

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

October 8, 2014

Legislative File	
File ID Number:	14-1988
Introduction Date:	10/08/14
Enactment Number:	14-1734
Enactment Date:	10/8/14
By:	AW

TO: Board of Education

FROM: Antwan Wilson, Superintendent
Brigitte Marshall, Chief Talent Officer, Human Resources Services and Support

SUBJECT: Approval of Job Descriptions – Community Schools and Student Services, Facilities Planning and Management, Programs for Exceptional Children, Office of Post Secondary Readiness, and Department of Research, Assessment and Data

- Deputy Chief, Community Schools and Student Services
- Deputy Chief, Facilities
- Deputy Chief, Programs for Exceptional Children
- Deputy Chief, Post Secondary Readiness
- Executive Director, Research, Assessment and Data

ACTION REQUESTED

Adoption by the Board of Education of Resolution No. 1415-0085, approving the following job descriptions: Deputy Chief, Community Schools and Student Services; Deputy Chief, Facilities; Deputy Chief, Programs for Exceptional Children; Deputy Chief, Post Secondary Readiness; Executive Director, Research, Assessment and Data.

DISCUSSION

As part of its ongoing work to revise and update the job classifications needed to implement the strategic plan and to have a written job description that is an accurate reflection of the scope and responsibilities for every position in the District, Human Resources Services and Support is presenting new job descriptions for positions in Community Schools and Student Services, Facilities Planning and Management, Programs for Exceptional Children, Office of Post Secondary Readiness, and Department of Research, Assessment and Data to complete assigned work.

Community Schools & Student Services

New Job Description

Classification Title

Deputy Chief, Community Schools & Services

Salary Schedule/Range

Salary Grade: Contract

227 days

Facilities Planning & Management

New Job Description

Classification Title

Deputy Chief, Facilities,
Facilities Planning and Management

Salary Schedule/Range

Salary Schedule: Contract

261 days

Programs for Exceptional Children

New Job Description

Classification Title

Deputy Chief, Programs for Exceptional Children

Salary Schedule/Range

Salary Grade: Contract

227 days

Office of Post Secondary Readiness

New Job Description

Classification Title

Deputy Chief, Office of Post Secondary Readiness

Salary Schedule/Range

Salary Grade: Contract

227 days

Department of Research, Assessment & Data

New Job Description

Classification Title

Executive Director, Research, Assessment, and Data

Salary Schedule/Range

Salary Schedule: CFCA

Range 25: \$ 106,403.96- \$ 135,809.45

261 days

BUDGET IMPACT

None.

RECOMMENDATION

Adoption by the Board of Education of Resolution No. 1415-0085, approving the following job descriptions: Deputy Chief, Community Schools and Student Services; Deputy Chief, Facilities; Deputy Chief, Programs for Exceptional Children; Deputy Chief, Post Secondary Readiness; Executive Director, Research, Assessment and Data.

Legislative File	
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**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1415-0085**

– Community Schools and Student Services, Facilities Planning and Management, Programs for Exceptional Children, Office of Post Secondary Readiness, and Department of Research, Assessment and Data -

Approving Job Descriptions

- Deputy Chief, Community Schools and Student Services; Deputy Chief, Facilities; Deputy Chief, Programs for Exceptional Children; Deputy Chief, Post Secondary Readiness; Executive Director, Research, Assessment and Data-

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 servicing our students, schools and community, and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby approves the following job descriptions: Deputy Chief, Community Schools and Student Services; Deputy Chief, Facilities; Deputy Chief, Programs for Exceptional Children; Deputy Chief, Post Secondary Readiness; Executive Director, Research, Assessment and Data- Department of Research, Assessment and Data, attached hereto, and confirms said job descriptions' placement on the salary schedules/ranges or employment contracts, as stated herein.

Community Schools & Student Services

New Job Description

Classification Title

Deputy Chief, Community Schools & Services

Salary Schedule/Range

Salary Grade: Contract

227 days

Facilities Planning & Management

New Job Description

Classification Title

Deputy Chief, Facilities,
Facilities Planning and Management

Salary Schedule/Range

Salary Schedule: Contract

261 days

Programs for Exceptional Children

New Job Description

Classification Title

Deputy Chief, Programs for Exceptional Children

Salary Schedule/Range

Salary Grade: Contract

227 days

Office of Post Secondary Readiness

New Job Description

Classification Title

Deputy Chief, Office of Post Secondary Readiness

Salary Schedule/Range

Salary Grade: Contract

227 days

Department of Research, Assessment & Data

New Job Description

Classification Title

Executive Director, Research, Assessment, and Data

Salary Schedule/Range

Salary Schedule: CFCA

Range 25: \$ 106,403.96- \$ 135,809.45

261 days

Passed by the following vote:

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

NOES: None


ABSTAINED: None

ABSENT: Anne Campbell Washington, Roseann Torres

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 October 8, 2014.

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By:	<i>DL</i>

OAKLAND UNIFIED SCHOOL DISTRICT



David Kakishiba
President, Board of Education

10/9/14



Antwan Wilson
Superintendent and Secretary, Board of Education

10/9/14

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By:	ols



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Deputy Chief, Community Schools and Student Services	REPORTS TO:	Chief Academic Officer
DEPARTMENT:	Community Schools and Student Services	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	227 days
ISSUED:	Created: June 2011 Revised: September 2014	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Chief Academic Officer, the Deputy Chief of Community Schools and Student Services provides leadership to plan, organize, and administer the District's Community Schools and Student Services 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 is intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Provide leadership in the development, implementation and management of the District's Full-Service Community School functional areas such extended learning opportunities, family engagement programs, resource development, translation services, health and wellness programs and other related learning and family support programs.

Establish and nurture partnerships and engagement within the District and Community Based Organizations (CBO), governmental entities, foundations, universities, families, and school sites in support of student, family, and community success.

Facilitate cross-boundary relationships between school sites, regions, and District departments to support the integration, effectiveness, and efficiency of academic and learning support, services, and resources to school sites and community partners.

Link student support services with academic goals and school reform; increase the capacity of each school to provide opportunities, services, and support to promote positive development of youth, resulting in increased academic success.

Provide leadership to develop and secure new resources; align and organize resources with department priorities; and create sustainable and equitable fiscal strategies and models that ensure the financial health of the office and its programs and services.

Develop and maintain data-driven standards to qualitatively and quantitatively measure and assess the programs, services, and community resources in the department.

Provide leadership and management of department grants.

Participate, manage, and lead community-school collaborative work, teams, task forces, and other projects.

Direct the preparation and maintenance of a variety of narrative and statistical reports, grant reports, records, and files to ensure accuracy and compliance with federal, state, and District mandates.

Develop and prepare the department budget to ensure fiscal responsibility; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.

Develop and provide professional development for administrators, principals, and site staff to effectively integrate academic, health, wellness and social service supports and align extended learning curriculum and instruction with the school day to reinforce and complement classroom-based learning.

Attend and/or participate in required District, Board, and committee meetings, and other activities as specified by assigned supervisor.

Plan, coordinate, and arrange appropriate training for assigned staff to ensure professional development opportunities.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions.

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 Educational Leadership, Education Administration or related field required.

Seven (7) years experience in administration and directing and supervising the work of others.

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

Experience in working with a diverse population of students and families within an urban school setting

Successful experience in working well in diverse economic, multicultural and multi-lingual communities and environment

Demonstrated success in executing significant budgetary and operational responsibilities at an executive level

Experience in management and development of large grants

Valid California Administrative Services Credential

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

Available for occasional evening and weekend work

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable federal, state, and District codes, regulations, policies and procedures governing works cope

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

Employer-employee relations and bargaining unit agreements

Funding opportunities and community contacts for assigned program

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

Budget and grant preparation and management to ensure fiscal responsibility

Correct English usage, grammar, spelling, and punctuation

Telephone techniques, systems and etiquette

Presentation, communication, and public speaking techniques

Research and assessment methods and report and grant writing techniques

Principles and practices of effective leadership

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

ABILITY TO:

Provide leadership for all facets of Community within established guidelines

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

Maintain current knowledge of new developments and research related to work scope

Manage and write grant proposals

Develop and nurture the growth of resources related to work scope

Demonstrate cultural competence with diverse groups across race, ethnicity, religion, gender, class, and sexuality

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments, community, and others of diverse backgrounds, experience, and personalities

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

Establish credibility with numerous constituents, effectively handle sensitive personnel issues, and be comfortable and effective working with all levels of an organization

Build and maintain strong relationships

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

Plan and organize work to meet established timelines and deadlines

Work independently

Prepare comprehensive, narrative, and statistical reports

Analyze situations accurately and adopt effective course of action

Meet District standards of professional conduct as outlined in Board Policy

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

Coach, coordinate and lead teams

Develop and implement training/professional development

Direct, supervise and evaluate the performance of assigned staff

Operate a computer and related software to enter data, maintain records, and generate reports

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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:	Deputy Chief, Facilities	REPORTS TO:	Chief Operations Officer
DEPARTMENT:	Facilities Planning and Management	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days
ISSUED:	Created: June 2007 Revised: September 2014	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Chief Operations Officer, the Deputy Chief of Facilities plans, organizes, directs, and reviews activities related to facilities planning and design, school utilization, real estate management, and building and grounds maintenance to ensure that all facilities meet the highest standards of design, construction, and appropriateness for the educational activities they were intended to foster; all new educational facilities are constructed in a manner consistent with the highest standards of efficiency, safety, economy, and quality; and; students are provided with a physical learning environment that is safe, clean, attractive, and functional.

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

ESSENTIAL FUNCTIONS

Develop and use a team-based approach to leadership and management of Facilities Planning and Management which includes the Departments of Buildings and Grounds, Facilities and Custodial Services.

Assist department heads in developing evaluative criteria to ensure accountability of all personnel.

Ensure District compliance with all county, state, and federal mandates, requirements, obligations and commitments related to projects for facility upgrade, modernization, and/or modifications to existing facilities and grounds.

Develop, recommend and execute plans for provision of economical school facilities commensurate with legal and educational requirements.

Assume responsibility for the comprehensive overall planning and scheduling of maintenance and repair requirements for the Districts.

Assist in planning for new construction by participating in preconstruction conferences.

Coordinate required inspections and related engineering programs with public agencies.

Visit all construction projects at frequent intervals to assure that plans, specifications, codes, and regulations are being observed and followed.

Maintain liaison with governmental agencies having jurisdiction over or providing services to school buildings.

Maintain necessary records and prepare periodic reports.

Ensure fiscal accountability and efficiency.

Ensure that standards consistent with applicable law are maintained.

Inspect all school buildings, grounds and installations on a regular basis to determine that high standards of workmanship, cleanliness, safety, and security are maintained.

Supervise and inspect the improvement and renovation work performed by outside contractors and verify that the terms of all such contracts have been fulfilled before authorizing payments.

Work with architects in the construction and modernization of facilities to ensure compliance with District requirements and economy.

Supervise technical review of plans and specifications prepared by architects and confer with mechanical engineer on proposed specifications.

Recommend approval of preliminary plans, completed work drawings, and specifications.

Develop, recommend, interpret, and evaluate facilities policies, regulations, procedures, and standards.

Review construction cost estimates.

Establish bidding and construction schedules, and prepare and issue contract documents and addenda.

Investigate and evaluate new materials, techniques, and methods for providing adequate, economical educational facilities.

Maintain and update all records, drawings, and descriptive materials of all school facilities, sites, and portable buildings.

Continue to grow professionally through research, graduate studies, collaboration with colleagues, and professional meetings and conferences.

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.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Bachelor 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 Bachelor Degree requirement; however, the work experience years used to qualify for the Bachelor Degree requirement cannot be used to meet the work requirement. Must show evidence of a working knowledge of the principles of quality management or commit to begin training in the area of quality within the first six (6) months of employment.

Eight (8) years experience in architecture or related field; experience with responsibility for the design, production or field supervision of various types of construction such as educational, commercial, multi-residential and/or public sector

Five (5) years supervisory/managerial experience

Demonstrated experience in building trades such as electrical, carpentry, plumbing, maintenance, and other related fields

Demonstrated success in the planning and building of projects of major proportion such as school facilities

Successful experience in working well in diverse economic, multicultural and multi-lingual communities and environment

Demonstrated knowledge of fiscal management, cost controls, accounting procedures, budget development, and supervision

Master's degree in architecture or related field preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable federal, state, and District codes, regulations, policies and procedures governing work scope
Planning, organization and direction of a school facilities department in a large school district
Design, construction, supervision, and management of large construction projects
Maintenance rehabilitation, modernization and operations of large facilities
School construction finance and alternative funding mechanisms
School facility funding application submission procedures and requirements
Public law related to land management, acquisition and sale
Principles and practices of effective supervision and personnel management
School district organization patterns and operating procedures
Relevant state and federal regulation and procedures; applicable laws, codes, regulations and policies
Long-range planning methods
Organization and direction of facilities management and planning activities
Terms, practices and procedures used in the planning, design, construction, modernization, maintenance and operation of school buildings and facilities
City general plan, redevelopment and zoning policies, procedures and regulations
Budget preparation and control
Planning, organization and coordination needed for assigned program
Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers
Correct English usage, grammar, spelling, vocabulary and punctuation
Computer software, hardware, and related technology

ABILITY TO:

Plan, organize and administer a facility program for a large school District
Manage and write grant proposals
Demonstrate excellent and effective written and spoken communication skills in English, including content, context, communication, conciseness, grammar and usage
Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments, community, and others of diverse backgrounds, experience, and personalities
Model effective communication skills using tact, patience, and courtesy to understand and respond to the needs and expectations of team members and customers
Establish credibility with numerous constituents, effectively handle sensitive personnel issues, and be comfortable and effective working with all levels of an organization
Demonstrate cultural competence with diverse groups across race, ethnicity, religion, gender, class, and sexuality
Plan, prioritize, organize schedule and assign duties
Assess the needs of a broad range of constituencies and incorporate necessary elements into an operational plan
Train, supervise and evaluate personnel
Analyze situations accurately and develop effective action plans
Read, interpret and work from construction drawings and blueprints
Prepare and present clear and concise comprehensive narrative and statistical reports

Lead and coordinated District efforts toward securing funding for projects

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

Operate personal computer, related software, and other office equipment

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; walking over rough or uneven surfaces at construction sites; lifting, carrying, pushing, and pulling objects up to 50 pounds, occasionally 50+ 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, assess property, prepare reports 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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Enactment Number:	14-1734
Enactment Date:	10/8/14
By:	o/s



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Deputy Chief, Programs for Exceptional Children	REPORTS TO:	Chief Academic Officer
DEPARTMENT:	Programs for Exceptional Children (PEC)	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 days
ISSUED:	Created: October 2014	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Chief Academic Officer, the Deputy Chief of Programs for Exceptional Children performs a variety of leadership, supervisory and administrative tasks in monitoring and assisting the Programs for Exceptional Children in the Oakland Unified School District. The Deputy Chief of PEC leads, directs and supervises programs and services for students in the system with special needs; coordinates the efforts of federal, state and local agencies, administrators, private specialists, parents, and division supervisors to provide the services needed by students as determined by division staff; monitors the overall effectiveness of programs and ensures all are implemented within federal, state and local regulations.

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

Plan, develop, and implement a comprehensive program for students with special needs which assesses the needs of students, establishes objectives and priorities, delegates responsibilities to staff, develops strategies to achieve objectives and evaluates programs.

Lead state special education self-reviews and other compliance reviews; ensure submission of required reports at the District, state and federal levels.

Direct the District's program evaluation, internal compliance audits, state and federal reporting requirements and management information services.

Provide direction, consultation and supervision to program staff; consult with centrally-based staff and school-based staff on individual cases and on interpretation of federal, state and local policies and procedures; interpret and provide guidance for the implementation of state and federal legal mandates regarding Programs for Exceptional Children and services to children with special needs.

Provide leadership in the monitoring of services provided to District students who are not directly assigned to a school within the District: home-based program, students in non-public school settings and students placed outside the District; ensure out-of-district placement of students is completed in an efficient and effective manner.

Develop and implement standards, policies and procedures related to special education services; develop short- and long-range goals for the division; monitor the progress of various services; make recommendations for changes; update and ensure implementation of the District's policies and procedures as they relate to students in special education programs.

Work in conjunction with the State Department of Public Instruction, the Office for Civil Rights, and various other agencies to meet the needs of students; prepare and monitor contracts with individuals and agencies for special services not available through the school system; ensure compliance of programs with federal, state and local laws and regulations.

Lead and attend a variety of meetings/committees; represent the District in collaborative/partnerships/task forces with the City, County, human service agencies, institutions of higher education, business/industry, and judicial and law enforcement agencies as assigned.

Provide leadership in the alignment of curriculum, implementation of state testing requirements and program enhancement designed to improve the quality of services and outcomes for students; recommend programmatic and staff changes to Chief Academic Officer.

Work with staff in program evaluation, design, interpretation of data and scientific decision-making strategies.

Make decisions and present recommendations concerning and impacting critical educational and administrative operations.

Consult with staff, parents and outside agencies regarding special education students and programs/services offered.

Coordinate with local agencies, parents and school personnel to resolve problems and secure needed resources.

Respond to Superintendent, Chief Academic Officer, Leadership Team, administrators, staff, parents and representatives from outside agencies regarding special education related issues.

Ensure communication and dissemination of program information to staff, school sites, parents, Board and Superintendent's Cabinet.

Provide direction and information to the Board and Superintendent's Cabinet on issues specific to Special Education.

Provide leadership in the implementation of the Program for Exception Children Strategic Plan providing written updates to the Superintendent, Leadership Team, staff, parents and the community as needed and requested; update and revise Strategic Plan as needed.

Attend Board meetings and prepare reports as requested by the Chief Academic Officer, Superintendent and Leadership.

Represent the District, when requested, in mediation, administrative hearings and court proceedings relating to students in need of or receiving special education services.

Participate in special education programs with public and private organizations and agencies including Alameda County Office of Education and Special Education Local Plan Area (SELPA).

Attend regular Special Education Advisory Committee meetings.

Plan, coordinate, and arrange appropriate training for assigned staff to ensure professional development opportunities.

Follow procedures for safe storing and integrity of all public and confidential school records, ensuring personnel and student record keeping procedures comply with state, federal and District laws and policies.

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

Provide training and assist staff with the implementation of regulations involving confidential 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.

Provide leadership in the development and preparation of annual budgets for special education programs; coordinate with other departments or agencies to ensure maximum services; monitor expenditures of approved budget.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Master's degree in Public Administration, Education Administration, Special Education or related field.

Seven (7) years of directly related progressively responsible experiences with four (4) years of administrative experience in Special Education

Three (3) years successful experience as a special education teacher, school psychologist, school nurse, speech and language pathologist or other related certificated field

Demonstrated knowledge and understanding of special education programs

Demonstrated understanding of the regulations regarding the operation of special education programs

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

Experience in working with a diverse population of students and families within an urban school setting

Successful experience in working well in diverse economic, multicultural and multi-lingual communities and environment

Demonstrated success in executing significant budgetary and operational responsibilities at an executive level

Experience in management and development of large grants

Valid California Administrative Services Credential

California teaching Credential authorizing services in special education is preferred

Specialized subject matter expertise in special education required for SELPA director

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

Curriculum for special education programs

Counseling and testing programs for special education students

Federal, state and local agencies that provide services for children with special needs

Local, state and federal policies and procedures regarding children with special needs

County and District policies, procedures and standards regarding special education

The ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations

The current literature, trends, methods and developments in the area of special education

The principles of supervision, organization and administration

Utilization of various forms of assessment to guide and design instruction

Effective pedagogy for ethnic populations, English, and Standard English Learners

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

Budget and grant preparation and management to ensure fiscal responsibility

Funding opportunities and community contacts for assigned program

Correct English usage, grammar, spelling, and punctuation

Principles and practices of administration, supervision, and training

Computer software, hardware, and related technology

ABILITY TO:

Plan, organize and administer a large, complex special education program and SELPA

Apply specialized special education knowledge to the administration and management of SELPA programs and services within established policy guidelines, research and evaluation concepts and solutions

Assess the needs of students

Plan, develop, implement and evaluate large programs

Develop and implement policies, procedures and standards for services offered

Evaluate the effectiveness of existing programs and make recommendations for improvements

Maintain complete and accurate records and statistics and to develop meaningful reports from that information

Demonstrate cultural competence with diverse groups across race, ethnicity, religion, gender, class, and sexuality

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

Make oral presentations before large groups of people

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments, community, and others of diverse backgrounds, experience, and personalities

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

Establish credibility with numerous constituents, effectively handle sensitive personnel issues, and be comfortable and effective working with all levels of an organization

Build and maintain strong relationships

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

Analyze situations accurately and adopt an effective course of action

Meet schedules and time lines

Work independently with little direction

Plan and organize work

Prepare comprehensive narrative and statistical reports

Supervise and evaluate the performance of assigned staff

Remain current on trends and development in the Special Education field

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; movement throughout schools and classrooms in a variety of buildings; 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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By:	OR



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Deputy Chief, Office of Post Secondary Readiness	REPORTS TO:	Chief of School
DEPARTMENT:	Office of Post Secondary Readiness	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 days
ISSUED:	Created: October 2014	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Chief of Schools and the Superintendent, the Deputy Chief of Post Secondary Readiness is responsible for the supervision, management, alignment and coordination of programs, initiatives and policies that support schools to ensure students graduate from high school ready for college, career and community. The Deputy Chief will supervise and manage Linked Learning, District counseling programs, advanced placement, dual enrollment and the Oakland Athletic League (OAL).

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 leadership to deliver results in assigned areas, including but not limited to program adoptions, professional development, linked learning, college and career readiness, counseling, advanced placement (AP), dual enrollment, post secondary options, new technologies and OAL.

Oversee the development and implementation of college and career readiness standards and programs in support of the District goal of every student being college, career and community ready by grade 12 and in alignment with the District's Strategic Plan.

Oversee and successfully integrate programs to improve post-secondary readiness for students and drive student engagement, including support to maintain students on-track for graduation, advanced placement, concurrent enrollment and engagement and leadership opportunities for secondary students.

Oversee the allocation of District resources to support college and career readiness priorities.

Direct the identification and pursuit of funding opportunities available through grants and federal and state legislation to improve post-secondary readiness for students.

Create collaborative and effective communication channels between the assigned departments, central office departments, Principals and school site staff.

Collaborate with the District Leadership Team to develop communication and collaboration systems to ensure smooth flow of information, both vertically and horizontally, to enable all resources to be focused on high priority goals for each program to ensure the sharing and implementation of best practices.

Ensure Principals and Counselors know and support the efforts of the College and Career Readiness partners, programs and service resources at their sites.

Lead the implementation of a coordinated public relations campaign to promote post secondary readiness for all students in the District.

Provide leadership in the expansion of advanced placement courses by collaborating with the Director of Advanced Placement and Dual Enrollment, Principals and teachers to support AP course development and pre-AP services.

Monitor the District's plan, policies and procedures for dual enrollment and early admissions.

Build capacity around College and Career Pathways goals and connection to the Common Core State Standards and Next Generation Science Standards

Direct the implementation of training, strategies, and resources to strengthen Counselors' skills and the delivery of services to students.

Collaborate with Network Superintendents and Principals of sites without counselors to ensure that those sites fully participate in the counseling services process.

Ensure staff works with Counselors and College and Career Advisors to strengthen Guidance Programs in relation to career awareness and planning.

Ensure the implementation of strategies for the California Department of Education (CDE) K-12 Physical Education standards and graduation requirements.

Ensure the alignment of K-12 Physical Education curriculum with OAL seasons of sport.

Manage partnerships with appropriate staff and community partners to design a comprehensive physical education and health program which connects health and wellness to academic achievement.

Provide increased accountability to ensure compliance of discipline procedures for coaches and students according to California Interscholastic Federation (CIF) and OUSD established procedures, laws and regulations.

Manage data through coordination of new technology to help facilitate the reporting and decision-making process; prepare and present staff reports and other necessary correspondence.

Develop and prepare budgets; analyze and review budgetary and financial data to ensure data accuracy; monitor and authorize expenditures in accordance with established guidelines to ensure the financial stability of the District.

Deliver results through multiple approaches by working collaboratively with all departments within the District.

Oversee the development and implementation of departmental operational policies, regulations, and procedures.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files; provide for appropriate research and compile accurate reports to ensure the integrity and credibility of the District.

Develop and conduct ongoing training sessions for assigned staff regarding changes in office policies and legal procedures; attend and participate in professional group meetings; stay abreast of new trends and innovations in support of District goals.

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.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's degree in Education, Administration or related field.

Five (5) or more years of school or school district leadership experience; demonstrated success leading strategic innovative educational initiative.

A Doctorate degree preferred but not required

Significant experience leading or overseeing significant transformations at schools that significantly improved outcomes for students

Knowledge of and experience in staff leadership, curriculum development, staff evaluation, successful instructional practices, school improvement strategies, academic and accountability testing, policy and procedures, and community relations

Demonstrated success in improving student achievement results

Demonstrated success in leading large scale change initiatives within an educational context

Proven experience in strategic planning, communicating a vision and goals to others and effectively implementing action plans and monitoring progress against goals

Successful experience in working well in diverse economic, multicultural and multi-lingual communities and environment

Demonstrated success in executing significant budgetary and operational responsibilities at an executive level

Valid California Teaching Credential

Valid California Administrative Services Credential

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

Effective pedagogy for ethnic populations, Limited English, and Standard English Learners

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

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

National, state, and District educational goals and standards

Learning theory, program planning, curriculum development, and management of instructional programs that increase academic rigor for all students

Effective school concepts and principles

Principles of educational reform, research and evaluation program monitoring, data analysis, and reporting

District educational initiatives, programs, and policies

Educational administration, performance and project management, resource alignment, and strategic planning goals

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

Large-scale student information data systems

State-of-the-art research and proven best practices in areas of closing the achievement gaps and meeting the diverse needs of students

Leadership skills, and developing and supporting a professional learning community

Report writing, and presentation

Effective staff development programs and strategies

Academic accountability systems and services

Budget preparation and control

School district organization, operations, and objectives

Effective oral and written communication skills

Interpersonal skills using tact, patience, and courtesy

Effective management principles, practices, and supervision techniques

Computer software, hardware, and related technology

ABILITY TO:

Design, organize, and lead a systemic change process in a large urban school district

Provide data and interpretation to support decisions related to the improvement of instructional and operational programs

Deliver high quality and high-efficacy services

Assist with the integration of professional learning and curriculum implementation

Analyze statistical data for trends and student performance in various programs, and develop strategies for improved student improvement

Keep current about related educational research, innovations, and trends, as well as applicable federal, state, and district laws, rules, regulations, and procedures

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups

Work independently, coordinate multiple activities simultaneously, and work flexible hours

Prepare and deliver effective presentations to diverse audiences

Communicate effectively, both orally and in writing

Establish and maintain effective working relationships with district staff and administrators, students, parents or guardians, outside agencies, and the public, in a multicultural community

Exercise effective decision-making and problem-solving

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

Analyze situations accurately, and adopt a legally sound, effective course of action

Plan and organize work to meet schedules and timelines

Prepare comprehensive narrative and statistical reports

Supervise and evaluate the performance of assigned staff

Operate personal computer, related software, and other office equipment

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.

Legislative File	
File ID Number:	14-1988
Introduction Date:	10/8/14
Enactment Number:	14-1734
Enactment Date:	10/8/14
By:	DL



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Research, Assessment and Data	REPORTS TO:	Chief Academic Officer
DEPARTMENT:	Research, Assessment and Data	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days
ISSUED:	Created: June 2011 Revised: October 2014	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Plan and direct a highly visible and proactive program of research, assessment of learning, and data analysis in support of the District's Strategic Plan; oversee the implementation of federal, state, and District requirements related to educational planning and accountability; lead cross-agency data sharing partnerships for District-wide initiatives. Duties may 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

Plan, organize, and direct the functions of research, assessment, and accountability services including research and evaluation, system-wide federal, state and local testing and reporting, data analysis, and production activities.

Design, oversee, and facilitate development and implementation of a variety of student achievement data reporting tools and displays; assist central office and school site staff to use data to inform practices.

Establish and implement a timely and practical schedule for the preparation and release of research, program evaluation and assessment plans, and reports.

Manage optimum use of research, evaluation, and assessment data at the school campus and District level for improvement planning, accountability, and decision-making.

Direct the administration and implementation of District, state and federal planning and accountability requirements related to student achievement, including Academic Performance Index (API) and Adequate Yearly Progress (AYP) measures, goal and target-setting processes, and school site plans.

Manage the development of a comprehensive data framework including both traditional academic indicators and non-traditional indicators for District initiatives.

Direct the activities that support principals, teachers, School Site Councils, Network Superintendents and other District staff to understand and use multiple data resources to inform the development of Full Service Community Schools.

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.

Manage the implementation and revision of the local educational assessments.

Administer and oversee functions, including administration and scoring of District assessments, mandated and supplemental data analysis, and reporting, program evaluation, and internal research.

Provide technical expertise, information and assistance to the Superintendent and District leadership regarding assigned functions; assist in the development of policies, procedures and programs; provide recommendations in response to unusual trends or problems.

Research, establish, and implement an accountability system aligned to the District's initiative to include a Balanced Scorecard.

Research and implement technology solutions and data tools that will assist the District and the school sites in gaining access to data for purposes of planning academic program focus and strategy and for alignment of social service supports.

Manage external research conducted in the District.

Lead/conduct research on best practices related to work scope.

Manage and/or conduct literature reviews of relevant research and practices related to work scope.

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.

Prepare and manage the department budget to ensure fiscal responsibility.

Attend a variety of meetings representing the department.

Coordinate, supervise, coach, and evaluate the performance and duties of assigned 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 educational planning and accountability, research and evaluation, social science, or a related field and five years of progressively responsible experience in education or a related profession, including four years experience in an educational institution or educational setting, and two years of leadership or management experience.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

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

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

District educational initiatives and programs

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

Data analysis processes in relation to instructional planning

Planning, organization, and coordination needed for assigned program

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

Research methods and report writing and record-keeping techniques

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:

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

Maintain current knowledge of related educational research and trends

Establish and maintain effective working relationships

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.

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