needs and differences of students

Work confidentially with discretion

Work with a high degree of accuracy and attention to detail

Keep accurate records

Communicate effectively orally and in writing

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

Understand and follow oral and written directions; work independently

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

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

Train employees and others

Prepare presentations and use expert facilitation skills

Work with computer software, hardware, and related technology

Operate basic office equipment

**WORKING CONDITIONS
ENVIRONMENT:**

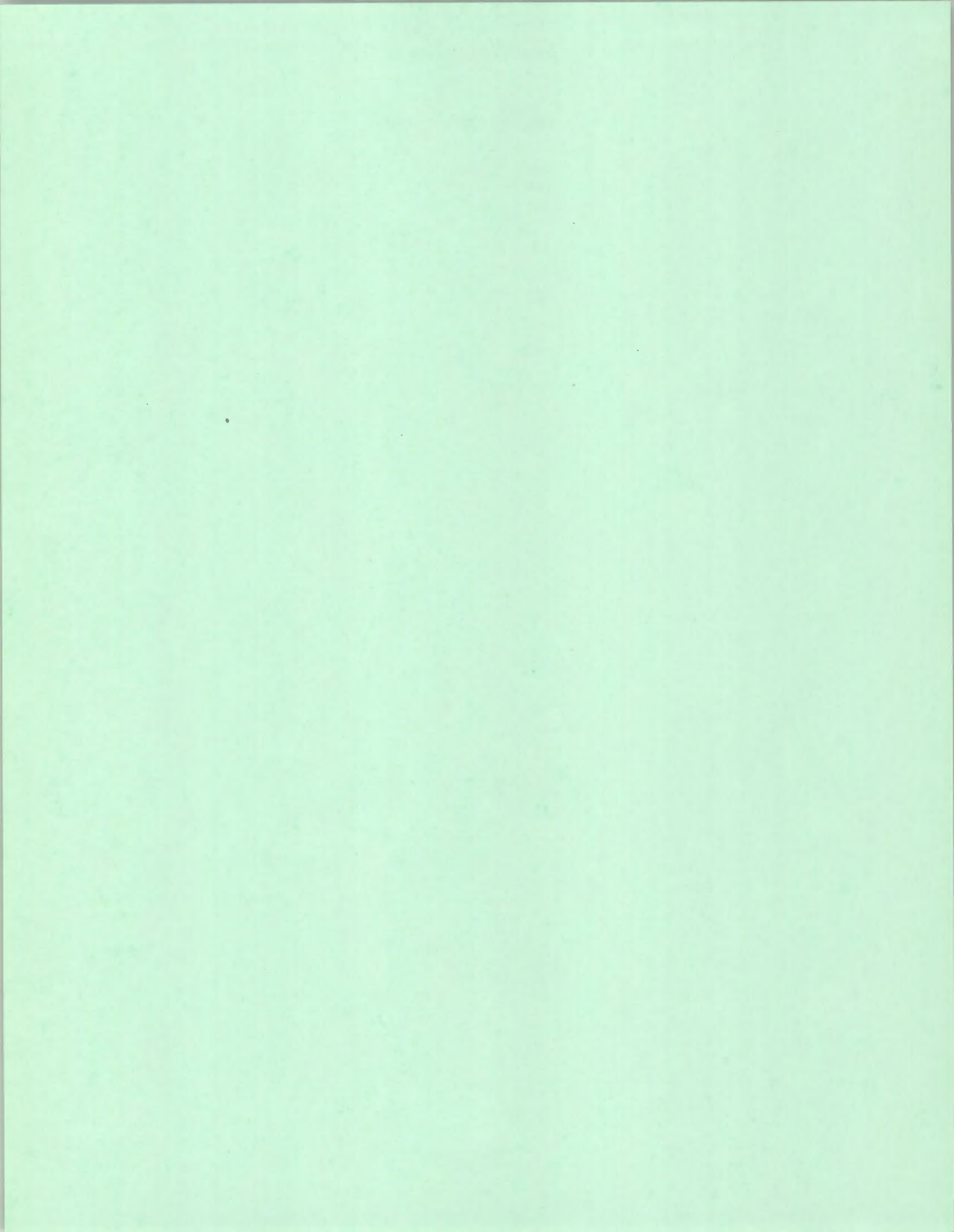
Office environment, diverse neighborhood and school settings, driving a vehicle to conduct work; flexible schedules; constant interruptions

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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1074
Enactment Date:	6/12/13
By:	02



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Refugee and Asylee Program	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools, and Community Partnerships	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261Days/7.5 Hours
ISSUED:	Created: June 2007 Revised: June 2013	SALARY GRADE:	WTCL 53

BASIC FUNCTION: Promote and support the OUSD Strategic Plan to create equitable opportunities for learning and success that ensure all students are college and career ready. Play an integral role in achieving the mission and goals of a Full Service Community District by providing support to schools and families. Leverage and provide a continuum of educational, enrichment, advocacy, and enrollment supports for refugee and asylee children and their families, in partnership with local refugee support agencies and OUSD 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 are intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Implement, and manage the District's Refugee & Asylee Student Support Program, designing new programmatic aspects as needed; provide direct support to refugee & asylee students, their families, and their school sites each year to ensure access to a continuum of educational, enrichment, advocacy and cultural orientation services and support that facilitate school integration, college and career readiness, and access to timely, accurate, accessible, and language specific information about Oakland schools, as well as key District activities and serve as an educational advocate to qualifying students.

Determine and set goals for the program in compliance with grant mandates District goals, and changing student and school site needs, in conjunction with key community partners; partner with school sites, District departments and refugee service agencies to ensure access to a wide array of academic and enrichment supports.

Provide students and families with school orientation and support with student placement and choice, workshops for families on OUSD/U.S. school norms, access to key community- and school-based support services (such as after school programs, summer programs, and enrichment programs), needs assessments and student support plans, and access to translation services.

Identify and recruit refugee students and facilitate outreach to each newly resettled refugee community; enroll and provide direct support to students and their families during the process and thereafter.

Provide information, professional development and (in the case of high-concentration schools) assist with grants for OUSD schools with new and ongoing influxes of refugee students. Support schools with family-school communication and engagement.

Establish, strengthen and maintain channels of communication and positive relationships with all stakeholders -- administrators, staff, Dept. of Social Services, families, students, and community-based organizations to coordinate and expand effective programming, resolve issues and conflicts, and exchange information in support of refugee and asylee students and their families.

Establish systems to manage and maintain quality partnerships including regular meetings, planning sessions, collaborative problem solving and agreements to ensure open and ongoing communication and collaboration in support of students needs.

Serve as District liaison for Refugee & Asylee Student Assistance Program within the District, schools and community partners, city and county partners, the Department of Social Services (DSS), and with the US Office of Refugee Resettlement (Federal).

Provide health and parents education programs.

Support students through teacher/staff trainings and technical assistance, capacity building within community-based organizations (CBOs), and the development and circulation of print resources to ensure cultural and linguistic appropriateness of services, activities and communication efforts.

Create and manage the development/updating of written and on-line resources; ensure information is translated into appropriate languages.

Collaborate with IT to maintain a database of refugee and asylee students to document refugee status, identify needs, services brokered and received, and track the impact on school attendance and achievement.

Oversee program personnel to ensure smooth and proper functioning of the refugee and asylee program; report personnel issues to immediate supervisor.

Collaborate with District partners to design District-wide newcomer summer programming for Refugee and Newcomer English Language Learners and refer additional students to home school programs, CBOs, and city programs.

Serve as the educational advocate for refugee and asylee students—regularly communicating with students, families, and school sites on SSTs, IEPs, 504 hearings, and other multi-disciplinary/intervention teams (CBOs) targeting school success.

Recruit, and hire various summer school staff (OUSD k-12 and OACE teachers) and community partners to deliver summer enrichment and school-year enrichment/academic programs for refugee and asylee students; interface with Human Resources, Summer School Office, college and career, and school sites.

Provide, recruit, and broker tutoring and mentoring services, after school and summer enrichment programs, and other supplemental supports including CAHSEE preparation classes for refugee and asylee children and youth and their families.

Write all Refugee School Impact Grant (RSIG) grant reports and applications – including competitive, midyear reports and final reports; ensure funds are spent in a compliant manner; leverage and monitor available resources and funding to support the refugee and asylee programs.

Compile and submit contracts, and oversee progress and activities of contractors.

Prepare Audit Documentation for DSS Audits and serve as the main contact during audit/monitoring and review visits and manage all follow-up items after the monitoring visit.

Stay abreast of current policies associated with the Refugee Program and current refugee resettlement trends to ensure District compliance with laws and procedures and make recommendations/advocate for changes that will result in more effective and efficient operations and services in the District.

Participate in professional development opportunities related to refugee students/refugee education as well as foster, migrant and homeless youth.

Obtain and distribute school readiness supplies and materials, transportation assistance, and translation services for refugee and asylee children and youth and their families.

Serve as program liaison to local, regional, and state agencies as assigned to ensure compliance with current policies, laws, and entitlements governing the educational rights of refugee and newcomer children and youth.

Collect and provide documentation on refugee and asylee program activities to demonstrate compliance with funding goals and objectives.

Collaborate with Homeless, Migrant and Foster program team members to perform community outreach and for information sharing to advance the needs of the department.

Attend FSCP department meetings; represent FSCP at District and community meetings in service of refugee and asylee children and youth; attend and present at state and national conferences.

Provide cross-training to team members and other staff.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university in Psychology, Social Work, Behavioral Science, Human Services or related field and 3 years relevant experience providing services to refugee/asylee/newcomer children, youth and families required.

Master's degree in related field preferred

Experience developing and facilitating community partnerships required

Experience working in a large urban school district environment preferred

Combination of education, skills, experience, and ability to perform all representative duties associated with this position

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:

Local, regional, and state immigration laws and systems of care for refugee and asylee children, youth, and families

The needs and challenges facing newcomer children and families who are entering and navigating the American school system for the first time

Ensure the development and implementation of communication with appropriate agencies to develop effective foster youth services and homeless education services

Identify, contact, develop and coordinate community and educational resources

Prepare clear, concise and comprehensive reports, recommendations and assessments

Make effective oral presentations to individuals and groups

Establish and maintain effective working relationships with, school district staff and agency personnel, and others contacted in the course of work

Local health and education services

Related community agency organization, resources and services

Budgetary principles and practices

Highly difficult, technical educational, cultural, social, and recreational programs

Advanced training 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

Collection and organization of information including electronic data

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

Computer software, hardware, and related technology

Training programs and techniques

Facilitation practices and skills

ABILITY TO:

Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing work scope

Provide student support services to students

Communicate effectively with students, parents/guardians and appropriate District staff regarding student progress

Recognize and remain sensitive to the individual needs and differences of students

Perform a variety of administrative functions related to homelessness

Identify student needs related to appropriate services

Prepare and maintain a variety of documents related to homeless student needs

Maintain current knowledge of program rules, regulations, requirements and restrictions

Establish and maintain cooperative and effective working relationships with others

Read, interpret, apply and explain rules, regulations, policies and procedures

Develop, implement and coordinate projects

Relate to and be sensitive towards students and families including persons from diverse backgrounds

Work confidentially with discretion

Work with a high degree of accuracy and attention to detail

Keep accurate records

Communicate effectively orally and in writing

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

Understand and follow oral and written directions; work independently

Meet schedules and timelines

Maintain records; analyze situations accurately and take appropriate action

Work cooperatively with others

Complete work accurately and as directed with many interruptions

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

Train employees and others

Prepare presentations and use expert facilitation skills

Work with computer software, hardware, and related technology

Operate basic office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment, diverse neighborhood and school settings, driving a vehicle to conduct work; flexible schedules; constant interruptions

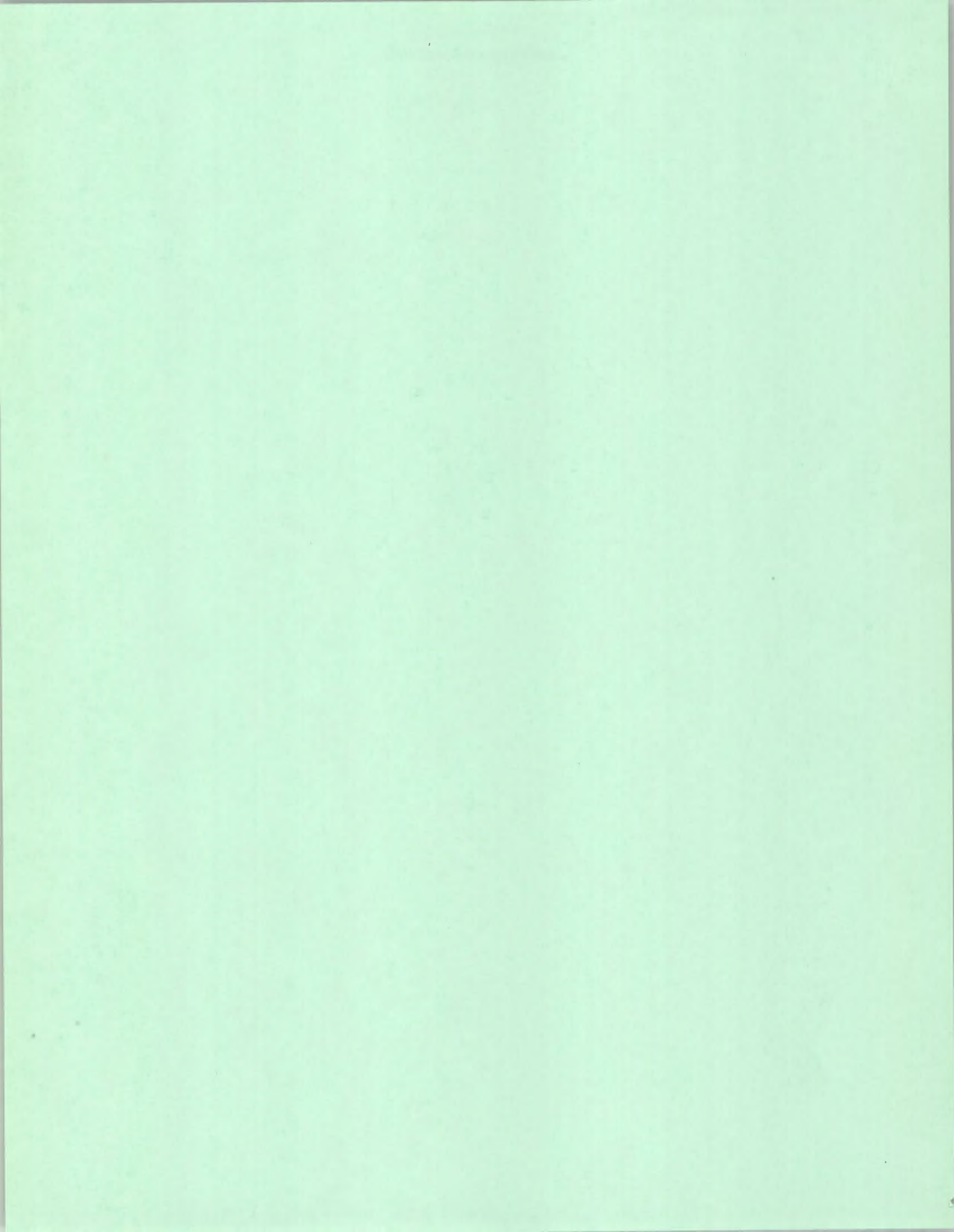
PHYSICAL REQUIREMENTS:

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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	[Signature]



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Health Assistant	REPORTS TO:	Health Services Supervisor
DEPARTMENT:	Family, School and Community Partnerships (FSCP)	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	10 months/181 days/6.0 hours 12 months/261 days/6.0 hours
ISSUED:	Created: June 2006 Revised: June 2013	SALARY GRADE:	K12I6

BASIC FUNCTION: Under the direct supervision of assigned Health Services supervisor, work with school nurses to administer basic first aid and/or screen well students, and/or screen ill or injured students in accordance with State laws and District regulations to promote health and well-being, academic achievement and holistic development for the District's students and school personnel.

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

Review basic health status of students enrolling in OUSD.

Share community health resources with families.

Communicate with health providers regarding student's health status.

Notify assigned Health Services supervisor and school nurses regarding students with medical concerns.

Document students health information in OUSD's electronic database systems and student's cumulative folders, as required.

Perform basic first aid procedures and screen ill or injured children according to established procedures; use a variety of health products and supplies in caring for injuries and health needs.

Administer first aid in emergency situations and notify nurse, administrator, parents or paramedics as necessary.

Schedule students for and assist with vision, hearing, scoliosis and dental screenings; schedule follow-up appointments if further testing is required.

Prepare, maintain and type a variety of health-related records, statistics and files including student health records, emergency medical records, accident reports and health and disability reports; prepare correspondence, forms, notices and referrals.

Maintain the health office in a clean, orderly and safe condition; assist in maintaining inventory and order first aid supplies as necessary; provide first aid supplies and health educational materials to classrooms.

Attend meetings and assist other school personnel as required; participate in school's accident prevention program.

Attend all required trainings.

Submit monthly and quarterly reports as required.

Operate standard office and medical equipment as required.

Drive a vehicle to conduct home visits as assigned.

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 and one year of clerical or office experience.

LICENSES AND OTHER REQUIREMENTS:

Valid First Aid and CPR Certification issued by an authorized agency.

Valid California driver's license.

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Basic First Aid and age-appropriate CPR techniques

Health and safety regulations

California Immunization and school health requirements

Record-keeping techniques

Correct English usage, grammar, spelling, punctuation and vocabulary

Standard office equipment

Computer software, hardware, and related technology

ABILITY TO:

Administer first aid to ill or injured students

Establish and maintain files, records, reports and referrals

Learn and apply appropriate care and procedures related to ill or injured students

Work cooperatively with others

Understand and follow oral and written directions

Meet schedules and time lines

Plan and organize work

Work confidentially with discretion

Communicate effectively both orally and in writing

Read, explain and follow rules, regulations, policies and procedures

Perform clerical duties such as filing, duplications, typing and maintaining records

Operate standard office equipment as required

Complete work with many interruptions

Work with computer software, hardware, and related technology

WORKING CONDITIONS:

ENVIRONMENT:

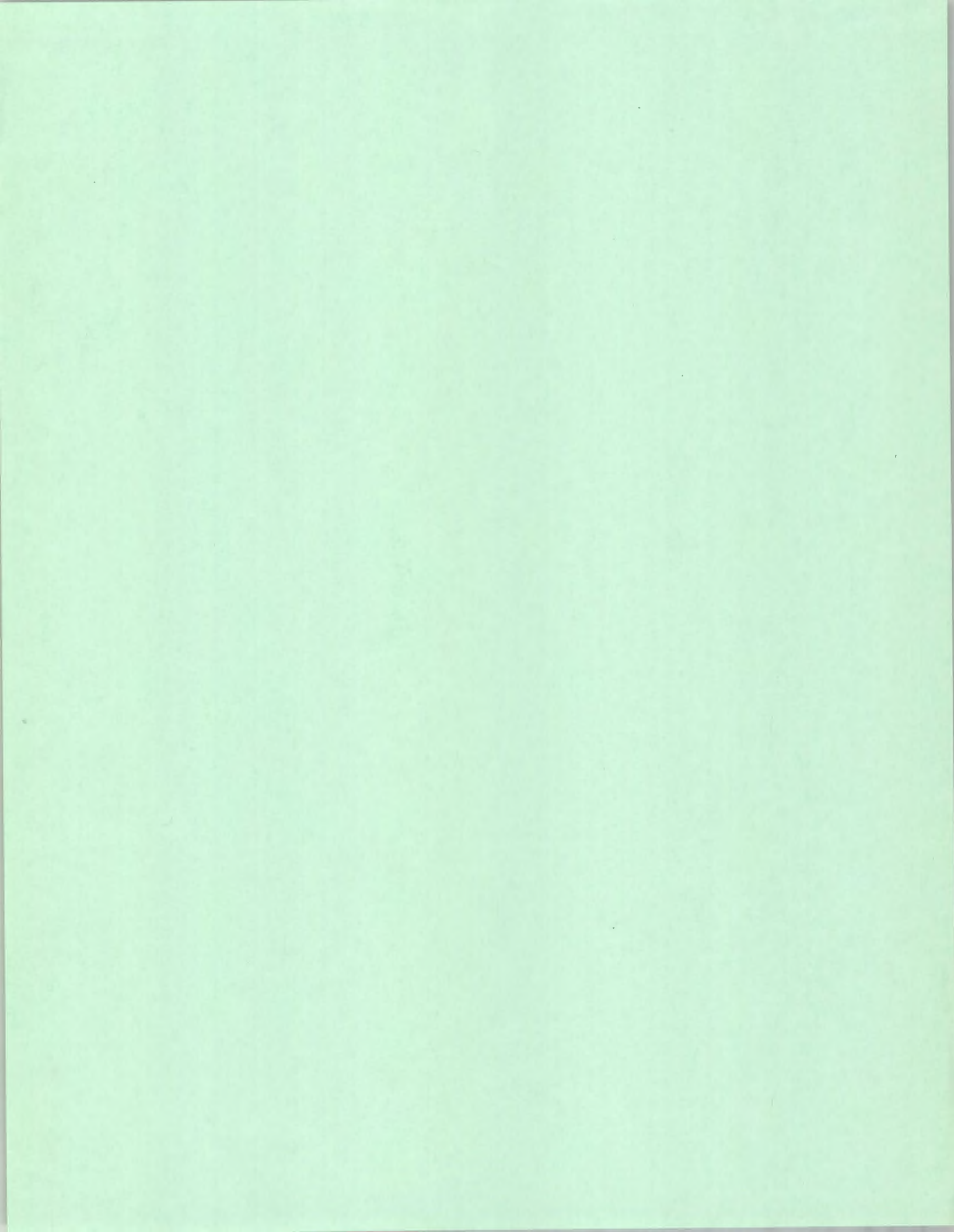
Health office environment; constant interruptions; driving a vehicle to conduct work

PHYSICAL DEMANDS:

Sitting or standing for extended periods of time; reaching overhead and horizontally to retrieve and store supplies; bending at the waist, kneeling or crouching; hearing and speaking to exchange information; seeing to observe students symptoms and injuries; lifting moderately heavy 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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	131079
Enactment Date:	6/12/13
By:	GA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Health Assistant Bilingual**	REPORTS TO:	Health Services Supervisor
DEPARTMENT:	Family, School and Community Partnerships (FSCP)	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	10 months/181 days/6.0 hours 12 months/261 days/6.0 hours
ISSUED:	Created: June 2006 Revised: June 2013	SALARY GRADE:	K12I6 and bilingual stipend

****If this position is for a school site, the site's target population must comprise 15% or more of the total school population.**

BASIC FUNCTION: Under the direct supervision of assigned Health Services supervisor, work with school nurses to administer basic first aid and/or screen well students, and/or screen ill or injured students in accordance with State laws and District regulations to promote health and well-being, academic achievement and holistic development for the District's students and school personnel.

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

Review basic health status of students enrolling in OUSD.

Share community health resources with families.

Communicate with health providers regarding student's health status.

Notify assigned Health Services supervisor and school nurses regarding students with medical concerns.

Document students health information in OUSD's electronic database systems and student's cumulative folders, as required.

Perform basic first aid procedures and screen ill or injured children according to established procedures; use a variety of health products and supplies in caring for injuries and health needs.

Administer first aid in emergency situations and notify nurse, administrator, parents or paramedics as necessary.

Schedule students for and assist with vision, hearing, scoliosis and dental screenings; schedule follow-up appointments if further testing is required.

Prepare, maintain and type a variety of health-related records, statistics and files including student health records, emergency medical records, accident reports and health and disability reports; prepare correspondence, forms, notices and referrals.

Maintain the health office in a clean, orderly and safe condition; assist in maintaining inventory and order first aid supplies as necessary; provide first aid supplies and health educational materials to classrooms.

Attend meetings and assist other school personnel as required; participate in school's accident prevention program.

Attend all required trainings.

Participate in professional development opportunities.

Submit monthly and quarterly reports as required.

Operate standard office and medical equipment as required.

Drive a vehicle to conduct home visits as assigned.

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 and one year of clerical or office experience.

LICENSES AND OTHER REQUIREMENTS:

Valid First Aid and CPR Certification issued by an authorized agency.

Pass District's bilingual test in designated language.

Valid California driver's license.

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Basic First Aid and age-appropriate CPR techniques

Health and safety regulations

California Immunization and school health requirements

Record-keeping techniques

Correct English usage, grammar, spelling, punctuation and vocabulary

Standard office equipment

Computer software, hardware, and related technology

ABILITY TO:

Administer first aid to ill or injured students

Establish and maintain files, records, reports and referrals

Learn and apply appropriate care and procedures related to ill or injured students

Work cooperatively with others

Understand and follow oral and written directions

Meet schedules and time lines

Plan and organize work

Work confidentially with discretion

Communicate effectively both orally and in writing

Read, explain and follow rules, regulations, policies and procedures

Perform clerical duties such as filing, duplications, typing and maintaining records

Operate standard office equipment as required

Complete work with many interruptions

Work with computer software, hardware, and related technology

WORKING CONDITIONS:

ENVIRONMENT:

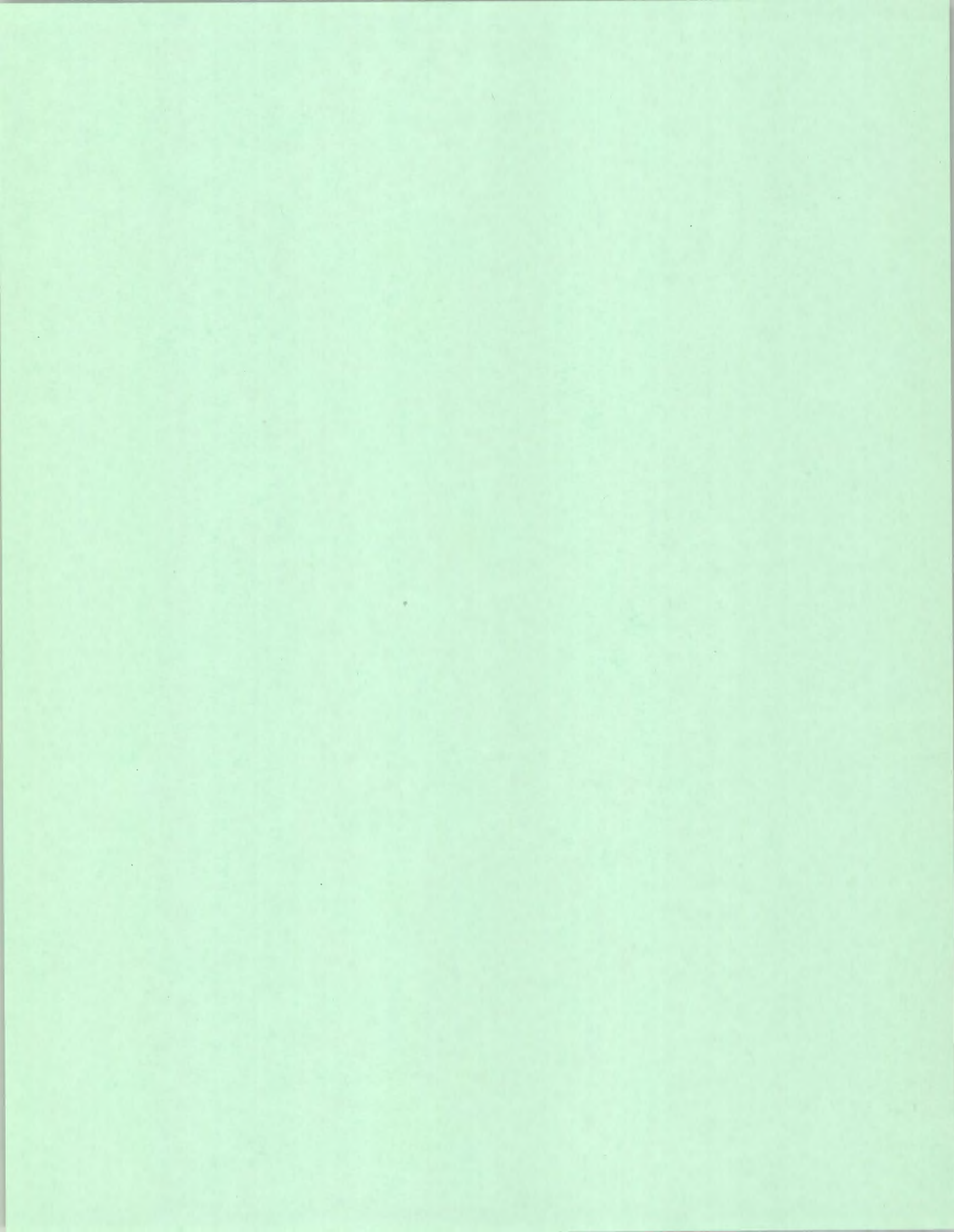
Health office environment; constant interruptions; driving a vehicle to conduct work

PHYSICAL DEMANDS:

Sitting or standing for extended periods of time; reaching overhead and horizontally to retrieve and store supplies; bending at the waist, kneeling or crouching; hearing and speaking to exchange information; seeing to observe students symptoms and injuries; lifting moderately heavy 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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	O.S.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, 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: June 2013	SALARY GRADE:	ADCL 16

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.

Provide updates to District Leadership, School Board and Legal Department as needed.

Coordinate professional development for District staff related to juvenile justice center policies and procedures for the purpose of ensuring that staff is up-to-date on current local, state and federal legislation and policy interpretation.

Coordinate both internal and cross-agency meetings in the effort to build coherence around student transition policies and practices and to measure impact of strategies to support youth transitioning from the JJC.

Develop, coordinate, host and promote trainings and collaborative sessions to share best practices and disseminate knowledge focused on supporting youth transitioning from the JJC.

Attend department meetings; represent FSCP at District/community meetings.

Consult with, support and develop District staff.

Coordinate with other unit leader to cross-train staff members within the department.

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

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

Academic requirements for graduation and alternative graduation pathways

Correct English usage, grammar, spelling, and punctuation

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking 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

Successfully interact with principals, teachers, staff, parents, students, partner agencies and other community members

Display sensitivity to diverse cultural and ethnic groups

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:**

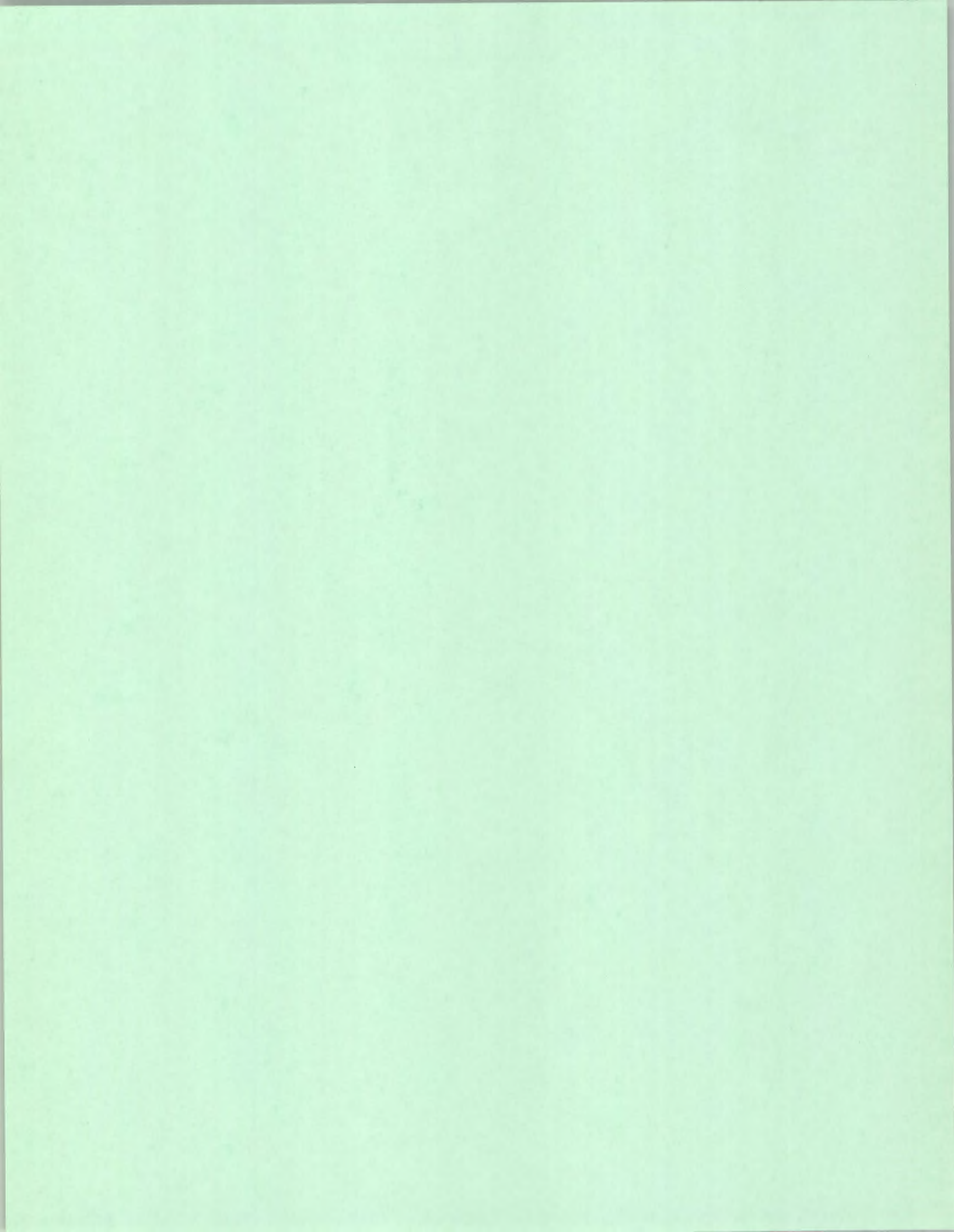
Juvenile incarceration facility office environment; driving a vehicle to conduct work; fast-paced work, constant interruptions; regular interaction with the public in stressful circumstances; interaction with law enforcement personnel and various agencies

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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	OK



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Central Office Accounting	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Financial Services	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised: January 2009 Revised: June 2013	SALARY GRADE:	ADCL 18

BASIC FUNCTION: Provide support to the Controller on strategic, District-wide analyses and financial reporting to local, state, and federal governments.

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

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

Assist Controller to establish and implement District accounting policies and procedures as well as financial policy revisions.

Direct, review, and facilitate financial and school audits, including the preparation of the Financial Report.

Assist Controller to establish and implement processes to streamline department functions.

Closely monitors departmental and district-wide accounting and financial reporting practices to ensure compliance with standards, appropriate internal controls, as well as Generally Accepted Accounting Practices (GAAP), Governmental Accounting Standard Board (GASB), federal and state rules, regulations, policies and procedures.

Directs and administers the activities of the Financial Accounting Department, including District-wide accounting for revenues, expenditures and balance sheet accounts; preparation of financial reports, revenues and expenditure forecasting, cash-flow management, maintenance of official accounting records and transactions, and related financial functions.

Performs difficult and responsible accounting duties such as coordination of year end closing, reviewing and authorizing journal entries and bank reconciliations, making necessary adjustments to expenditures and encumbrances as needed, preparing or reviewing important financial statements or claims.

Create and implement departmental and inter-departmental procedures to ensure proper recording, documentation, review and approval of financial transactions.

Direct and coordinate the compilations and analysis of data for the District's mandated periodic reports.

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 accounting and financial services activities.

Represent the Controller when absent at meetings and committees to be the voice of Accounting.

Provide technical expertise, information and assistance to the Controller, Executive Officers, and other senior managers, and Accounting Managers to guarantee smooth operation of the department.

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.

Establish and maintain liaison with federal and state agencies on the interpretation of fiscal legislations, filing of reimbursement claims, required records, documentations, reports and the receipt of income from those sources.

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

Plan, host trainings and collaborative sessions to share best practices and disseminate knowledge.

Serve on departmental leadership team to plan and monitor supports for accounting staff; represent the Accounting at District meetings when necessary.

Participate in the Financial Services Budget and Accountant Resource Team.

Focus on customer service and provide results-oriented value to all stakeholder groups.

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 Bachelor's degree with emphasis in accounting, economics or finance and four years of accounting experience, which include three years experience managing personnel.

California school district accounting experience preferred.

LICENSES AND OTHER REQUIREMENTS:

Certified Public Accountant certificate preferred

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Federal, state, and District compliance policies and regulations, including auditing standards

Generally accepted accounting principles and auditing standards (GAAP)

Computer software, hardware, and related technology

Strategies and techniques for customer service

KNOWLEDGE AND ABILITIES

ABILITY TO:

Cross-train department personnel

Meet all deadlines despite constant demands and interruptions

Work with paperless financial services systems and prepare financial statements

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

Perform advanced financial analyses and prepare complex financial studies

Use and leverage computer-based accounting applications

Build highly-functioning relationships throughout the District

Effectively communicate in English, orally and in writing

Operate personal computer and related software

WORKING CONDITIONS - ENVIRONMENT:

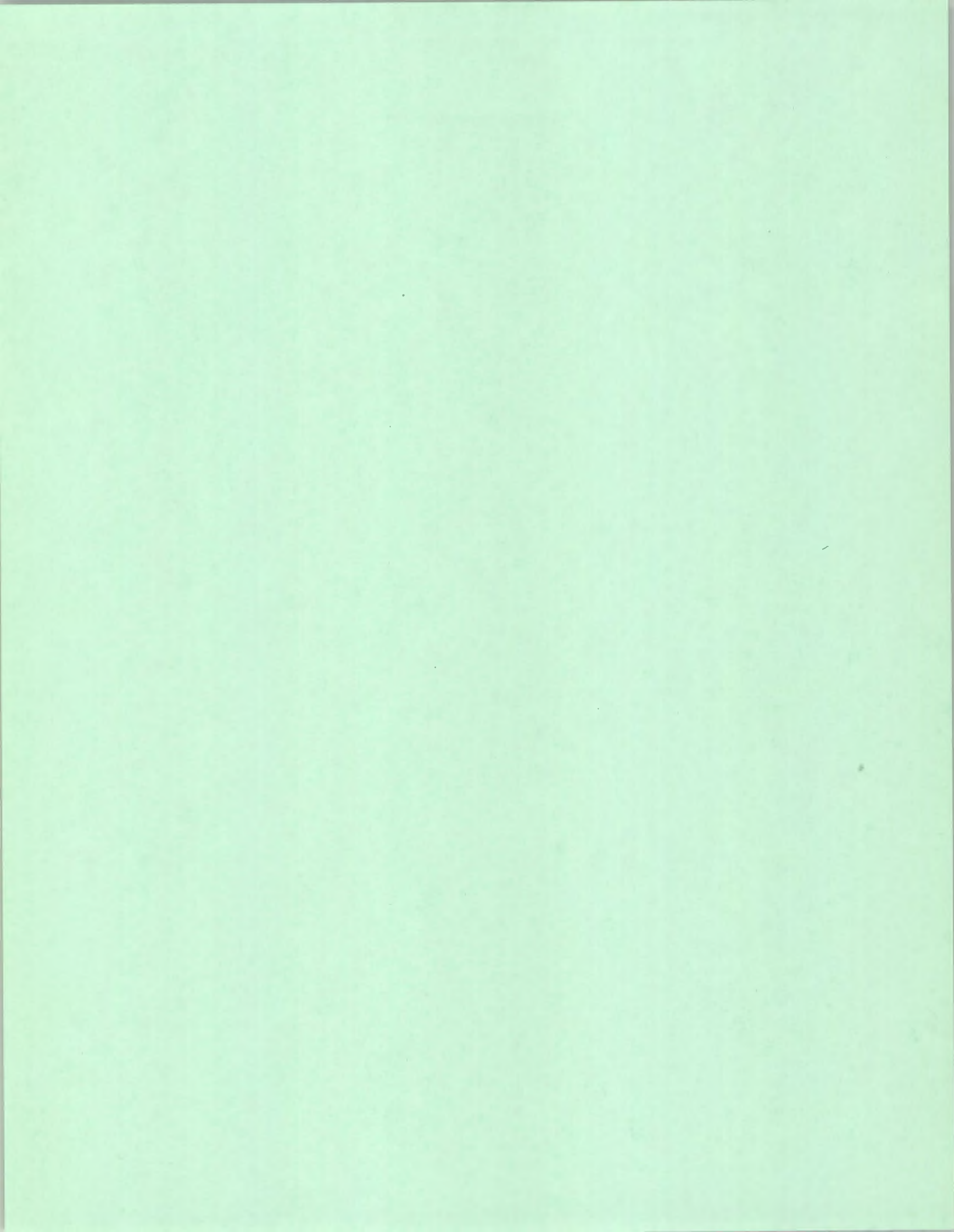
Office environment; fast-paced work, constant interruptions

PHYSICAL REQUIREMENTS:

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, write and use the computer; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; lifting moderately 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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	ea



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Program Accounting	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Financial Services	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: June 2013	SALARY GRADE:	ADCL 18

BASIC FUNCTION: Provide support to the Controller on strategic, District-wide analyses and financial reporting to local, state, and federal governments. This includes (but not limited to) managing accounting functions and activities for district wide Early Childhood Educations programs, Child Nutritional Program, Building and Ground, and facilities.

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

Prepare or supervise the preparation of complex financial, statistical, and analytical reports and statements to support the District's financial activities, including, but not limited to monitoring and analyzing contracts, Creating and Analyzing statistical reports for OUSD Buildings and Grounds, Facilities, Child Nutritional, and Early Childhood Educational programs and activities.

Closely monitors departmental and district-wide accounting and financial reporting practices to ensure compliance with standards, appropriate internal controls, as well as Generally Accepted Accounting Practices (GAAP), Governmental Accounting Standards Board (GASB), federal and state rules, regulations, policies and procedures.

Perform difficult and responsible accounting duties such as coordination of year end closing, reviewing and authorizing journal entries and bank reconciliations, making necessary adjustments to expenditures and encumbrances as needed, preparing or reviewing important financial statements or claims.

Attend meetings, workshops and conferences related to accounting matters.

Assist Controller to establish and implement District accounting policies and procedures, financial policy revisions, and streamlining of departmental functions.

Assist Controller, Fixed Asset Manager, Accounts Payable Supervisor, Payroll Operation Officer as well as Central Office Accounting Manager with all preparation of Interim and Unaudited Actual Reports, as well as year-end closing.

Create and implement departmental and inter-departmental procedures to ensure proper recording, documentation, review and approval of financial transactions.

Analyze and reconcile Cafeteria Fund, Capital Facilities Funds, and Child Development Fund.

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

Ensure that district wide financial data is recorded in accordance with the California Standardized Accounting Codes, Generally Accepted Accounting Principles (GAAP), and all applicable laws and regulations.

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 accounting and financial services activities.

Represent the Controller when absent at meetings and committees to be the voice of Accounting.

Provide technical expertise, information and assistance to the Controller, Executive Officers, and other senior managers, and Accounting Managers to guarantee smooth operation of the department.

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.

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

Plan, host trainings and collaborative sessions to share best practices and disseminate knowledge.

Serve on departmental leadership team to plan and monitor supports for accounting staff; represent the Accounting at District meetings when necessary.

Participate in the Financial Services Budget and Accountant Resource Team.

Focus on customer service and provide results-oriented value to all stakeholder groups.

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 Bachelor's degree with emphasis in accounting, economics or finance and four years of accounting experience, which include three years experience managing personnel.

California school district accounting experience preferred.

LICENSES AND OTHER REQUIREMENTS:

Certified Public Accountant certificate preferred

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Federal, state, and District compliance policies and regulations as well as auditing standards

California School Accounting Manual (CSAM) and Generally Accepted Accounting Principles (GAAP)

Computer software, hardware, and related technology and strategies and techniques for customer service

KNOWLEDGE AND ABILITIES

ABILITY TO:

Cross-train department personnel

Meet all deadlines despite constant demands and interruptions

Work with paperless financial services systems and Prepare financial statements

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

Perform advanced financial analyses and prepare complex financial studies

Use and leverage computer-based accounting applications, and Operate personal computer and related software

Build highly-functioning relationships throughout the District via effective communicate in English, orally and in writing

WORKING CONDITIONS - ENVIRONMENT:

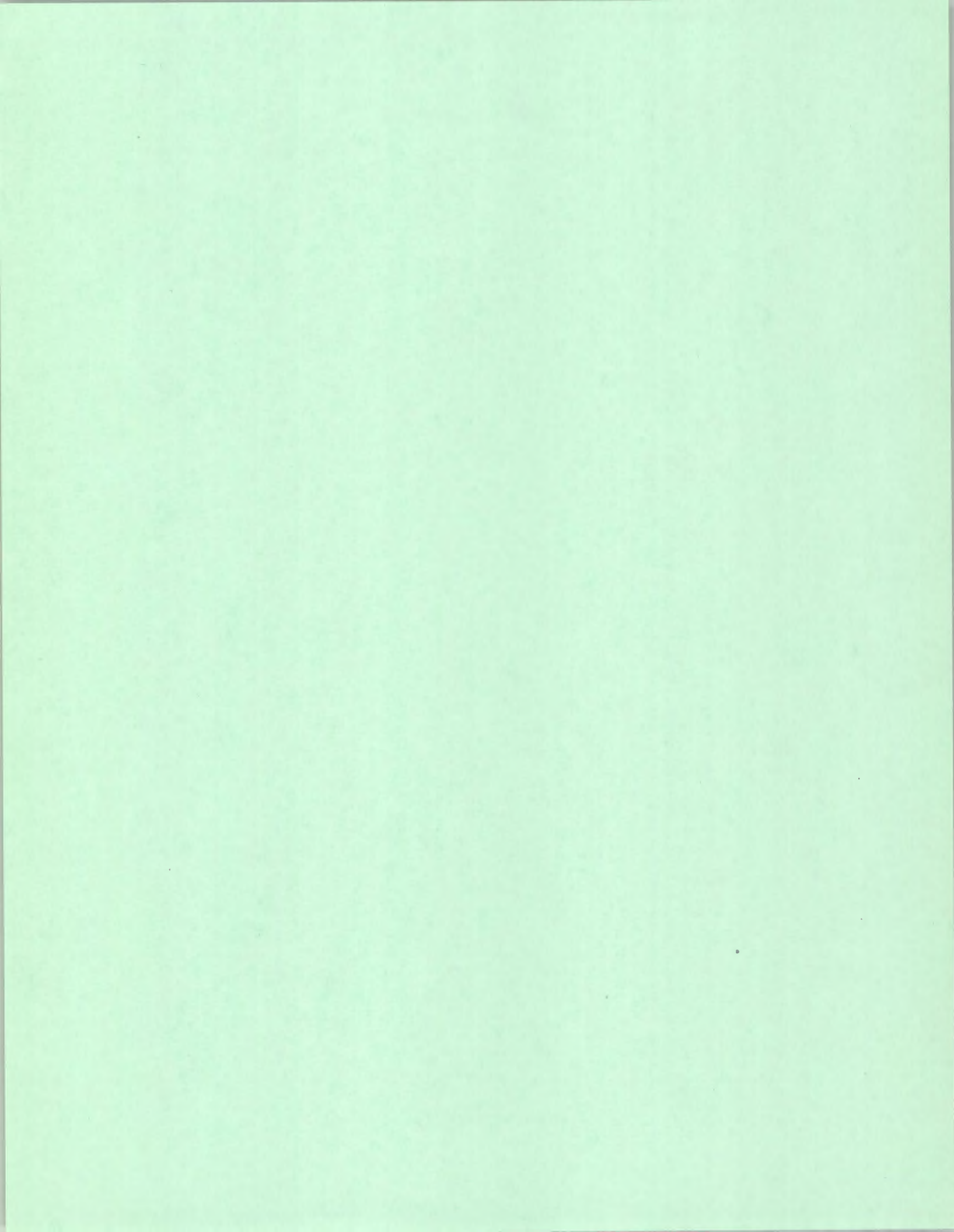
Office environment; fast-paced work, constant interruptions

PHYSICAL REQUIREMENTS:

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, write and use the computer; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; lifting moderately 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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	02



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Financial Accountant III	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Financial Services	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: June 2013	SALARY GRADE:	ADCL 15

BASIC FUNCTION: Independently perform a wide variety of complex district-wide analyses and complex professional and technical accounting duties as assigned.

DISTINGUISHING CHARACTERISTICS:

The Accountant II position is distinguished from **the Accountant III** in that the latter requires more experience, performs more difficult and complex budgetary and accounting duties and works independently and is required to demonstrate computer-related and accounting skills at a higher proficiency (see **Licenses and Other Requirements**). An Accountant II performs professional budgetary and accounting duties and works under direction.

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

Prepare financial reports and evaluations.

Prepare and submit district-wide fiscal reports, schedules, statements, forecasts and claims as required by State, Federal, County and District guidelines, including those for specially funded educational programs.

Provide reporting to the State on attendance accounting.

Maintain general and/ or subsidiary ledgers and accounts.

Maintain appropriate financial documentation in order to efficiently draft reports.

Reconcile balance sheet accounts as well as health and welfare benefits.

Prepare monthly Cash flow for Controller's review.

Manage accounts receivable funding.

Analyze cash balances and fund requirements, prepare detailed cash forecasts.

Advise and assist the Controller in the financial administration of projects or accounts.

Provide information regarding the interpretation of laws, rules and regulations.

Conduct regular, internal audits to ensure that expenditures comply with contracts; identify and resolve discrepancies.

Prepare documentations and audit schedules for State Controller's Office, Federal Compliance auditors, as well as other local, state, and federal external auditors.

Assist in establishing and implementing financial policy revisions as necessary.

Coordinate with Financial Services Associates, Payroll Assistants, Accounts Payable Clerks, and Human Resources Generalists and Special Program administrators.

Assist with preparation of fiscal reports, including creation and analysis of financial schedules, notes to financials, and tables for "Management Discuss & Analysis" section of unaudited actual reports.

Perform independent analysis of highly complex accounting functions, including income and expenditure projections of various funds.

Assist Accounting Manager and Controller with reviewing, revising and maintaining various service contracts, including Mandated Cost, E-rates and Medi-Cal Billing.

Analyze revenues and expenditures for accounting implications.

Prepare and maintain various statistical fiscal and financial data.

Assist with the creation and publication of annual financial statements and reports.

Assist Accounting Manager and Controller with year-end closing process.

Prepare an accounting operating manual providing technical accounting advice.

Review revenues and expenditures for all grants and entitlements to ensure reports are prepared in accordance with grantor requirements. This includes review of budget, contracting terms, grant reporting and closeouts, as well as serving as a district wide contact point for all federal, state, and local grants.

Aggregate site-level data on attendance accounting, instructional minutes, class size reduction, student body accounting, bank accounts and audit prior to reporting.

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 Bachelor's degree with a major in accounting and five years full-time, progressively responsible experience in accounting.

Masters in Business Administration, or Masters of Public Policy, preferred

Supplemental coursework in use of computer-based accounting applications desirable

California school district accounting preferred

Customer service experience preferred

LICENSES AND OTHER REQUIREMENTS:

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 principles and auditing standards

Laws, policies and procedures governing California public school finance

Public school accounting procedures and protocols

Encumbrance based budgeting

Use and leverage computer-based accounting applications

ABILITY TO:

Work with paperless financial services systems

Exercise sound judgment and initiative in an environment of rapid change

Consistently meet and/ or exceed client expectations

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

Perform advanced quantitative analysis

WORKING CONDITIONS:

ENVIRONMENT:

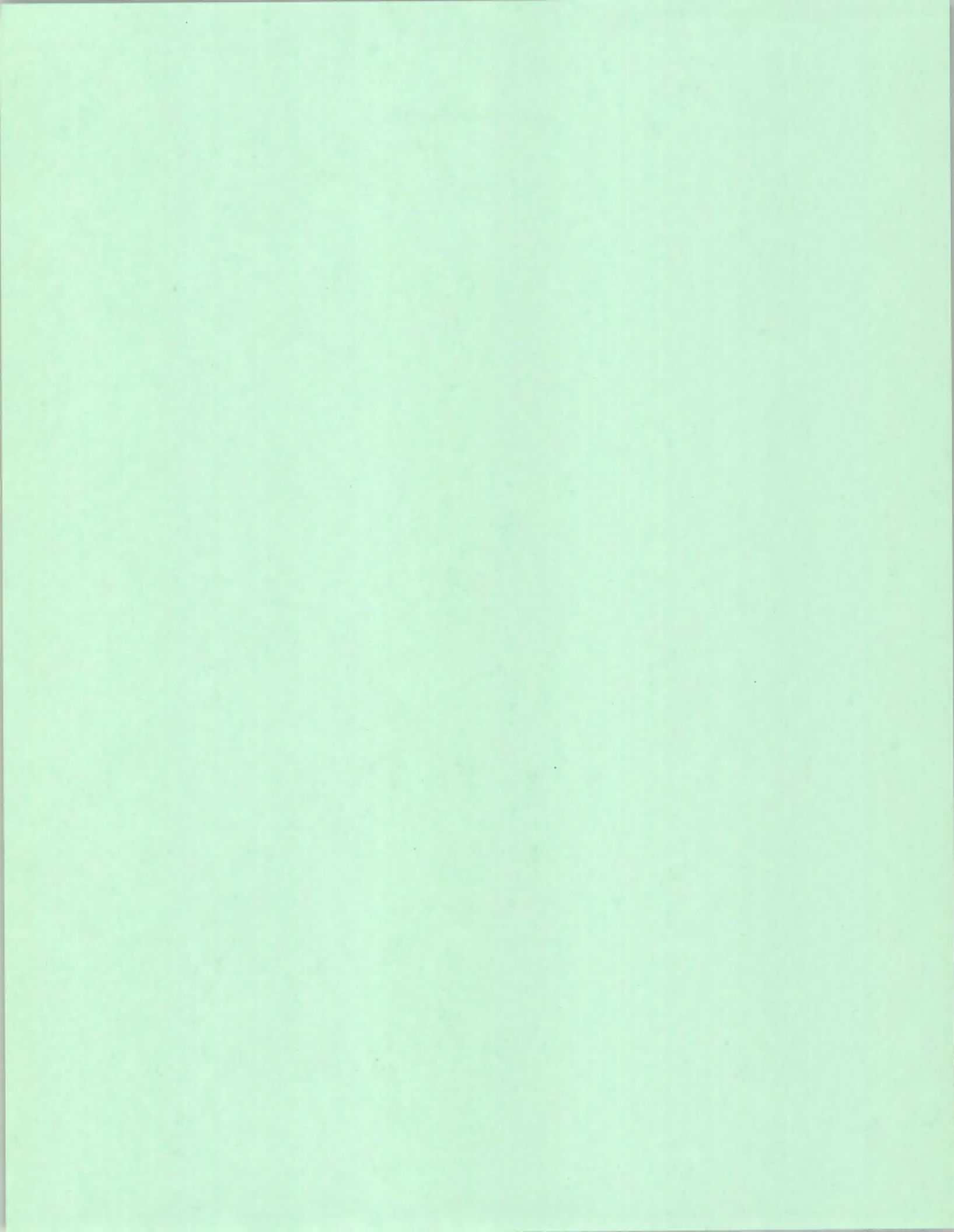
Indoor office environment; fast-paced work, constant interruptions

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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/12/13
By:	MS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Financial Accountant II	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Financial Services	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised: June 2007 Revised: June 2013	SALARY GRADE:	ADCL 13

BASIC FUNCTION: Independently perform a wide variety of complex district-wide analyses and complex professional and technical accounting duties as assigned.

DISTINGUISHING CHARACTERISTICS:

The **Accountant II position** is distinguished from the Accountant III in that the latter requires more experience, performs more difficult and complex budgetary and accounting duties and works independently and is required to demonstrate computer-related and accounting skills at a higher proficiency (see **Licenses and Other Requirements**). An Accountant II performs professional budgetary and accounting duties and works under direction.

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

Prepare financial reports and evaluations.

Prepare and submit district-wide fiscal reports, schedules, statements, forecasts and claims as required by State, Federal, County and District guidelines, including those for specially funded educational programs.

Provide reporting to the State on attendance accounting.

Maintain general and/ or subsidiary ledgers and accounts.

Maintain appropriate financial documentation in order to efficiently draft reports.

Reconcile balance sheet accounts as well as health and welfare benefits.

Prepare monthly Cash flow for Controller's review.

Manage accounts receivable funding.

Analyze cash balances and fund requirements, prepare detailed cash forecasts.

Advise and assist the Controller in the financial administration of projects or accounts.

Provide information regarding the interpretation of laws, rules and regulations.

Conduct regular, internal audits to ensure that expenditures comply with contracts; identify and resolve discrepancies.

Prepare documentations and audit schedules for State Controller's Office, Federal Compliance auditors, as well as other local, state, and federal external auditors.

Assist in establishing and implementing financial policy revisions as necessary.

Coordinate with Financial Services Associates, Payroll Assistants, Accounts Payable Clerks, and Human Resources Generalists and Special Program administrators.

Assist with preparation of fiscal reports, including creation and analysis of financial schedules, notes to financials, and tables for "Management Discuss & Analysis" section of unaudited actual reports.

Perform independent analysis of highly complex accounting functions, including income and expenditure projections of various funds.

Assist Accounting Manager and Controller with reviewing, revising and maintaining various service contracts, including Mandated Cost, E-rates and Medi-Cal Billing.

Analyze revenues and expenditures for accounting implications.

Prepare and maintain various statistical fiscal and financial data.

Assist with the creation and publication of annual financial statements and reports.

Assist Accounting Manager and Controller with year-end closing process.

Prepare an accounting operating manual providing technical accounting advice.

Review revenues and expenditures for all grants and entitlements to ensure reports are prepared in accordance with grantor requirements. This includes review of budget, contracting terms, grant reporting and closeouts, as well as serving as a district wide contact point for all federal, state, and local grants.

Aggregate site-level data on attendance accounting, instructional minutes, class size reduction, student body accounting, bank accounts and audit prior to reporting.

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 Bachelor's degree with a major in accounting and three years full-time, progressively responsible experience in accounting.

Masters in Business Administration, or Masters of Public Policy, preferred

Supplemental coursework in use of computer-based accounting applications desirable

California school district accounting preferred

Customer service experience preferred

LICENSES AND OTHER REQUIREMENTS:

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 principles and auditing standards

Laws, policies and procedures governing California public school finance

Public school accounting procedures and protocols

Encumbrance based budgeting

Use and leverage computer-based accounting applications

ABILITY TO:

Work with paperless financial services systems.

Exercise sound judgment and initiative in an environment of rapid change.

Consistently meet and/ or exceed client expectations.

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

Perform advanced quantitative analysis

WORKING CONDITIONS:

ENVIRONMENT:

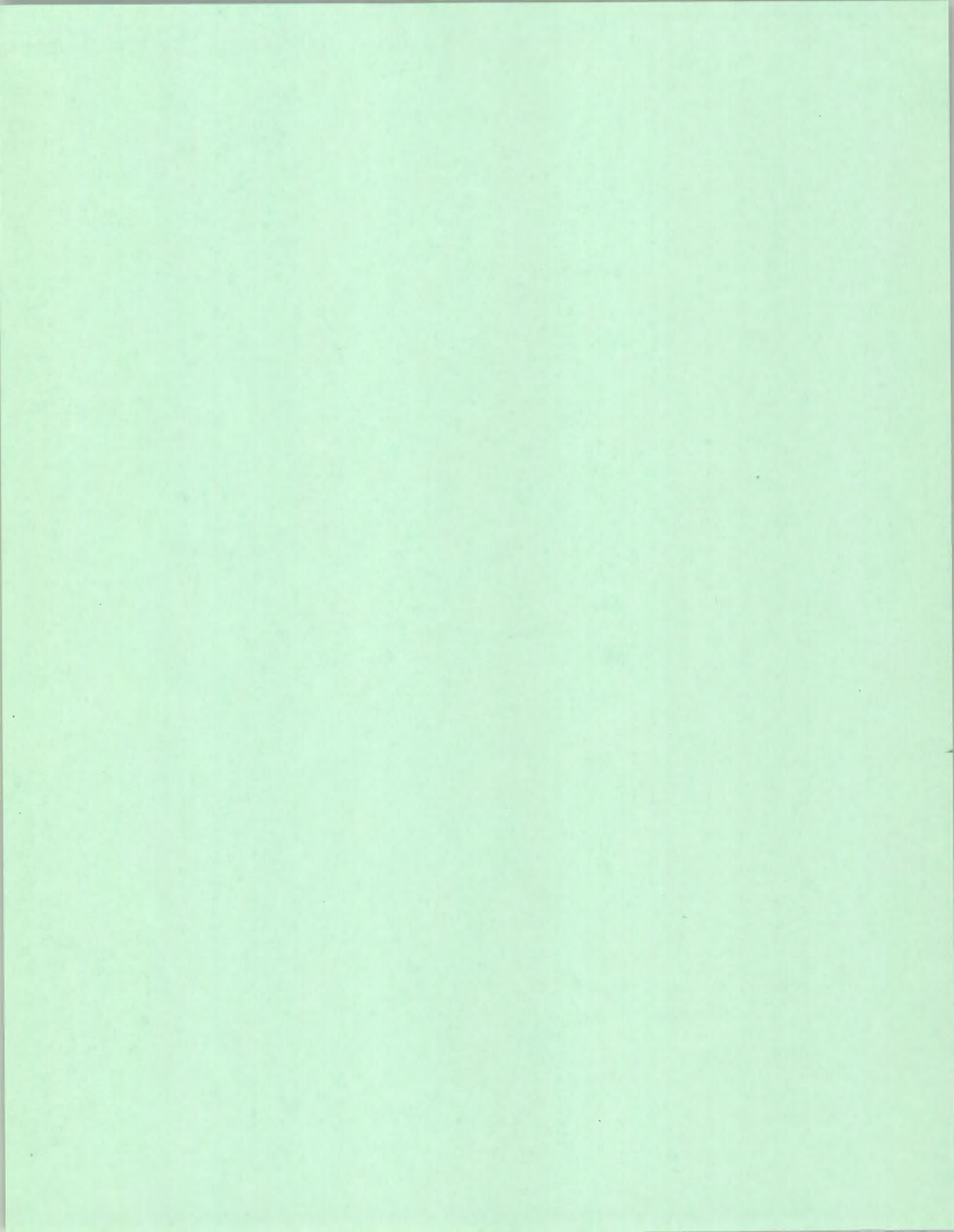
Indoor office environment; fast-paced work, constant interruptions

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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1074
Enactment Date:	6/12/13
By:	OR



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Employee Engagement, Retention and Well-Being	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 2012 Revised: June 2013	SALARY GRADE:	CFCA 16

BASIC FUNCTION: Support District-wide organizational effectiveness through the lens of employee engagement, health, and overall well-being. Partnering with Family School and Community Partnerships, Risk Management, LMER, and LCI, this position will research, design, administer, and implement employee-focused initiatives and programs that attract and retain highly motivated and qualified employees. Areas of focus will be: training and development, reward and recognition, retention, and staff wellness. Assist in developing a culture of connectedness, compassion, and well-being across 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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Work collaboratively with Human Resources Services and Support (HRSS), and Leadership, Curriculum and Instruction (LCI) staff to develop and implement retention strategies to ensure the District hires and retains the best and brightest staff.

Develop and deliver District programs on topics related to employee retention and professional development to executive team, directors, managers and/or supervisors and coordinate with external trainers and other staff as needed.

Analyze District's staff development needs for the purpose of identifying relevant issues, and recommending and/or implementing a staff development plan.

Coordinate and actively promote a wide variety of professional development opportunities to address training needs of employees across the District; link employee skills with opportunities for growth in the District and make sure all employees know what is expected of them to advance.

Collaborate with local colleges, universities, community organizations and agencies to provide additional opportunities for District staff to participate in high quality professional and career development.

Collaborate with other District staff to create a comprehensive employee recognition, awards and incentive program, including performance-based opportunities for salary advancement for all bargaining units.

Train executive team, directors, managers and supervisors to recognize outstanding achievements of staff promptly and publicly.

Develop a program to recognize teachers when they achieve tenure and other significant career milestones such as clearing a credential, earning a degree or professional certification, obtaining recognition from a professional organization, etc....

Develop and implement a compassionate exit process for employees who voluntarily separate from the District in order to identify reasons for employee separation.

Analyze and report attrition data on a regular basis by department and/or division to determine root causes for separations; inform senior management of any noticeable trends.

Develop engagement opportunities for district staff with senior leadership to nurture a culture of connectedness throughout the organization.

Work collaboratively with Family, School, and Community Partnerships (FSCP) staff to oversee Staff Wellness initiatives and support Staff Wellness Champions.

Work collaboratively with Risk Management staff to analyze health care utilization and costs to inform the development of wellness programs and strategies that support healthy lifestyles.

Partner with Risk Management and FSCP to leverage external resources to design District-wide wellness programs that promote overall well-being.

Work collaboratively with Risk Management and LMER to build relationships with union representatives to support employee engagement and wellness initiatives.

Implement District-wide wellness campaigns, screenings, promotions, programs, and events.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Bachelor's degree required. Master's preferred in Organizational Development or Organizational Psychology, 5 years of experience in human resources with demonstrated experience in employee retention strategies, and designing and implementing professional development programs.

Demonstrated success in leading continuous improvement efforts within an organization

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 retention strategies and best practices

Staff development and training trends

Adult learning theory, curriculum and instruction materials

Program assessment and reporting methodologies

Basic public speaking, practices and techniques

Group dynamics and facilitation

Change management

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 multiple priorities

Facilitate discussions in small and large groups

Demonstrate empathy and social emotional skills

Work under pressure to meet deadlines

Analyze situations accurately and take appropriate action

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

WORKING CONDITIONS

ENVIRONMENT:

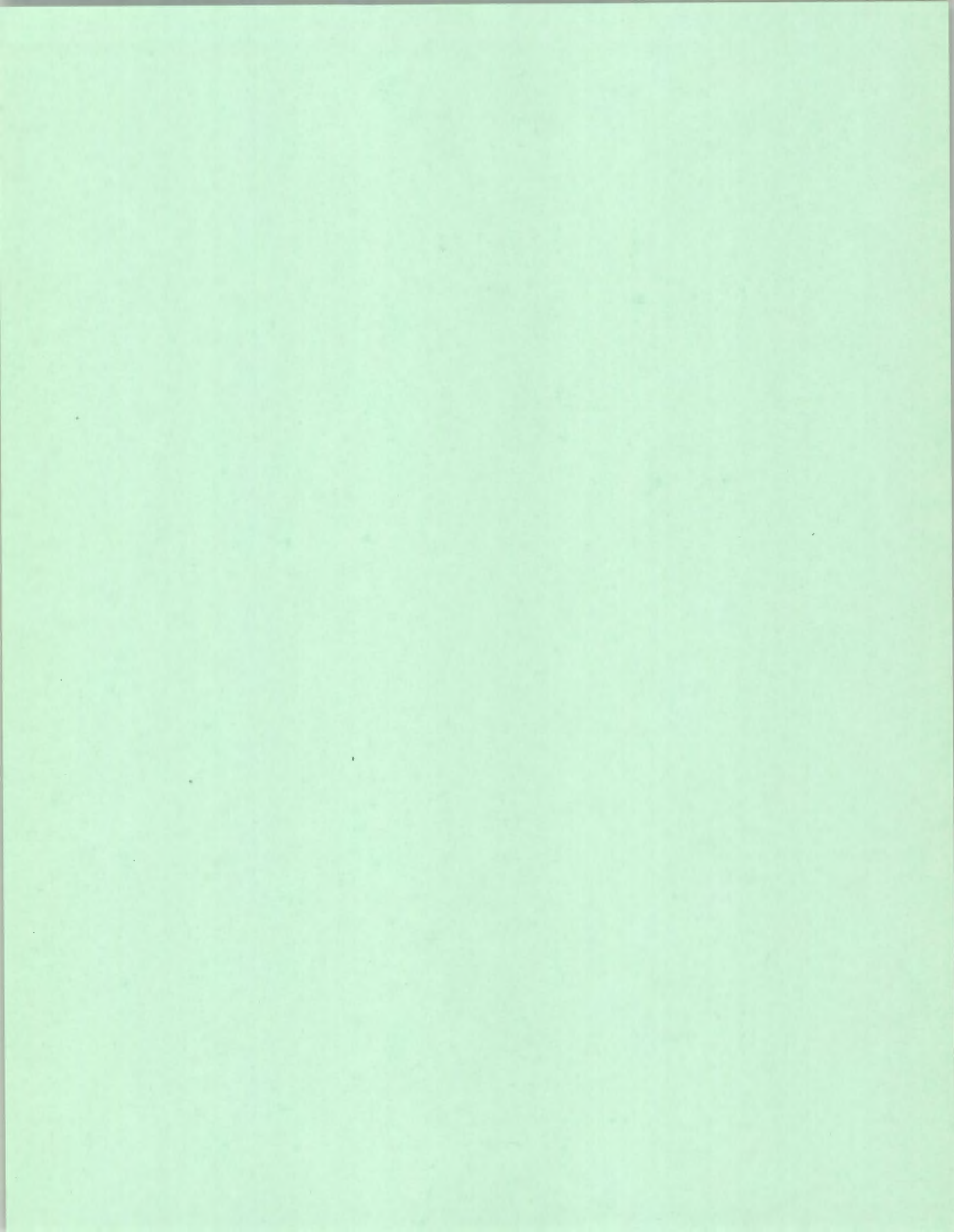
Office environment; driving a vehicle to conduct work; fast-paced work; constant interruptions

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:	13-1299
Introduction Date:	6/12/13
Enactment Number:	137079
Enactment Date:	6/12/13
By:	DA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Lead Driver	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Procurement and Distribution	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 days/8.0 hours
ISSUED:	Created: June 2013	SALARY GRADE:	LDDR 1

BASIC FUNCTION: Direct and participate in the work of delivery services drivers to provide daily loading, unloading, pickup, delivery, or transfer of mail, monies, confidential items, data processing, and other materials; assign drivers and routes and determine work assignments. Under general supervision, coach and train new and existing members of delivery team on various job related procedures and skills. Keeps team members informed of department standards and requirements and assists management with performance evaluations. Is the back-up driver and will make deliveries daily in an efficient and effective manner. Facilitates load management, including the accurate and efficient dispatching of all dedicated drivers in the facility.

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

Lead and work with delivery services drivers in the proper loading and delivery of scheduled and unscheduled trips to schools, District facilities, and other sites.

Run, adjust and finalize manifests as supervisor requires; establish delivery routes and assign drivers to ensure timely, accurate, and efficient deliveries; drive regularly scheduled and unscheduled routes; report any change in daily department status to management; keep team members informed of department standards and requirements.

Adjust schedules when drivers are sick or on vacation to ensure deliveries to locations.

Act as primary dispatcher in phone contact with other drivers.

Communicate directly with team members on issues, openly share ideas with others, encourage superior performance in others and provide feedback when needed; respond for the purpose of resolving problems, providing information and/or referring to appropriate personnel.

Coaches and trains new and existing members of driving team on various job related procedures and skills.

Act as a liaison with District sites in solving pick-up or delivery problems.

Inspect, verify, and monitor the operational condition of vehicles and accessories on a daily basis; coordinate maintenance and repair to minimize down-time of vehicles and to maintain vehicles in safe operating condition.

Proactively address any unsafe conditions observed, lock vehicles, and complete Department of Transportation paperwork when necessary.

Meet all OUSD standards and Department of Transportation requirements for vehicles and drivers.

Pick up, transport, and deliver mail, materials, and monies to and from specified locations.

Load and unload vehicles containing a variety of supplies, materials and equipment.

Assist in the tracing and identification of lost or misplaced materials.

Sort packages and other materials and supplies for the purpose of distributing items to assigned sites and/or individuals; verify materials and valuables to be transported against transmittal paper.

Obtain signed receipts for transmittal of monies, valuables, confidential items, registered and certified mail.

Operate a two-way radio.

Maintain effective and professional working relationships with District staff and the public.

Submit reports of vehicle condition, route time, mileage, and fuel consumption, as required.

Regularly fuels vehicle and provides minor maintenance.

Participate in mandated meetings and in-service programs.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of training, experience, and/or education equivalent to a High School Diploma or GED and one year of recent, full-time equivalent paid driving experience involving the operation of light trucks or other commercial vehicles on public streets and highways, preferably as a District Delivery Services Driver.

LICENSES AND OTHER REQUIREMENTS:

Possession of a valid California driver's license appropriate to the type of equipment and/or vehicle operated

Any moving citations or chargeable accidents in applicant's driving history within 37 calendar months prior to the application date will be evaluated and may be considered disqualifying

Ability to be bonded

Ability to read and write English and to perform arithmetic calculations at the level required for successful job performance

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Educational materials, supplies and equipment

Warehouse operational methods, procedures, policies, rules and regulations

Safe and proper loading and unloading of delivery vehicles

Proper physical lifting techniques and use of warehouse equipment

Correct English usage, spelling, grammar, punctuation and mathematical concepts

Use and terminology of requisitions, purchase orders, invoices, and other warehouse documentation

Safe driving practices

District geography

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Safely and appropriately operate the tools, equipment and technology necessary in the receipt, storage and distribution operations of the warehouse facilities

Maintain specific time schedules in urban traffic and varied weather conditions

Establish and assign efficient routes and lead the work of others

Read maps and schedules and adhere to route schedules

Effectively operate a delivery vehicle

Make accurate mathematical calculations

Apply, interpret and explain policies and procedures

Understand complex, multi-step written and oral instructions

Plan and organize work

Establish and maintain cooperative and effective working relationships

Work effectively as a team member

Work with a wide diversity of individuals

Communicate with diverse groups

Maintain documentation and records

Meet schedules and timelines

Communicate both orally and in writing in a clear and concise manner

Work with specific job-related data

Effectively communicate via two-way radio and in preparing written reports

Read and interpret maps, compass directions, 24-hour clock time, schedules, and procedural instructions

Work independently with little direction

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

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Indoor, outdoor, office and warehouse environments and driving various types of vehicles; while performing the duties of this job, the employee is frequently exposed to moving mechanical parts, fumes or airborne particles, extreme heat, and outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions; high, precarious places; extreme cold; and vibration. The noise level in the work environment is usually moderate.

PHYSICAL REQUIREMENTS:

Consistent mental alertness; standing, walking, or sitting for extended periods of time; lift and carry light to moderately heavy objects, occasionally more than 100 pounds; push/pull exerting force to approximately 50 pounds, occasionally 50+ pounds; climbing in and out of vehicles; bending and twisting at waist and neck; crouching and crawling; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both arms and hands, and fingers loading and unloading items, highly repetitive finger movement; seeing to read, write, and to operate a vehicle; hearing and speaking to exchange information in person or on the telephone.

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.

01	TRUCK DRIVERS REGULAR				
ANNUAL	\$46,470.30				
MONTHLY	\$3,872.53				
WEEKLY	\$890.24				
DAILY	\$178.05				
HOURLY	\$22.26				
02	TRUCK DRIVERS TEMP/SUB				
HOURLY	\$20.99	\$28.69			
01	LEAD DRIVER				
ANNUAL	\$51,135.12				
MONTHLY	\$4,261.26				
WEEKLY	\$979.60				
DAILY	\$195.92				
HOURLY	\$24.49				

New Range →

SIGNATURES:

DATE of mtg.

[Signature] 5-16-12

5-16-12

Michael J. [Signature] 5-16-12

[Signature] 5-16-12

By: [Signature]
 David Kakishiba, President
 Board of Education
 Date: 6/13/13

[Signature] 5-16-12

BROTHERHOOD OF TEAMSTERS, LOCAL 70

By: [Signature]
 Edgar Rakestraw Jr., Secretary
 Board of Education
 Date: 6/13/13

OAKLAND UNIFIED SCHOOL DISTRICT

Legislative File	
File ID Number:	13-1299
Introduction Date:	6/12/13
Enactment Number:	13-1079
Enactment Date:	6/13/13
By:	ea

ORG KEY - 990-9000 704
 OBJEQA CODE - 2405

End