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File ID Number	21-2385
Introduction Date	10/13/2021
Enactment Number	21-1532
Enactment Date	10/13/2021 CJH



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Tara Gard, Chief of Talent

Meeting Date October 13, 2021

Subject **Creation/Revision of Job Descriptions – Names Positions - Talent/Human Resources Department**

Action Requested Adoption by the Board of Education of Resolution No. 2122-0061 – Creation/Revision of Job Descriptions:

Creations:

1. Director, Kindergarten Readiness; and
2. Coordinator, History.

Revisions:

1. Director, Student Support and Safety.

Discussion The Talent Division recommends approval of this job description 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.

Creation:

Job Description/Position/Title/FTE
Director, Kindergarten Readiness
 (As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL 18
 Range: \$99,020.19 - \$126,403.41
 261 days, 7.5 hours (FT) or duty days and hours as assigned

FISCAL IMPACT:

This position will be funded through the First 5 grant. The Department is requesting to add a new function to the department based on the Districts Strategic Plan or operational need. The Kindergarten Readiness Director

position will head the early childhood kindergarten readiness initiative. In conjunction with the curriculum, literacy unit, and community providers will develop P-3 curricular alignment and systems coordination.

Creation:

Job Description/Position/Title/FTE

Coordinator, History
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227 17

Range: \$94,314.63 - \$120,372.05

227 days, 7.5 hours (FT) or duty days and hours as assigned

FISCAL IMPACT:

This position will be funded through Supplemental, Site 909. The Department is requesting to add a new function to the department based on the Districts Strategic Plan or operational need. The Coordinator, History will manage the overall operations of the District's K – 12 History program to promote and support the districts strategic plan to ensure all students are college and career ready.

Revision:

Job Description/Position/Title/FTE

Director, Student Support and Safety
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227 18

Range: \$99,020.19 - \$126,403.41

12 months, 227 days, 7.5 hours (FT) or duty days and hours as assigned

FISCAL IMPACT:

This position will be funded with General Funds and Supplemental funds through site 922. The needs of the district require that additional duties and/or new responsibilities be added to an existing position in the district. This position is needed to lead implementation of many elements of the George Floyd Resolution including supervision of safety and attendance and discipline.

Recommendation

Adoption by the Board of Education of Resolution No. 2122-0061 – Creation/Revision of Job Descriptions:

Creations:

1. Director, Kindergarten Readiness; and

2. Coordinator, History.

Revisions:

1. Director, Student Support and Safety.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 2122-0061**

- Creation/Revision of Job Descriptions – Named Positions - Talent/Human Resources Department -

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 description aligns 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 determines that the following positions are created or revised as set forth in the attachments and shall be established on the respective salary schedule/range effective 12:01 a.m., October 14, 2021, as follows:

Creation:

Job Description/Position/Title/FTE

Director, Kindergarten Readiness

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL 18

Range: \$99,020.19 - \$126,403.41

261 days, 7.5 hours (FT) or duty days and hours as assigned

FISCAL IMPACT:

This position will be funded through the First 5 grant. The Department is requesting to add a new function to the department based on the Districts Strategic Plan or operational need. The Kindergarten Readiness Director position will head the early childhood kindergarten readiness initiative. In conjunction with the curriculum, literacy unit, and community providers will develop P-3 curricular alignment and systems coordination.

Creation:

Job Description/Position/Title/FTE

Coordinator, History

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227 17

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FISCAL IMPACT:

This position will be funded through Supplemental, Site 909. The Department is requesting to add a new function to the department based on the Districts Strategic Plan or operational need. The Coordinator, History will manage the overall operations of the District's K – 12 History program to promote and support the districts strategic plan to ensure all students are college and career ready.

Revision:

Job Description/Position/Title/FTE

Director, Student Support and Safety

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227 18

Range: \$99,020.19 - \$126,403.41

12 months, 227 days, 7.5 hours (FT) or duty days and hours as assigned

FISCAL IMPACT:

This position will be funded with General Funds and Supplemental funds through site 922. The needs of the district require that additional duties and/or new responsibilities be added to an existing position in the district. This position is needed to lead implementation of many elements of the George Floyd Resolution including supervision of safety and attendance and discipline.

BE IT FURTHER RESOLVED, that the Board authorizes the creation of job descriptions as so stated above.

Passed by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Aimee Eng, VanCedric Williams, Gary Yee, Mike Hutchinson, Clifford Thompson, Vice President Benjamin "Sam" Davis

NOES: None

ABSTAINED: None

RECUSE: None

ABSENT: Student Director Samantha Pal, Student Director Natalie Gallegos Chavez, President Shanthi Gonzales

CERTIFICATION

We 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 on October 13, 2021.

OAKLAND UNIFIED SCHOOL DISTRICT

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10/14/2021

Shanthi Gonzales
President, Board of Education



10/14/2021

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Kindergarten Readiness	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	ECE	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days/7.5 hours or duty days and hours as assigned
ISSUED:	Created: October 2021	SALARY GRADE:	ADCL 18

BASIC FUNCTION: Plan, organize and, coordinate programs to: ensure that children and families are ready to enter kindergarten as measured by the state’s readiness standards; provide efficient and effective early learning and development system, as determined by community needs, offering a full range of services in a safe, healthful and nurturing environments; complement the elementary program academically in the school age Child Development Center program by targeting the standards by grade level that have most leverage; and engage, educate and support parents in their role as advocates for their children in the public school system. Develop P12 systems of transition, enrollment and student support services to promote school readiness. Develop instructional materials, processes, and procedures for Transitional Kindergarten (TK); research existing Transitional Kindergarten programs; determine location of, and enrollment policies for, District TK programs; and participate in local and state professional learning communities.

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

ESSENTIAL FUNCTIONS:

Develop horizontal alignment strategies with the Community Schools & Student Services department to ensure school readiness.

Collaborate with ECE Executive Director to design research based models and practices to create P12 systems, facilitate service delivery and communications for student success.

Collaborate with the ECE Director of Quality Enhancement & Professional Development, Director of Instruction, and Literacy Coordinator develop P-3 curricular alignment.

Collaborate with the Curriculum and Literacy unit to develop and support kinder-readiness instructional staff.

Oversee the development and implementation of the District's core curriculum to include the State Common Core Standards/Pre-K Foundations in TK.

Partner with local institutions of higher education to provide professional development to Transitional Kindergarten (TK) teachers and administrators in culturally & developmentally-appropriate instructional practices for TK classrooms.

Facilitate the collaborative creation of a TK development plan for the District, which includes a continuum of professional development for teachers in partnership with the Early Literacy Department.

Identify explicit areas of increased responsibilities for District staff to fully integrate TK into existing instructional frameworks, and finalization of TK policy for long-term program implementation.

Systematize Pre K-K assessments.

Develop alignment strategies that strengthen continuity and ease transition from Pre K-K, professional development opportunities and teacher collaboration between Pre K-K, communication protocols and family engagement systems.

Develop, coordinate, and implement professional development opportunities for assigned staff to build capacity of the District's strategic plan and the department's focus areas and other areas as needed.

Collaborative with Special Education to innovate family-school-community partnership strategies.

Collaborate with internal/external partners to develop a campaign to increase timely community enrollment for Kinder/TK and transition activities.

Design systems with elementary school attendance specialists to support OUSD rising Kinder/TK enrollment.

Oversee Kindergarten Readiness program and develop expansion in alignment with District strategic plan.

Supervise Kindergarten Readiness Managers.

Analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines; utilize computer spreadsheet software programs.

Generate revenues in excess of actual program costs to build appropriate reserves.

Collaborate with ECE Executive Director to work within community ECE landscape to leverage funds and partner with other grantees.

Cultivate and foster cross sector partnerships to augment funding streams and program functioning; seek out alternative funding sources through grants and other sources to support early learning strategic plans.

Manage contracts with vendors and with the District.

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

Orient early learning principals in kindergarten readiness initiatives and programming.

Assist in local, State and Federal reports including assessment and Desired Results profiles.

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

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

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

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:

Principles of organization and management

Laws, rules, and regulations governing early childhood education and early childhood development programs and utilization of various forms of assessment to guide and design instruction for children and youth

Budget development, maintenance, and evaluation

Funding systems and resources, including grant writing

Effective employee supervision and evaluation procedures and techniques

Understanding of historical inequities in the Oakland community and amongst cultural/ethnic groups

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

Current District curriculum and school instructional programs in Preschool, TK and Kindergarten

Adult learning theory

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

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

ABILITY TO:

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

Speak and write effectively

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

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

Design and implement procedures

Supervise and direct a large staff or department

Translate Board and District policy to various employees, individuals and groups

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

PREREQUISITES:

Bachelor Degree in Education, Counseling, Social Work or related field.

Seven (7) years teaching experience or experience in pupil personnel services with at least two years of progressively responsible management experience

Teaching experience with youth and adults

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

Indoor office and diverse school settings; driving a vehicle to conduct work; fast-paced work, constant interruptions; exposure to a variety of childhood and adult diseases and illnesses; occasional exposure to a variety of weather 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.

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

TITLE:	Coordinator, History	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	227 Days / 7.5 Hours or Duty Days and Hours as Assigned
ISSUED:	Created: October 2021	SALARY GRADE:	A227 17

BASIC FUNCTION: Under direction of Director, Instruction, manage the overall operations of the District’s K-12 History program to promote and support the District’s strategic plan to ensure all students are college and career ready.

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

ESSENTIAL FUNCTIONS:

Coordinate the development of a cohesive District history curriculum strategy that guides the K-12 implementation of history, social science and ethnic studies instruction.

Manage all program related databases ensuring that data collection, reporting, and dissemination is handled efficiently, accurately, and timely.

Develop a coaching protocol for effective delivery of instruction for assigned area.

Coordinate the development, preparation, and implementation of a variety of online, in-person, and hybrid formats of professional learning opportunities for District personnel and interested parties targeting the department’s focus areas.

Manage the central History content, including but not limited to, planning and facilitating with Linked Learning and other District central leaders the design of various departments’ work streams to support the history strategy.

Collaborate with central History and Ethnic Studies content personnel in the development and implementation of the District’s core academic program (curriculum, instruction, and assessment) in alignment with the Common Core State Standards, California History-Social Studies Framework, English Language Development Standards, Social-Emotional Learning standards, and Equity Framework.

Collaborate with department staff to align, monitor, and evaluate the operational systems and processes relevant to the History content, including particularly management of instructional materials and assessment.

Provide training, technical assistance, coaching, and mentoring to District staff to facilitate History and Ethnic Studies curriculum implementation.

Assist with textbook adoption, if applicable; coordinate District events related to focus areas, as applicable.

Support supervisor with grant funding activities, such as completion of program evaluations.

Establish and maintain partnerships with community stakeholders and organizations.

Mentor, and support teachers and coaches to improve current teaching practices.

Plan, lead, and/or attend a variety of meetings representing the department.

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.

Travel to sites, when needed.

Provide cross-training to other staff 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 scope of work such as: California History-Social Studies Framework, Common Core State Standards, English Language Development Standards, Multi-Tiered Systems of Support, and Full Service Community Schools

Current District curriculum and school instructional programs

Cognitive Coaching Curriculum

Adult learning theory

Strategic direction of the District

Utilization of various forms of assessment to guide and design instruction

Culturally responsive pedagogy

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

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

Various District bargaining unit contracts related to employee evaluation

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

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

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, and punctuation

Implement plans and evaluate their outcomes

Principles and practices of effective leadership

Budget preparation and management to ensure fiscal responsibility

Presentation, communication, and public speaking techniques

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

ABILITY TO:

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

Interpret District collective bargaining contract language

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

Address the needs of identified English Learner communities

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Communicate effectively in English orally and in writing

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

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

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

Analyze situations accurately and adopt effective course of action

Manage multiple projects simultaneously

Implement plans and evaluate their outcomes

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

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

Meet District standards of professional conduct as outlined in Board Policy

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

Supervise, coach, and evaluate assigned personnel

Operate personal computer, related software, and other office equipment

PREREQUISITES:

A Bachelor's degree from an accredited college or university

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

Master's degree preferred

Bilingual skills preferred

Valid California Administrative Services Credential

Valid California Teaching Credential with English Learner authorization

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

TITLE:	Director, Student Support and Safety	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Community Schools and Student Services	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	12 months/227 days/ 7.5 hours or duty days and hours as assigned
ISSUED:	Created: April 2012 Revised: Oct. 2021	SALARY GRADE:	A227 18

BASIC FUNCTION: Under minimal supervision, design, implement, and coordinate all aspects of school climate & safety, attendance and discipline processes with the overall goal of meeting the targeted District objectives. Comply with and maintain knowledge of District, local, state and federal policies and regulations concerning primary job function. Maintain confidentiality of all personnel matters and student discipline matters.

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

ESSENTIAL FUNCTIONS:

Leadership and Communications

- Hold and implement the District vision for safe restorative school communities with site leaders and other staff.
- Develop and lead professional development for District staff related to school climate/safety, attendance and discipline policies and procedures for the purpose of ensuring that staff are up-to-date on current local, state and federal legislation and policy interpretation.
- Serve as District liaison to various organizations and agencies (e.g. School Attendance Review Boards, community support agencies, parents, etc.) for the purpose of representing the District to county/state child welfare and attendance agencies.
- Lead and Implement elements of the George Floyd resolution to reflect the District’s vision for safe and healthy school cultures & climates.
- Collaborate with network superintendents, principals, community partners to implement school climate and safety plans
- Provide leadership for school safety staff including providing supervisions and professional development for site based staff.
- Coordinate with staff in matters regarding student re-entry from expulsion and student behavior hearings.
- Ensure the District has an administrator for Truancy Mediation hearings.
- Ensure compliance with legal timelines.
- Develop and maintain partnerships within the District and with external organizations to support implementation of Full Service Community District Programs and objectives related to climate/safety, discipline and attendance.
- Provide updates to District Leadership, School Board and Legal Department as needed.
- Work in close cooperation with other public agencies such as the District Attorney, the Probation Department, Police and Sheriff’s Departments and community-based organizations.

- Monitor District Progress related to strategies designed to increase student safety and decrease discipline related disproportionate minority contacts.

Program Design and Management

- Conduct meetings (e.g. referrals, due process, School Attendance Review Board, discipline, etc.) for the purpose of coordinating activities and ensuring that outcomes achieve school, district and/or state objectives.
 - Research and develop strategic programs and procedures for the purpose of achieving safe schools that increase student attendance and are compliant with all relevant policies.
 - Files complaints, on behalf of the District, when necessary against parents who have violated the laws regulating school attendance, and appears in court regarding such complaints as required.
 - Respond to all requests from various internal and external sources (e.g. teachers, school administrators, parents, outside agencies, etc.) for the purpose of investigating and assisting in resolving student attendance problems, discipline and expulsion processes.
 - Oversee the design, implementation, and coordination of the School Attendance Review Board (SARB) and Expulsion processes so that compliance mandates are met.
 - Oversee the facilitation of disciplinary hearings for school disciplinary referrals, expulsion hearings and appeals regarding suspension and SARB hearings.
 - Provide necessary data analysis related to attendance and discipline to inform decision-making and support engagement of stakeholders.
 - Facilitate cycle of inquiries regarding appropriate support and interventions related to increasing school safety and safe cultures decreasing suspension rates, decreasing expulsion referrals, and decreasing chronic absences.
 - Collaborate with site principals as they plan for safe cultures and climates, attendance and discipline in their Schools Site Plans to further the goals of Full Service Community Schools.
 - Coordinate with outside agencies, school sites, etc., to develop programs that reduce access to police and increase safe cultures and provide referrals to families and/or students.
 - Recruit, hire, develop, support, supervise, and evaluate assigned staff.
 - Attend department meetings; represent department at District/community meetings.
- Provide cross-training to department staff.
 - 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:

Statistical tools and software

Attendance and data applications commonly used in OUSD such as AERIES, Escape, etc....

State Education Codes and Board policies regarding course requirements, graduation requirements, language assessments, age, and program requirements

Restorative Practices and relationship to strong school cultures

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

ABILITY TO:

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

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

Plan, organize, and coordinate needed program, strategies, etc.

Manage competing priorities and time

Display sensitivity to diverse cultural and ethnic groups

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

Work effectively with families, students, school sites, district staff and community members

Develop and facilitate community partnerships

Communicate effectively using tact, patience and courtesy

Meet District standards of professional conduct as outlined in Board Policy

Facilitate; communicate orally and in writing; and listen

Operate personal computer, related software, and other office equipment

PREREQUISITES:

A Bachelor's degree from an accredited college or university

Five (5) years of leadership experience at a school site

Valid Teaching Credential with English Learner authorization

Valid California Administrative Credential

Master's degree in related field preferred

Site Administrator experience preferred

Experience working in an urban school district environment preferred

Experience developing and facilitating community partnerships 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; exposure to a variety of childhood and adult diseases and illnesses

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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