

**OAKLAND UNIFIED SCHOOL DISTRICT**  
Office of the Superintendent of Schools

September 14, 2016

<b>Legislative File</b>	
File ID Number:	16-1927
Introduction Date:	09/14/2016
Enactment Number:	16-1478
Enactment Date:	9-14-16lf
By:	

TO: Board of Education

FROM: Antwan Wilson, Superintendent  
Tara Gard, Interim Deputy Chief Talent Officer, Talent Division

SUBJECT: Creation/Revision of Positions – ELLMA: English Language Learner and Multi-lingual Achievement, Technology Services, Operations, and Departments, As Assigned

1. Coordinator, Local Control Accountability Plan
2. Coordinator, Multi-lingual Pathways
3. Director, Newcomer & ELL Programs
4. Specialist, Central Administration Technology
5. Specialist, Transportation

**ACTION REQUESTED**

Approval by the Board of Education of Resolution No. 1617-0044 for the creation/revision of job descriptions: Coordinator, Local Control Accountability Plan; Coordinator, Multi-lingual Pathways; Director, Newcomer & ELL Programs; Specialist, Central Administration Technology; and Specialist, Transportation for ELLMA: English Language Learner and Multi-lingual Achievement, Technology Services, Operations, and Departments, As Assigned.

**BACKGROUND:**

The Talent Division recommends approval of these job descriptions as part of its ongoing work to revise and update the job classifications needed to implement the strategic plan, create greater clarity of roles, and have a written job description that reflects the scope and responsibilities for every position in the District.

**BUDGET IMPACT**

None.

**RECOMMENDATION**

Approval by the Board of Education of Resolution No. 1617-0044 for the creation/revision of job descriptions: Coordinator, Local Control Accountability Plan; Coordinator, Multi-lingual Pathways; Director, Newcomer & ELL Programs; Specialist, Central Administration Technology; and Specialist, Transportation for ELLMA: English Language Learner and Multi-lingual Achievement, Technology Services, Operations, and Departments, As Assigned.

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1617-0044**

- ELLMA: English Language Learner and Multi-lingual Achievement, Technology Services, Operations, and Departments, As Assigned -

**Creation/Revision Job Descriptions**

- Coordinator, Local Control Accountability Plan; Coordinator, Multi-lingual Pathways; Director, Newcomer & ELL Programs; Specialist, Central Administration Technology; and Specialist, Transportation -

**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 job descriptions align with the District's priority of a Full Service Community School District and to enhance service our students, schools and community, and

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education hereby approves the creation/revision of the attached job descriptions:

1. Coordinator, Local Control Accountability Plan
2. Coordinator, Multi-lingual Pathways
3. Director, Newcomer & ELL Programs
4. Specialist, Central Administration Technology
5. Specialist, Transportation

Passed by the following vote:

AYES: Jody London, Jumoke Hinton Hodge, Roseann Torres, Shanthi Gonzales,  
Vice President Nina Senn and President James Harris

NOES: None

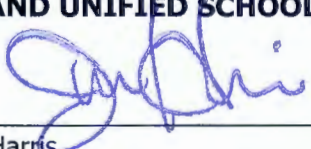
ABSTAINED: None

ABSENT: Aimee Eng

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 September 14, 2016.

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**OAKLAND UNIFIED SCHOOL DISTRICT**

  
\_\_\_\_\_  
James Harris  
President, Board of Education

  
\_\_\_\_\_  
Antwan Wilson  
Superintendent and Secretary, Board of Education

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Coordinator, Local Control Accountability Plan</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours</b>
<b>ISSUED:</b>	<b>Created: September 2016</b>	<b>SALARY GRADE:</b>	<b>ADCL 18</b>

**BASIC FUNCTION:** The Coordinator, Local Control Accountability Plan (LCAP) is responsible for planning and directing the LCAP for OUSD with supervision provided by the Deputy Superintendent, Academic Social Emotional Learning. The Coordinator, LCAP manages and coordinates the implementation of the LCAP and manages the strategic planning and operational projects associated with the LCAP. The Coordinator plans, directs, and manages the development and creation of the District’s LCAP. The LCAP requires collaboration and coordination across functional department teams and departments throughout Oakland Unified.

**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 direct the strategic planning for the Local Control Accountability Plan (LCAP).

Support the planning, development, and implementation of the LCAP timeline.

Facilitate work teams across departments and units.

Set schedules and timelines for the LCAP process.

Oversee and assist with the day-to-day LCAP operations.

Act as the Liaison between the school district and the Alameda County Office of Education.

Support the Chief Financial Officer with the budget prioritization and budget process; approve the spending of LCFF funding.

Manage the agenda for the LCAP team.

Assist the Deputy Superintendent, Academic Social Emotional Learning in identifying significant change opportunities.

Synthesize, translate, and communicate complex topics and issues including District policies and programs.

Provide support and acts as a thought partner to the Community Engagement team; help strategize about discussions for stakeholders, individually and in small or large groups, to ensure that the LCAP engagement strategy is inclusive of our community.

Ensure ongoing monitoring of the LCAP components and provide updates on progress.

Teach and Lead training sessions about the Local Control Funding Formula (LCFF) and the LCAP.

Create systems to collect data from our school sites and central office staff about budget and student outcomes.

Manage the coordination of LCAP writing and submission.

Coordinate with the SPSA team to ensure the LCAP and the SPSAs are aligned.

Work with Leaders to ensure there is understanding about LCFF requirements.

Collaborate with Research, Assessment, and Data on the development and tracking of the LCAP metrics aligned to the District's goals.

Remain current with the newest information about changes to LCFF and LCAP legislation, including changes to the State templates and required metrics.

Attend local and regional workshops on the LCAP development and best practices and share information with District staff.

Prepare and present regular presentations on LCAP status and updates.

Receive communications from members of our community regarding our LCAP and coordinate the responses from the District to the community about the LCAP.

Oversee website and homepage for the LCAP (e.g., format, content, maintenance) to maintain current and accurate information.

Provide cross-training for other department personnel.

Perform other related duties consistent with the scope and intent of the position.

**QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

**KNOWLEDGE OF:**

State and federal mandates with a specific focus on the Local Control Accountability Plan (LCAP)

Federal, state and District codes, regulations, policies and procedures governing works scope

The Local Control Funding Formula (LCFF)

The Single Plans for Student Achievement (SPSA)

Organizational development and organizational change management principles and practices

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

Database systems and data management

School district organization, operations, policies, and objectives

Principles and practices of effective leadership



Principles and practices of supervision and evaluations

Cross-train department personnel

Oral and written communication skills

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

**ABILITY TO:**

Establish and maintain effective working relationships with a variety of stakeholders, including but not limited to, District staff, site administrators, parent and community leaders, community partners, regional education leaders, and school board members

Explain complex problems and solutions in clear, concise, and compelling ways

Communicate effectively, both orally and in writing, with staff and community in a multiethnic educational environment

Facilitate discussion and learning activities towards a clear end

Produce high quality work, including strong detail to attention

Operate personal computer, related software, and other software equipment

Understand the cycle of inquiry and implement changes where needed

Establish and maintain effective working relationships with others of diverse backgrounds, expertise, and personalities

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

Complete assignments successfully with a minimum of direction and supervision

Maintain a high level of objectivity and provide quality information to facilitate decision-making at all levels

**PREREQUISITES**

Bachelor's Degree

Teaching Credential preferred, but not required

Administrative Credential preferred, but not required

Five (5) years experience in project management or related field

Two (2) years experience of creating and monitoring budgets

Experience includes project management techniques and tools, group organization, communications, materials preparation, task management

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

Office 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.

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Coordinator, Multi-lingual Pathways</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>ELLMA: English Language Learner and Multi-lingual Achievement</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>227 days / 7.5 hours</b>
<b>ISSUED:</b>	<b>Created: May 2013 Revised: January 2014 Revised: September 2016</b>	<b>SALARY GRADE:</b>	<b>A227 16</b>

**BASIC FUNCTION:** Under minimal supervision, coordinate support for dual language program design and professional development; support the development, implementation, and monitoring of the English Language Learner (ELL) Strategic Plan as it relates to dual language sites; provide recommendations of expenditures for activities, equipment, and supplies that enhance the school programs; and serve as a resource to respective school staff, providing support and guidance based on their subject area knowledge and experience.

**REPRESENTATIVE DUTIES:** (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

### ESSENTIAL FUNCTIONS:

Collaborate with Executive Director of English Language Learner and Multi-lingual Achievement, Managers and other Teaching and Learning Directors to build capacity around dual language instruction aligned with the new ELD standards, Common Core State Standards and Next Generation Science Standards.

Collaborate with teachers, site-administrators, Teaching and Learning staff, District departments and central office staff in service of the EL Master Plan guidelines and the full range of curriculum, assessment, and instructional activities.

Act as a resource to classroom teachers by assisting them in dual language instructional methodology and curriculum materials selection; and provide them with appropriate materials for dual language classes; coordinate the monitoring of the classroom instruction related to dual language programs.

Confer with principals on the needs of ELL students within dual language programs and progress being made to meet these needs.

Collaborate with subject area Directors and Coordinators to ensure the needs of English Language Learners are incorporated into all District initiatives in all content areas related to dual language programs.

Work with school-site administrators, Teaching and Learning staff and other District staff for implementation of site specific dual language services.

Work with District staff and the California Department of Education (CDE) to ensure District-wide compliance of the dual language programs, including compliance with ELD requirements.

Remain abreast of State and Federal regulations regarding ELL programs and make recommendations for program modification as necessary.

Communicate information and research data to District staff, parents, and community members regarding ELL Programs and the role of the district for providing services in ELL Programs; build capacity in staff to access, interpret and act effectively on data to inform instruction and refine programming decisions

Engage in the presentation of instructional materials and exercises.

Determine staff development needs for instructional staff working at dual language sites, and provides staff development opportunities to meet their needs.

Help to determine staffing needs for the District for instructional staff working at dual language sites, and work with Talent Division to hire and retain qualified staff, including supporting development of pipelines of bilingual educators for dual language programs.

Collaborate with Talent Division for the compliance of all requirements pertaining to teacher and paraprofessional qualifications under Every Student Succeeds Act (ESSA) and assuring that staff meets the literacy requirements for "highly qualified."

Stay current on state and federal legislation, mandates, guidelines, and curriculum frameworks around new ELD standards and disseminate the information.

Prepare documentation for the purpose of providing written support and/or conveying information.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

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

Perform related duties as assigned.

#### **QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

#### **KNOWLEDGE OF:**

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

Laws, District politics, and regulations pertaining to elementary and secondary education and related programs

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

Title III Compliance

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

Strategic direction of District—Transition to Common Core and Next Generation Science Standards

California ELD standards and ELA/ELD Framework

Current District curriculum and school instructional programs, PreK-12

Principles of organization and management

Curriculum and the operation of elementary and secondary schools, and alternative programs

Budget development, maintenance and evaluation

Presentation, communication, and public speaking techniques

Various District bargaining unit contracts related to employee evaluation

Planning, organization and coordination needed for assigned program

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



Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, and punctuation

**ABILITY TO:**

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

Interpret District collective bargaining contract language

Address the needs of identified English Learner communities

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

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

Analyze problems, make decisions or recommendation, and be responsible for these decisions

Communicate effectively in English orally and in writing

Work with diverse groups and individuals in a manner that achieves District goals

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Translate District policy to various employees, individuals and groups

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

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

Plan, organize, and complete work to meet established timelines and deadlines

Analyze situations accurately and adopt effective course of action

Manage multiple projects simultaneously

Implement plans and evaluate their outcomes

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

Participate in District approved professional development to maintain current knowledge of evolving needs of students and the District related to work scope

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

Meet District standards of professional conduct as outlined in Board Policy

Coach, and evaluate appropriate personnel

Supervise and direct a large staff or department

Cross-train department personnel

Operate personal computer, related software, and other office equipment

**PREREQUISITES**

Bachelor's degree from an accredited college or university

Three (3) years teaching experience including content instruction, and relevant program leadership or administrative experience

Master's degree preferred

Bilingual skills preferred

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

Valid California (or Out-of-State) Administrative Credential

Valid California Driver's License

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

Office 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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Enactment Number:	16-1478
Enactment Date:	9-14-16
By:	



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director, Newcomer &amp; English Language Learner Programs</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>ELLMA: English Language Learner and Multi-lingual Achievement</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>12 month/227 days/7.5 hours</b>
<b>ISSUED:</b>	<b>Created: September 2016</b>	<b>SALARY GRADE:</b>	<b>A227 18</b>

**BASIC FUNCTION:** Under the supervision of the Executive Director of ELLMA, provide strategic planning of English Language Learner (ELL) program support and services, direct the daily operations of the ELLMA office and supervise ELLMA specialists.

**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:

Provide direct support and strategic planning for ELL and newcomer program design, professional development, and central office policies.

Manage the development, implementation, and monitoring of the ELL Strategic Plan and the OUSD Pathway to Excellence as it relates to newcomer and Long-term ELL students.

Provide guidance and recommendations of expenditures for activities, equipment, and instructional materials at the site level to ensure schools are providing sufficient support and services to ELLs and their families.

Collaborate with and present to the network superintendent office, Department leads, Cabinet and the Board of Education on issues pertaining to ELLs.

Administer the development, implementation, and monitoring of the District English Language Learner Master Plan.

Lead staff development efforts appropriate to the needs of principals, teachers and central office partners on ELL programs and services.

Direct district newcomer program strategy and support site newcomer program design consistent with district strategy.

Stay current on state and federal legislation, mandates, guidelines, and curriculum frameworks around new ELD standards and disseminate the information.

Partner with Student Enrollment and Registration office, determine enrollment projections for newcomers and make program placement and staffing allocation recommendations.

Participate in appropriate district-wide committees and community forums for ensuring collaboration in implementation of the ELL and OUSD strategic plans.

Engage all new staff members in effective induction procedures and facilitate continued professional development through ongoing training opportunities within ELLMA and the District.

Develop and maintain an effective communication system among ELLMA staff, senior leadership, teachers, principals, teacher leaders, specialists and members of the community.

Direct support services for refugee, asylee, and unaccompanied minor students.

Collaborate with the Executive Director to oversee the budget of the ELLMA in accordance to Title III legal parameters and LCAP goals. Maintain engagement with Office of Accountability Partners to ensure compliant use of resources.

Collaborate with the Research, Assessment, and Data and Continuous School Improvement departments to ensure data and accountability reporting and structures are aligned to district goals for ELLs.

Collaborate with all Teaching and Learning Directors to ensure all content area professional development and teacher support are responsive to the needs of ELLs.

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.

Direct Central Office Specialists in their support of teachers, instructional leaders, and site principals in service of English Learners.

Prepare documentation for the purpose of providing written support and/or conveying information.

Attend meetings, workshops and conferences related to accounting matters.

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

Perform related duties as assigned.

#### **QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

#### **KNOWLEDGE OF:**

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

Laws, District politics, and regulations pertaining to elementary and secondary education and related programs

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

Title III Compliance

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

Strategic direction of District—Transition to Common Core and Next Generation Science Standards

California ELD standards and ELA/ELD Framework

Current District curriculum and school instructional programs, PreK-12

Principles of organization and management

Curriculum and the operation of elementary and secondary schools, and alternative programs

Budget development, maintenance and evaluation

Presentation, communication, and public speaking techniques

Various District bargaining unit contracts related to employee evaluation

Planning, organization and coordination needed for assigned program

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

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, and punctuation

**ABILITY TO:**

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

Interpret District collective bargaining contract language

Address the needs of identified English Learner communities

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

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

Analyze problems, make decisions or recommendation, and be responsible for these decisions

Communicate effectively in English orally and in writing

Work with diverse groups and individuals in a manner that achieves District goals

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Translate District policy to various employees, individuals and groups

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

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

Plan, organize, and complete work to meet established timelines and deadlines

Analyze situations accurately and adopt effective course of action

Manage multiple projects simultaneously

Implement plans and evaluate their outcomes

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

Participate in District approved professional development to maintain current knowledge of evolving needs of students and the District related to work scope

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

Meet District standards of professional conduct as outlined in Board Policy

Coach, and evaluate appropriate personnel

Supervise and direct a large staff or department

Cross-train department personnel

Operate personal computer, related software, and other office equipment

**PREREQUISITES**

Bachelor's degree from an accredited college or university

Five (5) years teaching experience including content instruction, and relevant program leadership or administrative experience

Three (3) or more years of supervisory experience

Master's degree preferred



Bilingual skills preferred

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

Valid California (or Out-of-State) Administrative Credential

Valid California Driver's License

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

Office 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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By:	



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Specialist, Central Administration Technology</b>	<b>REPORTS TO:</b>	<b>CTO or Designee</b>
<b>DEPARTMENT:</b>	<b>Technology Services</b>	<b>CLASSIFICATION:</b>	<b>Classified</b>
<b>FLSA:</b>	<b>Non-Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: September 2016</b>	<b>SALARY GRADE:</b>	<b>WTCL 43</b>

**BASIC FUNCTION:** Under general supervision, the successful candidate will manage a portfolio of departments with varying technology needs and goals within Central Office buildings and departments. As such, the candidate must anticipate needs and work with the larger Technology Services department to make suggestions for technology standards and support for Central Office staff. The incumbent is a team oriented and customer focused Central Administration Technology Specialist with excellent time management skills, a proactive enterprise support mindset, up-to-date knowledge of current and leading-edge productivity technologies, and strong technical ability. The Specialist reports to the CTO or designee in Technology 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:

Provide excellent customer service to Central Office staff; exhibit a high degree of competence in interpersonal communication.

Excellent communication skills with Superintendents, Chiefs, and senior staff

Serve as the technical point person, leader, and owner of all technology related issues at assigned site(s).

Proactively configure, assess, maintain, troubleshoot, and repair/warranty/resolve all technology equipment including, computers, laptops, projectors, printers, peripherals, digital whiteboards, projectors, webcams, microphones, scanners, and related technology.

Help administer applications used by Central Office staff on multiple hardware platforms (e.g., Google Apps, Microsoft Office, finance and student information systems, printers, shared drives, virtual desktops, VPN, scanners, phones, mobile phones, tablets, etc.) with an emphasis on supporting access to and knowledge of enterprise applications such as the Student Information System (SIS) and Enterprise Resource Planning System (ERP).

Support Central staff with virtual access to district systems and data required to perform their work functions (on-site and remote access) using virtual private network (VPN) and virtual desktop infrastructure (VDI). Liaison with Tech Services Network Infrastructure team to guide improvements to virtual access for end users.

Assist with device moves, add-ons, and modifications, when requested.

Assist with creating, validating, testing, and managing staff device images/re-imaging/configurations.

Acts as the point of contact for various hardware vendors in order to maintain and support software, services, and devices.

Advise Central Office departments on hardware and software requests according to the technology standards and support model.

Work with staff to ensure security of data by proactively assessing and correcting practices for saving and sharing files, sending emails, etc. to be certain that Central Office employees are following district, state, and federal requirements for data security.

Promote security by supporting Central Staff in being vigilant when using the computer, network resources, and the Internet. This includes ensuring that Anti-virus software is working properly and end user is knowledgeable about safe online practices to protect themselves and their data.

Clearly and thoroughly document all steps when resolving issues and responding to requests in the helpdesk system.

Proactively address technology issues at central sites; provide updates to the Technology Services team about Central Office activities as it relates to the larger technology team vision and day to day operations.

Collaborate with the Technology Services team to design system improvements for Central Office sites; lead local implementation for projects that help to improve, support, and secure individual department's technology.

Work with infrastructure team to help resolve simple network issues and test enhancements, fixes, and system improvements that scale with organizational growth.

Provide timely updates to Technology Services leadership regarding ongoing technology operations and major issues affecting central sites; follow-up with Technology Services leadership in a timely manner on issues affecting central office sites.

Maintain and update technical skills aligned to the needs of central office departments.

Participate and actively engage in team discussions, events, and feedback.

Participate in Technology Services team meetings for information sharing and training.

Maintain a growth mindset and embrace self-directed learning to provide value to the organization and team.

Attend professional development workshops, training sessions, and professional association meetings and conferences related to information technology to stay current with state-of-the-art methods and practices.

Attend other meetings as required.

Participate in district wide upgrades.

Perform related duties as assigned.

#### **QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

#### **KNOWLEDGE OF:**

OUSD's mission to prepare students for college, career, and community and Technology Services goal of an equitable, supportable, standardized, and secure environment.

Troubleshooting devices such as computers, printers, tablets, networks, and smartphones; skilled at determining troubleshooting strategies and resources whether at desks, cubes, offices, or conference rooms.

Configuring and setting up PC, Mac, iOS, and Chromebooks

Working and troubleshooting within the Windows, MacOS X, iOS, and Chromebook environments

Chromebooks, ChromeOS, and administering Google Apps

Microsoft Office, Adobe suite, enterprise business applications, student information systems, board meeting platform, etc

Virtual Private Network (VPN), remote desktop, Virtual Desktop Infrastructure (VDI), etc

Page 3 of 4 Specialist, Central Administration Technology

Basic networking: TCP/IP, network printing, wireless set up and troubleshooting across platforms

Operating and security requirements for electronic data storage and transfer (PII, PCI, COPPA, SOPIPA, FERPA, etc.)

Technology requirements for enterprise applications

**ABILITY TO:**

Work comfortably with Google Apps and cloud applications in general

Use and troubleshoot MS Office, Adobe Suite, web browsers, virus protection, educational, and enterprise software

Assess security and ensure compliance to security standards

Interact with staff and understand their business needs of staff to guide technology use

Be successful in a customer-oriented environment with standards for security, compliance, and support that may limit customer options

Communicate well both verbally and in writing with executives

Be highly detail-oriented in practice and with documentation

Work both independently and collaboratively in the District Office

Work collaboratively with others in Technology Services to support goals and objects

Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals

Provide creative solutions in spite of minimal resources

Establish and maintain effective working relationships among diverse groups of District staff and the community across race, ethnicity, religion, gender, class, and sexuality

Demonstrate effective written and oral communication skills particularly with technical communication that is user-friendly, concise, and correct.

Accurately maintain records and prepare reports related to assigned activities in the helpdesk and knowledge management systems.

Understand and follow oral and written directions

Organize resources and establish priorities

Plan and organize work to meet schedules and timelines

Organize, coordinate, and prioritize a large volume of activities

Work confidentially and with discretion

Work independently

Complete work accurately and as directed despite frequent interruptions

Understand school organization, policy, and culture

Understand the change process and effective approaches to facilitating change

**PREREQUISITES:**

Associate's Degree required

Bachelor's Degree preferred

Five (5) years of related work experience required

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS ENVIRONMENT:**

Office environments that may be co-located in school; 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:	16-1927
Introduction Date:	9/14/2016
Enactment Number:	16-1978
Enactment Date:	9-14-16
By:	



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Specialist, Transportation</b>	<b>REPORTS TO:</b>	<b>Director of Transportation and Logistics</b>
<b>DEPARTMENT:</b>	<b>Operations</b>	<b>CLASSIFICATION:</b>	<b>Classified</b>
<b>FLSA:</b>	<b>Non-Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours</b>
<b>ISSUED:</b>	<b>Created: September 2016</b>	<b>SALARY GRADE:</b>	<b>WTCL 40</b>

**BASIC FUNCTION:** Under the supervision of the Director of Transportation and Logistics, the Transportation Specialist communicates with school administrators, parents, other District departments, transportation personnel within Oakland Unified School District and applicable external transportation agencies for establishing bus routes and stops; resolves District transportation issues; arrange transportation for special events; issue transportation passes and routes for students and maintain and operate a variety of computer software programs in support of the District's student transportation system.

**REPRESENTATIVE DUTIES:** (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

**ESSENTIAL FUNCTIONS:**

Administer transportation system (e.g., answers inquiries, refers problems to data processing or vendor, installs new software, beta tests, etc.) to provide system support to the Transportation Department.

Assist with assigning bus routes for overflow and special education students to coordinate home to school transportation for students; advise and communicate logistical concerns with school site and parents on special education students' transportation.

Communicate with vendors/drivers, OUSD personnel, special education department, school staff, parents and others (e.g., reviewing route maps, responding to inquiries, etc.) to assist with route related problems.

Evaluate routes in coordination with OUSD and District departments (e.g., bus stops, clock schedules, etc.) to determine bus routes in conformance with school policies while complying with mandated guidelines.

Input data into computerized transportation system to assist with creating route maps.

Maintain class size reduction calculations and J7-CSR report to evaluate overflow needs and arranging transportation.

Maintain data in scheduling system (e.g., school and employee data, driver and bus mechanic schedules, etc.) ensure accurate and complete information is available.

Participate in a variety of activities (e.g., meetings, training, etc.) to convey and/or gather information required to perform functions.

Recommend route additions and changes.

Respond to inquiries from students, parents, and staff (e.g., stop locations, schedule, state regulated policies, etc.) to provide the necessary information regarding busing issues.

Perform other related duties as needed.

**QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

**KNOWLEDGE OF:**

Methods, procedures, materials, and equipment required to provide an effective student transportation program

Laws and regulations of applicable state and education code sections and traffic laws that govern the transportation of students by school buses

Geography of the District, including school and facility locations

District transportation policy, procedures and regulations

State laws and regulations pertaining to student transportation

Safe driving methods and techniques and basic knowledge of various mechanical characteristics of buses

Record-keeping techniques

English usage, spelling, grammar, vocabulary and punctuation

Basic math and advanced record keeping

Health and safety regulations

Methods and procedures of operating electronic computers and office equipment

**ABILITY TO:**

Understand and follow oral and written instructions

Safely work in situations of exposure to blood borne pathogens which may require specialized personal protective equipment

Effectively present information and respond to questions from administrators, staff, teachers, students, parents and the general public

Use communication by means of spoken word to express or exchange ideas

Schedule and coordinate all driver training programs, maintain records, prepare oral and written reports

Exercise sound judgment

Understand and carry out oral and written instructions

Meet deadlines with severe time constraints

Adjust to changes in work load, assignments, priorities and policies

Work independently

Work cooperatively with others

Maintain routine records

Make final and effective decisions including situations which may be critical or sensitive

**PREREQUISITES**

AA Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college). A combination of experience and education may be used to meet the AA Degree requirement; however, the work experience years used to qualify for the AA Degree requirement cannot be used to meet the work requirement.

5 years prior related experience in transportation

Scheduling experience of bus or delivery routes is preferred

School district experience preferred

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; work in various inside and outside environments being subjected to weather changes, noise, vibrations, job hazards and atmospheric conditions

**PHYSICAL REQUIREMENTS:**

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

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