

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

June 24, 2020

Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os

TO: Board of Education

FROM: Kyla Johnson-Trammell, Superintendent
Tara Gard, Deputy Chief Talent Officer, Talent Division

SUBJECT: Approval of Creation/Revision of Job Description – Nutrition Services, Buildings and Grounds, Linked Learning, Academic Instructional Innovation, Transportation and Warehouse, Tech Services, Office of Equity, Early Childhood Education Departments; Community School and Student Services Police Services/Operations and Talent/Human Resources Department.

Creations:

1. Specialist, Nutrition Services Good Food Purchasing and Inventory;
2. Plumbers Helper;
3. Specialist, Career Transitions;
4. Coordinator, Outdoors Environmental;
5. Senior Manager, Supply Chain and Logistics;
6. Coordinator, Education at the Center;
7. Coordinator, Physical Education;
8. Program Manager, School Gardens and Living Schoolyards;
9. Culture and Climate Ambassador;
10. Equipment Mechanic;
11. Production Assistant;
12. Production Cook; and
13. Sanitation/Utility Technician, Lead.

Revision:

1. Student Information Systems Specialist I;
2. Student Information Systems Specialist II;
3. Student Information Systems Specialist III;
4. Student Information Systems Specialist IV;
5. Specialist, District Family Engagement;
6. Specialist, Target Student Group Intervention;
7. Specialist, Student Engagement;
8. Early Literacy Reading Tutor;
9. Coordinator, Health Services;
10. Partner, Schools;
11. Partner, Central; and
12. Specialist, Employee Support.

ACTION REQUESTED

Adoption by the Board of Education of Resolution No. 1920-2037, Creation/Revision of Job Description – Specialist, Nutrition Services Good Food Purchasing and Inventory; Plumbers Helper; Specialist, Career Transitions; Coordinator, Outdoors Environmental; Senior Manager, Supply Chain and Logistics; Coordinator, Education at the Center; Coordinator, Physical Education; Program Manager, School Gardens and Living Schoolyards; Culture and Climate Ambassador; Equipment Mechanic; Production Assistant; Production Cook; Sanitation/Utility Technician, Lead; Student Information Systems Specialist I; Student Information Systems Specialist II; Student Information Systems Specialist III; Student Information Systems Specialist IV; Specialist, District Family Engagement; Specialist, Target Student Group Intervention; Specialist, Student Engagement; Early Literacy Reading Tutor; and Coordinator, Health Services; Partner, Schools; Partner, Central; and Specialist, Employee Support.

DISCUSSION

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

Creation:

Job Description/Position/Title/FTE
Specialist, Nutrition Services Good Food Purchasing and Inventory
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 47
Range: \$57,170.99– 76,671.88
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT:

No fiscal impact. This role is replacing an existing job description. It was created due to the opening of the new food manufacturing facility, Central Kitchen.

Creation:

Job Description/Position/Title/FTE
Plumber's Helper
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: BCTC
Range: \$48,417.36 – 50,724.32
12 months, 261 days, 8.0 hours (FT)

FISCAL IMPACT:

No fiscal impact. This role is replacing an existing job description. This position is being created to focus on less skill demanding tasks.

Creation:

Job Description/Position/Title/FTE
Specialist, Career Transitions
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 45
Range: \$51,829.79 – 69,481.09
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT:

This role is part of the Districts Strategic Plan. It is needed to provide targeted support for students transitioning to specialized post-secondary programs, including community college, Career Technical Education, job training or directly into careers.

Creation:

Job Description/Position/Title/FTE
Coordinator, Outdoors Environmental
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227 17
Range: \$88,823.45 – 114,640.05
227 days, 7.5 hours (FT)

FISCAL IMPACT:

There is no fiscal impact. This role is replacing an existing job description.

Creation:

Job Description/Position/Title/FTE
Senior Manager, Supply Chain and Logistics
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL 19
Range: \$99,008 – 126,382
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

This position will be funded within the existing departments allocated budget for the 20-21 school year.

Creation:

Job Description/Position/Title/FTE
Coordinator, Education at the Center
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227 16
Range: \$85,547.32 – 109,183.40
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

This position will be funded within the existing departments allocated budget for the 20-21 school year.

Creation:

Job Description/Position/Title/FTE
Coordinator, Physical Education
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227 16
Range: \$85,547.32 – 109,183.40
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

This position will be funded within the existing departments allocated budget for the 20-21 school year.

Creation:

Job Description/Position/Title/FTE
Program Manager, School Gardens and Living
Schoolyards
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL 14
Range: \$77,575.92 – 99,008.22
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

This position will be funded within the existing departments allocated budget for the 20-21 school year.

Creation:

Job Description/Position/Title/FTE
Culture and Climate Ambassador
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 34
Range: \$39,711.93 – 53,176.11
10 months, 7.5 hours (FT)

FISCAL IMPACT

This position will be funded within the existing departments allocated budget for the 20-21 school year

Creation:

Job Description/Position/Title/FTE
Equipment Mechanic
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: B&G 19
Range: \$74,825.65 – 78,116.53
261 days, 8 hours (FT)

FISCAL IMPACT

This position will be funded within the existing departments allocated budget for the 20-21 school year. This new position was created due to the opening of the new food manufacturing facility, Central Kitchen

Creation:

Job Description/Position/Title/FTE
Production Assistant
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: AFSCME
Range: \$25,620.82 – 29,657.23
204 days, 7.5 hours (FT)

FISCAL IMPACT

This position will be funded within the existing departments allocated budget for the 20-21 school year. This new position was created due to the opening of the new food manufacturing facility, Central Kitchen

Creation:

Job Description/Position/Title/FTE
Production Cook
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: AFSCME
Range: 12 Months: \$37,943.81 – 43,924.70
Range: 10 Months: 29,657.23 – 34,331.94
10 Months: 204 days, 7.5 hours (FT)
12 Months: 261 days, 7.50 hours (FT)

FISCAL IMPACT

This position will be funded within the existing departments allocated budget for the 20-21 school year. This new position was created due to the opening of the new food manufacturing facility, Central Kitchen

Creation:

Job Description/Position/Title/FTE
Technician, Sanitation/Utility
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: AFSCME
Range: \$47,752.56 – 58,067.28
12 Months, 261 days, 8 hours (FT)

FISCAL IMPACT

This position will be funded within the existing departments allocated budget for the 20-21 school year. This new position was created due to the opening of the new food manufacturing facility, Central Kitchen

Revision:

Job Description/Position/Title/FTE
Student Information Systems Specialist I
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 53
Range: \$66,255.61 – 88,700.84
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no fiscal impact. This role is replacing an existing job description.

Revision:

Job Description/Position/Title/FTE
Student Information Systems Specialist II
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 55
Range: \$74,792.79– 100,211.98
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no fiscal impact. This role is replacing an existing job description.

Revision:

Job Description/Position/Title/FTE
Student Information Systems Specialist III
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 57
Range: \$78,610.11– 105,301.74
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no fiscal impact. This role is replacing an existing job description.

Revision:

Job Description/Position/Title/FTE
Student Information Systems Specialist IV
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 64
Range: \$93,450.30– 125,231.67
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no fiscal impact. This role is replacing an existing job description.

Revision:

Job Description/Position/Title/FTE
Specialist, District family Engagement
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 48
Range: \$43,751.19 – 58,606.17
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no fiscal impact. This role is replacing an existing job description due to central office re-organization.

Revision:

Job Description/Position/Title/FTE
Specialist, Target Student Group Intervention
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 57
Range: \$78,610.11 – 105,301.74
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no fiscal impact. This role is replacing an existing job description due to central office re-organization.

Revision:

Job Description/Position/Title/FTE
Specialist, Student Engagement
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 55
Range: \$74,792.79 – 100,211.98
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no fiscal impact. This role is replacing an existing job description due to central office re-organization.

Revision:

Job Description/Position/Title/FTE
Early Literacy Reading Tutor
(As Assigned) (0.4 to 0.8 FTE)

Salary Schedule/Range

Salary Schedule: WTCL – 194 - 14
Range: \$20,344.22 – 27,187.28
10 months, 3-6 hours per day

FISCAL IMPACT

There is no fiscal impact. This role is replacing an existing job description

Revision:

Job Description/Position/Title/FTE
Coordinator, Health Services
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL 16
Range: \$85,547.32 – 109,183.40
12 months, 261 Days, 7.5 hours per day

FISCAL IMPACT

There is no fiscal impact. This role is replacing an existing job description

Revision:

Job Description/Position/Title/FTE
Partner, Schools
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA 22
Range: \$97,513.71 – 124,443.29
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no fiscal impact. Clarifying and refining duties to existing positions.

Revision:

Job Description/Position/Title/FTE
Partner, Central
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA 22
Range: \$97,513.71 – 124,443.29
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no fiscal impact. Clarifying and refining duties to existing positions.

Revision:

Job Description/Position/Title/FTE
Specialist, Employee Support
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA 18
Range: \$81,092.81 – 103,502.28
12 months, 261 days, 7.5 hours (FT)

RECOMMENDATION

Adoption by the Board of Education of Resolution No. 1920-2037, Creation/Revision of Job Description – Specialist, Nutrition Services Good Food Purchasing and Inventory; Plumbers Helper; Specialist, Career Transitions; Coordinator, Outdoors Environmental; Senior Manager, Supply Chain and Logistics; Coordinator, Education at the Center; Coordinator, Physical Education; Program Manager, School Gardens and Living Schoolyards; Culture and Climate Ambassador; Equipment Mechanic; Production Assistant; Production Cook; Sanitation/Utility Technician, Lead; Student Information Systems Specialist I; Student Information Systems Specialist II; Student Information Systems Specialist III; Student Information Systems Specialist IV; Specialist, District Family Engagement; Specialist, Target Student Group Intervention; Specialist, Student Engagement; Early Literacy Reading Tutor; and Coordinator, Health Services; Partner, Schools; Partner, Central; and Specialist, Employee Support.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1920-2037**

- Approval of Creation/Revision of Job Description – Nutrition Services, Buildings and Grounds, Linked Learning, Academic Instructional Innovation, Transportation and Warehouse, Tech Services, Office of Equity, Early Childhood Education Departments; Community School and Student Services Police Services/Operations and 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., June 24, 2020, as follows:

Creations:

1. Specialist, Nutrition Services Good Food Purchasing and Inventory;
2. Plumbers Helper;
3. Specialist, Career Transitions;
4. Coordinator, Outdoors Environmental;
5. Senior Manager, Supply Chain and Logistics;
6. Coordinator, Education at the Center;
7. Coordinator, Physical Education;
8. Program Manager, School Gardens and Living Schoolyards;
9. Culture and Climate Ambassador;
10. Equipment Mechanic;
11. Production Assistant;
12. Production Cook; and
13. Sanitation/Utility Technician, Lead.

Revision:

1. Student Information Systems Specialist I;
2. Student Information Systems Specialist II;
3. Student Information Systems Specialist III;
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5. Specialist, District Family Engagement;
6. Specialist, Target Student Group Intervention;
7. Specialist, Student Engagement;
8. Early Literacy Reading Tutor;
9. Coordinator, Health Services:
10. Partner, Schools;
11. Partner, Central; and
12. Specialist, Employee Support.

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: AYES: None

AYE: Roseann Torres, James Harris, Gary Yee, Jumoke Hinton Hodge, Aimee Eng, Vice President Shanthi Gonzales, President Jody London

NOES: None

ABSTAINED: None

RECUSE: None

ABSENT: Student Director Smith-Dahl, Student Director Garibo

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 June 24, 2020.

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File ID Number:	20-1376
Introduction Date:	06/24/2020
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By:	os

OAKLAND UNIFIED SCHOOL DISTRICT



Jody London
President, Board of Education



Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

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File ID Number:	20-1376
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OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Nutrition Services Good Food Purchasing and Inventory	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Nutrition Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 Days / 7.5 Hours or other Duty Days and Hours As Assigned
ISSUED:	Created: June 2020	SALARY GRADE:	WTCL 47

BASIC FUNCTION: Perform a variety of highly complex, specialized technical duties associated with the purchase, lease, rental, delivery, inventory and quality of supplies, such as but not limited to ordering groceries, packaging materials, chemicals, equipment, furniture, vehicles and services and timely delivery schedule. Execute departmental product and service agreements, research and obtain pricing that ensures highest quality at lowest price, coordinate assigned activities with department of procurement, other staff, vendors, outside agencies, and the general public; ensure inventory is available for food production, provide assistance to the Executive Director of Nutrition Services.

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:

Assist the Executive Director by coordinating operational activities for the Nutrition Services department as they relate to the purchase, lease or rental of goods and services for the purposes of operational efficiencies at the Central Kitchen, Warehouse and school sites.

Identify, order and monitor to ensure all food purchases meet guidelines for the Good Food Purchasing Program requirements as well as Federal guidelines for Buy American Provision.

Use the automated purchase order system to facilitate ordering of groceries, packaging materials, chemicals, equipment, furniture, vehicles and services used by Nutrition Services.

Review stocked and non-stocked items; forecast quantities of food, beverages, packaging materials and related food service supplies utilizing current recipes and menus with all vendors and for daily operations; set periodic automatic replenishment levels (PAR) for food, beverages, packaging materials and related food service supplies utilizing current recipes and menus.

Identify permissible substitutions for food, beverages, packaging materials and related food service supplies when selected primary products are unavailable from manufacturers and/or distributors to ensure select products meet program requirements for nutritional content as well as fit within current allowable food cost levels.

Maintain perpetual and periodic inventory; track usage, perishable/best by/expiration dates and inventory of food, beverages, packaging materials and related food service supplies and make necessary adjustments.

Schedule distribution of food, beverages, packaging materials and related food service supplies to school kitchens.

Develop and maintain contracts, logs, files and records relating to requisitions, purchase orders, inventory, vendors and other procurement related activities; prepare reports as needed; enter and retrieve data using a computer; maintain catalogs of products utilized by the Nutrition Services department.

Coordinate procurement and inventory activities with the receiving and warehouse staff; participate in inventory activities.

Review and analyze inventory records to determine quantities to purchase; identify overstocked and under stocked items; identify obsolete and discontinued items and determine whether or not substitutions or replacements are needed by utilizing current menus.

Communicate with vendors and District staff to exchange information, resolve discrepancies, correct errors and clarify issues related to purchase orders, invoices, statements, deliveries and payment; clarify shipping and payment details; trace shipments and expedite deliveries as needed.

Communicate with appropriate Nutrition Services and Warehouse staff to determine food, beverages, packaging materials and related food service supplies needs and advise them of current product inventory and/or availability.

Perform food cost accounting; investigate and correct invoice discrepancies.

Collaborate with the District procurement office to ensure all necessary services with vendors and other service providers are completed timely.

Support the office of procurement in preparation and processing of bid specifications and contracts; review bids, requests for proposals and price quotes; provide feedback on and track purchases up to authorized dollar limits and specifications; evaluate and analyze according to established criteria necessary for activities specific to Nutrition Services; maintain departmental records of bid events, provide chronological activities and verify vendor compliance with bid requirements and restrictions to Procurement; participate in Procurement's process in order to make recommendations for contract awards, prepare written reports as required; support the preparation of Board agenda items for purchases as required.

Supply data and research to Procurement specific to Nutrition Services including potential vendors to receive proposals for price, quality and timeliness of delivery; communicate with and interview vendors regarding merchandise; update and maintain vendor lists and files.

Read, write and interpret contractual terms and conditions in order to support vendor evaluations on performance of duties.

Negotiate price, product specifications, conditions of delivery and other related issues as necessary or appropriate for existing contracts and ensure appropriate outcomes for the Nutrition Services operations.

Ensure compliance with applicable laws, rules, regulations and policies.

Award contracts to vendors based on successful bid and compliance with the District's procurement policies, procedures, standards and needs.

Attend meetings and conduct and participate in a variety of professional development sessions.

Uses personal vehicle for travel to sites where attendance is required.

Perform other 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:

Good Food Purchasing Program

Buy American Provision

Hazard Analysis Critical Control Point program (HACCP)

Technical aspects of researching, analyzing data, making determinations, comparing and purchasing groceries, packaging materials, chemicals, equipment, vehicles and services

Methods and procedures used in the purchasing of groceries, packaging materials, chemicals, equipment, furniture, vehicles and services including applicable laws

Methods and procedures used to maintain inventory of groceries, packaging materials, chemicals, equipment, furniture, vehicles and services including applicable laws

Vendors and sources of groceries, packaging materials, chemicals, equipment, furniture, vehicles and services commonly used in school food service programs

Highly complex and specialized procedures and computer software systems, procurement processes, negotiation skills, perpetual and periodic inventory procedures and written specifications and reports; record keeping techniques

Preparation, solicitation and evaluation of bid specifications, request for proposals, contracts and awards

Proper usage of the English language including written and verbal communication, grammar, spelling and punctuation; telephone etiquette; email etiquette

Interpersonal skills using tact, patience and courtesy; developing effective relationships with others

District policies, applicable sections of the State Education Code, United States Department of Agriculture procurement regulations specifically related to School Nutrition programs, Buy American Provision and Open and Free Competition requirements; other laws and regulations specifically related to procurement policies and procedures

ABILITY TO:

Perform a variety of complex technical duties involving specialized knowledge and independent judgment

Exercise sound judgment in the purchase of groceries, packaging materials, chemicals, equipment, furniture, vehicles and services

Prepare and write bid specifications, requests for proposals, requests for bids and contracts

Explain and apply policies, practices and terminology used in the procurement of groceries, packaging materials, chemicals, equipment, furniture, vehicles and services

Communicate clearly; understand and interpret district and other rules, regulations, policies, procedures and laws

Understand and follow oral and written directions

Operate a computer, related software and other office equipment; organize, coordinate and prioritize computer generated materials and activities

Maintain records; prepare reports related to assigned activities

Work cooperatively with others; work independently or as part of a team

Complete work accurately; meet schedules and timelines; work with frequent interruptions; manage multiple projects simultaneously

Analyze situations accurately and take appropriate action

Perform other related duties as required

PREREQUISITES

Valid California Driver's License required

Associate 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 Associate Degree requirement; however, the work experience years used to qualify for the Associate Degree requirement cannot be used to meet the work requirement.

Four (4) years of relevant experience in procurement and inventory control required

Relevant experience in inventory control in the food industry preferred

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:	Plumber's Helper	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days/8 hours or duty days and hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	B&G 1

BASIC FUNCTION: The plumber helper will aid plumbers, steamfitters and pipefitters with repairing and maintaining pipes. Plumber helper will make sure that the tools needed to complete the job are available. They also are responsible for preparing the work area and making it possible for plumbers, steamfitters, and pipefitters to do work in shorter periods with fewer errors. Also, the plumber helper measures and cut new pipes, drills holes, assists with pipe removal, review blueprints, and maintain a working knowledge of worksite safety protocols.

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:

Measure, cut, thread and assemble new pipe, placing the assembled pipe in hangers or other supports.

- Measure materials or objects for installation or assembly.
- Cut metal components for installation.
- Install plumbing or piping.

Perform rough-ins, repair and replace fixtures and water heaters, and locate, repair, or remove leaking or broken pipes; maintain plumbing structures or fixtures.

Assist pipefitters in the layout, assembly, and installation of piping for air, ammonia, gas, and water systems; assist skilled construction or extraction personnel; cut pipe and lift up to fitters.

Install gas burners to convert furnaces from wood, coal, or oil; assemble products or production equipment.

Fit or assist in fitting valves, couplings, or assemblies to tanks, pumps, or systems, using hand tools.

Assist skilled construction or extraction personnel.

Install building fixtures.

Requisition tools and equipment, select type and size of pipe, and collect and transport materials and equipment to work site.

Select construction materials; move construction or extraction materials to locations where they are needed; order construction or extraction materials or equipment.

Mount brackets and hangers on walls and ceilings to hold pipes, and set sleeves or inserts to provide support for pipes.

Excavate and grade ditches, and lay and join pipe for water and sewer service; dig holes or trenches.

Fill pipes with sand or resin to prevent distortion, and hold pipes during bending and installation.

Disassemble and remove damaged or worn pipe.

Remove worn, damaged or outdated materials from work areas.

Immerse pipe in chemical solution to remove dirt, oil, and scale.

Clean shop, work area, and machines, using solvent and rags; equipment or facilities; clean and renew steam traps; clean equipment or facilities.

Perform other related duties as required.

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:

Plumbing tools and an understanding of how basic plumbing systems work

ABILITIES TO:

Detect the causes of leaks and clogs calls for strong troubleshooting skills

Accurately measure and cut piping and determine the amount of materials needed for a job using basic math skills

Pay attention to detail, such as using the correct materials

Interpret schematics and drawings

Use relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

Observe, receive, and otherwise obtain information from all relevant sources

Read and understand a tape measure and learn to read prints

Follow oral and or written directions

Establish and maintain positive and cooperative working relationships with those contacted in the course of work at all levels, including a culturally diverse staff and student population

PREREQUISITES:

High school diploma or GED required

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 50 pounds, occasionally 50+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally, kneeling, crouching, and carrying tools and supplies; 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.

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:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Career Pathway Transitions	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days/7.5 hours
ISSUED:	Created: June 2020	SALARY GRADE:	WTCL 45

BASIC FUNCTION: The Career Pathway Transitions Specialist is responsible for supporting students in all aspects of transition to post-secondary with a focus on students entering community college, Career Technical Education, and job training, including pre-apprenticeship or apprenticeship readiness, job search and application skills, job placement success, and work-based learning experiences. Responsible for transition to and success for at least one quarter once enrolled in community college, job training or employment. Establish rapport and relationships with community colleges, especially Career Technical Education programs, employers, job training organizations and other entities to ensure successful placements with career pathway opportunities that have clear opportunities for advancement to support employment in livable wage jobs.

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 with Principal, work-based learning and college transition staff, College & Career Pathway Coaches, and Pathway Leads to plan and calendar CTE, apprenticeship and employment awareness, and application and preparation opportunities for youth.

Develop individualized portfolio components for each student, based on their personal goals, values, abilities and aspirations.

Work with site staff to identify students in need of services to transition into CTE, apprenticeship and/or employment after high school; Assist graduates in identifying and obtaining support services within the communities where they work and live.

Provide differentiated and targeted support to students directly to apply for and/or enroll in CTE, apprenticeship and/or jobs, ensuring persistence through the first quarter of the year following graduation.

Provide graduates with ongoing support to ensure continued employment, education and career progression.

Collaborate with college transition, work-based learning staff and school counselors on post-secondary partnerships, connections with bridge programs, Learning Communities, First-year Experience

Maintain student activity and partner engagement database.

Maintain case management records to track progress toward persistence and completion in CTE program, apprenticeship and/or employment.

Establish and maintain program relationships with community colleges, career training programs and employers in support of post-secondary persistence and completion.

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:

Pre-Apprenticeship, Apprenticeship and Employment

Career Technical Education

Federal, state, and District policies and mandates related to work scope

Procedures, methods, techniques, and strategies utilized in dealing with sensitive school and community problems, issues and concerns

Community interest, concerns and attitudes related to educational programs of the District

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Record-keeping techniques

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience, and courtesy

Computer software, hardware, and related technology

ABILITIES TO:

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

Provide information regarding school or District programs, procedures, activities, rules and regulations related to work scope

Monitor and assist with various college and career readiness programs

Communicate with children and adults of different racial and cultural backgrounds

Work collaboratively and think creatively within a team

Understand and follow oral and written directions

Communicate effectively in English orally and in writing

Establish and maintain effective working relationships among students, parents, District staff, and the community

Meet schedules and timelines

Work confidentially with discretion

Operate personal computer, related software, District software, and other office equipment

PREREQUISITES:

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

Four (4) years of relevant experience working in college and career technical and academic education or related experience

Bilingual skills preferred, but not required

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.

Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Outdoors Environmental	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Academic and Instructional Innovation (AII)	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	227 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	A227 17

BASIC FUNCTION: Under minimal direction of the Middle School Network Superintendent and the Executive Director of Academics and Instructional Innovation, the Oakland Goes Outdoors Environmental Coordinator manages and directs all aspects of the Oakland Goes Outdoors Initiative in Oakland Unified School District.

The Oakland Goes Outdoors Initiative seeks to promote environmental literacy and provide outdoor experiences to all Oakland Unified School District students and their families (K-12). This program partners with community-based organizations, city and county departments, as well as local, state and national park services, and philanthropic organizations to increase environmental awareness, conservation, and stewardship.

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:

Provide leadership to develop and implement the Oakland Goes Outdoors Initiative to promote environmental literacy and provide outdoor experiences to all Oakland Unified School District students and their families (K-12).

Develop realistic and effective plans for meeting goals, establishing timelines and measurable outcomes, estimating required resources, and anticipating obstacles.

Work directly with school leaders and staff to support implementation of outdoor experiences and environmental literacy at every grade level.

Coordinate Central Office support across departments and content areas in service of the program’s goals;

Strengthen collaboration across the city, county and state entities by establishing, developing and maintaining partnerships with community resources and outside agencies as well as connect to related initiatives regionally and statewide.

Develop and implement an effective constituent relationship management (database) strategy to ensure maintenance and monitoring of key relationships among affiliated individuals, schools, and organizations.

Plan and facilitate meetings with multiple stakeholders within a collaborative governance structure.

Plan, design and implement training and professional development activities using various blended and online learning technologies and methodologies.

Coordinate activities and provide training and assistance to enhance faculty and administrative skills and understanding related to environmental educational.

Serve as a liaison and coordinate communications, activities and information between school site administrators, school staff, central office staff, outside organizations, governmental agencies and the public.

Develop and implement strategies and training activities to enhance educational effectiveness and student learning in environmental education.

Assist in the development and preparation of annual preliminary budgets; review and evaluate budgetary and financial data.

Participate in researching, obtaining and maintaining grants and other funding sources; prepare proposals and assist with developing and maintaining contracts as required.

Compile, review and analyze a variety of technical data and information related to instructional area; prepare and maintain a variety of records and reports.

Drive a vehicle to conduct work; visit sites and classrooms to monitor educational activities.

Attend and participate in a variety of meetings, task forces, seminars, in-services and conferences as directed.

Initiate, develop, and prepare contracts/agreements with external entities, as needed.

Coordinate, as needed with other OUSD-related initiatives.

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

Provide cross-training to other staff 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:

Effective strategies, innovative approaches, and models for environmental education learning and programming

Effective practices in planning and delivery of training/professional development

Best practices in closing the achievement gap and promoting equitable programs and practices for all students

Local, state, and federal standards and requirements related to environmental education in K-12 public education, including the CA Blueprint for Environmental Literacy

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

Basic budget preparation and control

Applicable laws, codes, regulations, policies and procedures

Interpersonal skills using tact, patience and courtesy

Public speaking techniques

Operation of a variety of office equipment including computers projectors and assigned software

ABILITY TO:

Build a comprehensive program from the ground up while staying focused on the long term vision and goals

Develop collaborative relationships with school leaders and program leads at every grade level and school site

Communicate a deep seeded belief in the importance of environmental literacy and outdoor education for all

Coordinate across a variety of Central Office departments in service of initiative

Page 3 of 4 Coordinator, Outdoors Environmental

Experience working in a large urban school district

Provide consultation and technical assistance concerning environmental education

Design, develop, implement and conduct training and professional development

Facilitate groups in planning, creative problem-solving and decision-making

Collaborate and network successfully with diverse groups

Prepare and deliver oral presentations

Coordinate activities to enhance faculty and administrative understanding of educational practices, curriculum standards and instructional strategies

Interpret, apply and explain laws, codes, regulations, policies and procedures

Supervise and evaluate the performance of assigned personnel

Experience using trauma informed practices

Communicate effectively both orally and in writing

Establish and maintain cooperative and effective working relationships with a diverse spectrum of stakeholders

Analyze situations accurately and adopt an effective course of action

Meet schedules and timelines

Work independently with little direction

Prepare and maintain various records, reports and files

Operation of a variety of office equipment including computers, projectors and assigned software

PREREQUISITES:

Master's Degree in education or related field

Valid California Teaching Credential with English Learner authorization

Valid California Administrative Services Credential or willingness to enroll in an administration credential program

Three (3) years STEM-related teaching experience

Three (3) years administrative experience

Experience and/or background in environmental education

Experience managing and growing large scale, community-wide projects preferred

Experience procuring, writing and managing grants preferred

Experience in leading environmental education, literacy, and sustainability initiatives 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

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write

and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Senior Manager, Supply Chain and Logistics	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days/7.5 hours
ISSUED:	Created: June 2020	SALARY GRADE:	ADCL 19

BASIC FUNCTION: The Senior Manager, Supply Chain and Logistics is responsible for overseeing the functions and staff responsible for inventory management, vendor/supplier management, inbound/outbound logistics including transportation and warehouse. Responsible for customer service and performance metrics of services provided to school sites, district departments and students/families using transportation services.

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:

Develops appropriate supply chain strategy to maximize customer satisfaction at the lowest possible cost.

Leads the supply chain work in executing best practices and measuring performance through agreed upon Key Performance Indicators (KPIs).

Directs and coordinates supply chain functions through strategy, resource optimization, and KPIs resulting in the maximization of customer satisfaction.

Plans, manages, and coordinates all activities related to the sourcing and procurement of necessary materials and supplies needed to meet the changing levels of demand and cost analysis.

Works with warehouse, transportation and procurement to determine and set up transfers of goods.

Works directly with departments and school sites to determine the most cost-effective distribution solution for goods transportation to customers.

Monitors and corrects inventory levels at the warehouses and internally to ensure rotation proper rotation.

Works with freight forwards and transportation companies to set best route and rate.

Collaborates with procurement to determine best practice for freight in and freight consolidation.

Supports proper utilization of ERP system.

Supervise, coach and train staff as needed

Member of the operations leadership team, responsible to routinely report on department KPIs along with appropriate analysis and countermeasures where necessary.

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:

Pre-Apprenticeship, Apprenticeship and Employment

Career Technical Education

Federal, state, and District policies and mandates related to work scope

Procedures, methods, techniques, and strategies utilized in dealing with sensitive school and community problems, issues and concerns

Community interest, concerns and attitudes related to educational programs of the District

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Record-keeping techniques

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience, and courtesy

Computer software, hardware, and related technology

ABILITIES TO:

Quick learner with the ability to handle multiple tasks simultaneously, maintain focus, and adapt to a variety of challenges

Ability to conduct detailed procedures in a time constrained environment

Good written and verbal communication skills

Strong sense of time organization and urgency

Able to work independently and within a team

PREREQUISITES:

Bachelor's degree in Business Administration, Supply Chain/Logistics, Legal Administration, Human Resources or equivalent. Experience can be used in lieu of a bachelor's degree (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 BA Degree requirement; however, the work experience years used to qualify for the BA Degree requirement cannot be used to meet the work requirement.

Three (3) years of supply chain, logistics, human resources or warehouse management or related experience

Bilingual skills preferred, but not required

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:

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Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	OS



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Education at The Center	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Community Schools and Student Services	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	227 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	A227 16

BASIC FUNCTION: Under minimal direction of assigned supervisor, the primary responsibility of the Education Coordinator is to manage the overall development and operations of a curriculum development and professional development plan for "The Center" for OUSD students and staff that aligns nutrition/health education, food justice, STEM, environmental and climate change literacy/ and culinary arts. This programming would take place at The Center (for its 3 indoor classrooms and instructional garden space) and in school sites indoor/outdoor classrooms and cafeterias.

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:

Collaborate with OUSD content teams and departments to construct integrative curriculum framework and delivery system (STEM, nutrition, food justice, garden education, environmental literacy) for K-12 students at OUSD, including professional development strategy that aligns with the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, Social-Emotional Learning standards, Health Education Framework and

Develop and oversee system for curriculum-aligned use of the education space at The Center (3 classrooms, instructional garden/outdoor classroom).

Facilitate curriculum and program with OUSD teachers, staff and community partners.

Develop and measure program impact strategies.

Collaborate with other program staff at The Center, Nutrition Services staff, Health and Wellness staff, STEM staff, Linked Learning staff and partners on a regular basis.

Oversee and support grant funding activities, such as completion of program evaluations.

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 school sites, when needed.

Provide cross training to department personnel.

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: STEM curriculum strategies, Common Core State Standards, Next Generation Content Science Standards, Health Education Standards, and English Language Development Standards.

STEM interdisciplinary strategies and practices

Current District curriculum and school instructional programs

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

Planning, organization and coordination needed for assigned program

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

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

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, and punctuation

Implement plans and evaluate their outcomes

Principles and practices of effective leadership

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

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

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 preferred

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:

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Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Physical Education	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Community Schools and Student Services	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	A227 / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	A227 16

BASIC FUNCTION: Under minimal direction of assigned supervisor, plans, develops, monitors, evaluates, and assists schools with implementing the Pre-K-12 physical education program; conducts program needs assessments, and participates in curriculum planning, design, and evaluation; develop in-service training activities for elementary physical education teachers and secondary physical education resource teachers and department chairs; evaluate and select instructional materials and equipment. Assist with preparation of annual operating and capital budgets and manages program accounts; and serves as the District’s liaison for and interprets the District physical education program to the Board of Education, staff, parents, students, and the community. The Coordinator of Physical Education manages the implementation of the Physical Education Policy, California State Education Code and the California State Physical Education Framework.

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:

Work cooperatively with District school sites, and departments to successfully implement priorities of the District, with emphasis on the physical education program.

Work closely with high school, middle school and elementary school principals and network offices.

Create vision and implementation plan for physical education aligned to state education code and framework.

Develop and implement systems to support and monitor compliance with state education code and framework.

Coordinate, manage, direct, and assist with implementing the Pre-K-12 physical education instructional program, including the intramural program; oversee development of grade-level specific curriculum.

Ensure school compliance with federal, state, and local regulations regarding implementation of physical education instructional programs for students with special needs; work closely with adaptive physical education team.

Coordinate professional development for physical education teachers minimally once a monthly basis; work with staff at all levels to develop, revise, and improve the physical education curriculum and provide leadership to ensure that teachers have access to and are using the most up-to-date research, trends, and technologies that will upgrade instructional techniques/strategies, and assessments, including the evaluation and selection of both print and non-print instructional materials, supplies, and equipment.

Develop and implement teacher and student assessments around physical education.

Oversee the Physical Education Equipment Lending Library.

Manage budgets as needed.

Supervise and evaluate instructional coaches and other staff.

Coach site level physical education staff as needed.

Provide cross-training for department personnel.

Perform other 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:

The National and State Physical Education Model Content Standards, the Physical Education Framework for California Public Schools, applicable Federal guidelines and effective research-based instructional strategies

Comprehensive physical education programs and related educational principles, practices, and procedures

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

Presentation, communication, and public speaking techniques

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer technology for management of program materials, data collection and scheduling

ABILITY TO:

Organize and lead curriculum development with an emphasis on developing alternatives to traditional curriculum and assessment strategies

Assess program needs and implement change; implement instructional uses of computers/technologies with school-based staff

Work with diverse student populations

Work effectively with principals and teachers to assist with district-wide program implementation

Provide evening and weekend professional development

Effectively manage a wide range of problem-solving and conflict resolution situations

Develop strong systems and organizational practices and protocols

Coordinate and manage to results small and large groups

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

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

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

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

Supervise and direct a diverse staff

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

Plan and organize work

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

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

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

Meet District standards of professional conduct as outlined in Board Policy

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

Operate personal computer, related software, and other office equipment

PREREQUISITES:

A Bachelor's degree from an accredited college or university

A minimum of 5 years of teaching in a certificated public school position, no less than three years as a physical education teacher

Valid California Administrative Services Credential

A valid non-emergency California credential authorizing the teaching of physical education

First Aid and CPR certified

In depth knowledge of nutrition and fitness

Strong oral and written communication skills

Strong organizational skills with an ability to work independently

Experience in collaborative planning and delivery of differentiated professional development to classroom practitioners, parent groups and other stakeholders

Ability to travel district-wide

Ability to work overtime, including nights and weekends, as required by program activities

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, diverse school site and classroom environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; potential contact with blood and other body fluids and communicable diseases.

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; 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 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:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, School Gardens and Living Schoolyards	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Community Schools and Student Services	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	ADCL 14

BASIC FUNCTION: Under minimal direction of assigned supervisor, develop and manage the overall school garden and living schoolyard systems for The Center and OUSD school sites.

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:

Oversee the development and maintenance of The Center Instructional Garden as a hands on learning opportunity and model learning garden for students, teachers, staff, partners and families.

Work with Sustainability Manager Central Kitchen and Education program staff to create and implement on site composting system.

Collaborate with OUSD Buildings and Grounds and Facilities Departments, as well as school site staff and community partners, to develop and oversee systems, policies (OUSD Vegetation Policy, Living Schoolyard Policy, Environmental Literacy, etc...) and tools for school sites to start, maintain and improve school gardens, outdoor classrooms and living schoolyards.

Support school site Food Corps Service Members, Garden Stewards, Science Teacher Leaders and other school site staff, partners and families who manage, utilize and care for school gardens as part of a team.

Oversee partnerships, MOU and contract procedures for OUSD work related to The Center garden and school site gardens.

Partner with staff and outside organizations to work on a plan to create a District Farm at the Center.

Represent OUSD on committees, at conferences and in meetings when needed.

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

Travel to sites, when needed.

Provide cross-training of 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:

School garden and living schoolyard development and maintenance best practices.

Strong understanding of the connections among gardens, food systems, culinary arts nutrition, science and environmental literacy.

Current Oakland District programs, departments and partners

Adult learning theory

Strategic direction of the District

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

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

Various District bargaining unit contracts related to employee evaluation

Planning, organization and coordination needed for assigned program

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

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

Correct English usage, grammar, spelling, and punctuation

Implement plans and evaluate their outcomes

Principles and practices of effective leadership

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

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

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 of experience with school gardens, ideally at a District or Partner level

Coursework in horticulture, landscape design, food systems a plus

Bilingual skills 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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	OS



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Culture and Climate Ambassador	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	10 months/7.5 hours Duty days and hours as assigned (includes a minimum of 10 Saturdays)
ISSUED:	Created: March 2020	SALARY GRADE:	WTCL 34

BASIC FUNCTION: Perform a variety of proficient, prescribed duties requiring excellent communication skills, conflict mediation skills and use restorative justice practices. The Culture and Climate Ambassador provides Tier 1 and Tier 2 culture and climate supports. On a limited basis, they may serve as Tier 3 supports for students that are exiting Juvenile Justice System or returning from suspension. Primary responsibility is to welcome students and families and provide Tier 1 climate and culture supports through the school community by intercepting emerging conflicts, providing conflict mediation and resolution, and are essential members of the school’s rapid response safety team.

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:

School Ambassadors

- Culture and Climate Ambassadors greet students throughout the day to create a positive and inviting climate and culture on campus.
- Support school team to implement Positive Behavioral Intervention Systems that support on-time return to class including encouraging students, giving positive rewards, and implementing tardy sweeps.
- Build positive relationships with students, parents, staff and community; communicate with students and staff to provide receive information.
- Monitor and support a small group of focal students that need additional support and guidance.
- Promote teamwork by sharing knowledge, cooperating with others, participating in meetings and work groups, and supporting the goals of the school and the District.

School Safety:

- Ensure that students are in compliance with District and school policies.
- Monitor established climate and culture zones and areas including lunch areas, walkways, restrooms, parking lots, observe and interact with students during passing periods, between classes, lunch and lunch breaks.
- Assist in the investigations, incident reports and situations that interrupt the climate and culture of the school.
- Oversee and coordinate security protocols with SSO’s at the school site location.

Conflict Mediation

- Promote conflict mediation/resolution practices for students
- Accurately read and interpret verbal and nonverbal communication.
- Be aware of and respectful of differences by avoiding disrespectful words, actions, or tones.
- Implement Crisis Prevention Strategies or other programs that prevent conflict and provide Tier 1 conflict mediation for students.
- Assist in the identification of students in need of conflict mediation and connect them directly with services on campus.

Restorative Practices

- Monitor and supervise monthly Saturday School and participate and lead restorative circles.
- Assist in data collection for Tier 1 systems in the school.
- Review culture and climate data to improve the effectiveness of culture and climate interventions.
- Attend weekly Climate and Culture team meetings to discuss best practices and improve climate and culture on campus.
- Facilitate restorative practices with students and use de-escalation strategies with students.
- Support the re-entry of students returning from discipline and incarceration through restorative practices to increase the access to wrap-around supports and connection to school site staff and resources.

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:

Proficient use of excel and ability to analyze and gather data to identify trends

Linked Learning high school reform initiative or large school transformation and providing comprehensive student support.

Strategic direction of the District including restorative practices and conflict mediation

Federal, state, and District policies and mandates related to work scope

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

Interpersonal skills using tact, patience, de-escalation strategies and courtesy

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

Effective and clear verbal and written communication

Principles and practices of effective leadership, supervision and evaluation

ABILITIES TO:

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

Manage stress while remaining alert, calm, and action-oriented in stressful situations.

Understand and follow oral and written directions

Implement plans and evaluate their outcomes

Analyze situations accurately and adopt effective courses of action

Prioritize responsibilities and meet established schedules and timelines

Perform a variety of proficient, prescribed duties involving individual and group supervision

Assist with any safety situations that occur on campus when called upon

Supply incident reports to the Administrator for the site

Patrol and monitor an assigned campus to maintain order, safety and security

Assure student compliance with school and District policies and regulations

Control personal emotions and behavior so that you can communicate your needs without threatening, frightening, or triggering others

Learn, interpret, apply, and explain laws, rules and regulations

Operate a two-way radio

Communicate clearly with students, staff and others

Understand and follow oral and written directions and work cooperatively with others

Meet schedules and time lines and maintain a safe and orderly environment

Maintain complex, basic records

Administer first aid

Complete work accurately and as directed with many interruptions

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

Address the needs of identified English Learner communities

Maintain accurate records

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Analyze, interpret and communicate data

Motivate and support students to transform their behaviors

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

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

Meet District standards of professional conduct as outlined in Board Policy

Analyze information, summarize findings and present them in ways easily understandable to decision-makers

PREREQUISITES:

High School Diploma required.

Five (5) years in conflict mediation/resolution, restorative justice, behavioral health, social justice or related field is *preferred*

Candidate must be trained in restorative justice practices prior to hiring or commit to being trained within the first 3 months of employment

Five (5) years of relevant experience working in an urban school district environment highly preferred

A Bachelor degree preferred

Must be able to work a minimum of 10 Saturdays during the year as scheduled by the designated Administrator/Supervisor

Must be able to attend school activities such as games, dances and graduations

Bilingual Spanish preferred, but not required

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

Hearing and speaking to exchange information in person, on the telephone and two-way radio; seeing to read a variety of documents; reaching overhead, above the shoulders or horizontally, or bending at the waist; dexterity of hands and fingers to work with students; standing for extended periods of time; walking and running; climbing stairs; lifting heavy objects. Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Equipment Mechanic, Nutrition Services	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Nutrition Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days /8 hours or duty days or hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	B&GR 19

BASIC FUNCTION: Perform skilled technical work, on a multi journeyman level in the installation, operation, repair, modification, maintenance, removal and replacement of all commercial and noncommercial school kitchen and central kitchen equipment, machinery, appliances, attachments and ancillary plumbing, conveyor, electrical, electronic, heating, ventilation, air conditioning and refrigeration systems. Troubleshoot and provide routine maintenance and repairs to food processing, food preparation, cooking, hot holding, refrigeration, freezer, packaging and storage equipment, steam vessels, kettles, chillers, cook tanks, boilers and conveyors, as well as, ancillary plumbing, electrical, electronic, heating and refrigeration systems used by Nutrition Services. Comply with federal regulations governing environmental protection, hazardous waste disposal, and the use of refrigerants, chemical substances and materials.

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:

Assist the assigned supervisor by coordinating operational activities for the Nutrition Services department as they relate to equipment; advise management in determining the equipment and facility needs of the central kitchen and school site kitchens and/or cafeterias.

Provide training to ensure that nutrition service staff are trained in the proper use and operation of equipment and that food service equipment is operated according to safety and Hazard Analysis Critical Control Point (HACCP) guidelines and standards; instruct operators on the use of food service equipment; work with nutrition service staff to ensure that the equipment is operating properly for them and make modifications that will assist the operator to run the machine in the most efficient manner.

Determine resources needed, install, repair, maintain, remove and replace equipment and systems.

Troubleshoot, diagnose, repair, maintain and service all types of commercial and non-commercial food service equipment including food processing, food preparation, cooking, hot holding, refrigeration, freezer, packaging and storage equipment, steam vessels, kettles, chillers, cook tanks, boilers and conveyors and ancillary plumbing, electrical, electronic, heating and refrigeration systems; Install new equipment as needed; Relocate or remove equipment as needed.

Install, replace and repair valves, fans, motors, gaskets, filters, belts, fuses, controls, thermostats, switches, gauges, tubing, wiring, pipes, compressors and control panels.

Inspect and test equipment and systems to ensure proper functioning.

Use a variety of power equipment, test equipment, and hand tools in the performance of assigned tasks.

Develop, implement and maintain files and records for all commercial and non-commercial school kitchen and central kitchen equipment, machinery, appliances, attachments and ancillary plumbing, electrical, electronic, heating and refrigeration systems; Maintain records of material, labor and history of equipment purchase, installation, service, repair and removal.

Develop, implement and manage a preventative maintenance program for all commercial and non-commercial school kitchen and central kitchen equipment, machinery, appliances, attachments and ancillary plumbing, electrical, electronic, heating and refrigeration systems; schedule maintenance as recommended in equipment manuals (e.g., monthly, weekly, daily); schedule machine overhauls during a break or other down time; ensure that all major equipment is properly identified and establish maintenance records for each piece of equipment.

Travel to school site kitchens and/or cafeterias to inspect, diagnose and repair food processing, food preparation, cooking, hot holding, refrigeration, freezer, packaging and storage equipment and ancillary plumbing, electrical, electronic, heating and refrigeration systems used by Nutrition Services.

Estimate time and material costs to complete assigned tasks.

Work with and monitor the work of vendors performing service contract and warranty work.

Maintain an adequate supply of parts and fittings at all times and requisition supplies when needed.

Maintain inventory of district owned equipment, tools and materials.

Determine whether remedies applied are satisfactory for job completion.

Respond to emergency calls as needed.

Attend meetings and conduct and participate in a variety of in-service trainings.

Uses personal vehicle for travel to sites where attendance is required.

Perform other 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:

Commercial and noncommercial food service equipment including food processing, food preparation, cooking, hot holding, refrigeration, freezer, packaging and storage equipment, steam vessels, kettles, chillers, cook tanks, boilers and conveyors and ancillary plumbing, electrical, electronic, heating and refrigeration systems

Heating, Ventilation and Air Conditioning (HVAC)

Plumbing

Electrical

Federal, State and Local rules, regulations, policies, procedures and applicable laws pertaining to Occupational Safety and Health Administration (OSHA)

Federal, State and Local rules, regulations, policies, procedures and applicable laws pertaining to Environmental Protection Agency (EPA) as they relate to hazardous waste disposal, use of chemicals and materials, recovery and recycling of refrigerants

Hazard Analysis Critical Control Point program (HACCP)

Methods and procedures used for record keeping

Methods and procedures used for scheduling maintenance

Methods and procedures used for inventory

Methods and procedures used for training

Proper usage of the English language including written and verbal communication, grammar, spelling and punctuation; telephone etiquette; email etiquette

Interpersonal skills using tact, patience and courtesy; developing effective relationships with others

ABILITY TO:

Perform skilled work in the maintenance and repair of a wide range of Commercial and noncommercial food service equipment including food processing, food preparation, cooking, hot holding, refrigeration, freezer, packaging and storage equipment, steam vessels, kettles, chillers, cook tanks, boilers and conveyors and ancillary plumbing, electrical, electronic, heating and refrigeration systems

Use test equipment and small hand and power tools, such as drills, oxygen-acetylene torches, voltmeters, circuit testers, and manifold gauges

Analyze, interpret and apply complex and technical manuals schematic diagrams, blueprints, plans, specifications and instructions

Troubleshoot, diagnose plan and estimate costs and lay out work

Maintain accurate records, compile and verify data, prepare accurate written reports, schedules and correspondence

Communicate clearly; understand and interpret district and other rules, regulations, policies, procedures and laws

Understand and follow oral and written directions

Operate a computer, related software and other office equipment; organize, coordinate and prioritize computer generated materials and activities

Work cooperatively with others; work independently or as part of a team

Complete work accurately; meet schedules and timelines; work with frequent interruptions; manage multiple projects simultaneously

Analyze situations accurately and take appropriate action

Perform other related duties as required

PREREQUISITES

Associates 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 Associate Degree requirement; however, the work experience years used to qualify for the Associate Degree requirement cannot be used to meet the work requirement.

Any combination of three (3) years of journey level experience performing mechanical, refrigeration, heating and cooling, pressurized steam system, plumbing or electrical and repair of food service equipment

Universal Certification issued by an EPA approved agency to recover refrigerants during the maintenance, service or repair of equipment

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Work is performed indoors and out-of-doors, occasionally in environments that are dusty, noisy, or which could have work hazards, ambient temperatures ranging from -10F (freezer) to 500F (ovens); Kitchen, 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 75 pounds, occasionally 75+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Production Assistant, Nutrition Services	REPORTS TO:	Chef / Production Manager
DEPARTMENT:	Nutrition Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	204 days / 7.5 hours (10 months) or as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	Production Salary Schedule 10 month

BASIC FUNCTION: Under general supervision, prepares, dispenses, and packages large quantities of prepared foods in a central kitchen facility for distribution and transport to school site kitchens and cafeterias or other building where meal services take place meeting mandated Local, State and Federal nutritional requirements and are prepared in compliance with health and safety regulations.

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:

Perform food preparation tasks according to planned production menus and schedule; prepare and handle fruits, vegetables, grains and proteins for student nutrition programs that meet the mandated nutritional requirements, including, but not limited to: washing, peeling, cutting and preparing all ingredients, portioning and packaging ingredients, meals, and meal components.

Follow established standard operating procedures (SOPs), maintain all food quality standards, adhere to recipes, portion control, and food safety and sanitation standards and Hazard Analysis Critical Control Point (HACCP) procedures.

Ensure compliance with all OUSD, U.S. Department of Agriculture, State of California Departments of Education and Health, Child Nutrition program, and Occupational Safety and Health Administration (OSHA) procedures, policies and standards.

Operate and use standard commercial kitchen equipment and utensils, such as transport baskets, scales, label makers, overwrap and/or heat seal machines to support packaging of food.

Measure, mix, wash, peel, cut, or shred, meats, fruits, vegetables, and other ingredients.

Inspect food items for the purpose of verifying quantity, quality, and specifications of orders to meet preparation needs and comply with mandated health and food safety standards.

Participate in set-up and break-down of packaging equipment, including cleaning and sanitizing of all equipment.

Clean and maintain equipment and food preparation and storage areas in sanitary conditions to meet mandated health standards.

Work at school site kitchens or cafeterias when assigned.

Report equipment needs and malfunction to the appropriate supervisor.

Perform work within scope of authority and training, and in compliance with OUSD policies and quality standards.

Demonstrate courteous and cooperative behavior when interacting with students, clients, visitors, and OUSD staff; act in a manner that promotes a harmonious and effective workplace environment.

Promote the Superintendent's goals and priorities in compliance with all policies and procedures.

Maintain confidentiality issues, records and OUSD information.

Perform other related duties as required.

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:

Federal, state and local codes and regulations governing food handling and public nutrition services

Standard institutional food preparation equipment, techniques, and practices and knife skills

Safety and sanitation practices for food preparation, distribution and storage, and HACCP procedures

Methods, materials, and practices of high volume food preparation

Personal sanitation and hygiene regulations

Principles of record keeping and records management

Principles and practices of effective customer service

Environmentally responsible and resource-efficient food preparation

Correct English usage, grammar, spelling, vocabulary and punctuation

ABILITIES TO:

Prepare ingredients and package foods while following health code and safety guidelines

Prioritize multiple tasks and demands and work with frequent interruptions

Read, follow and scale recipes and follow established SOPs

Perform general math calculations, and inventory and records management tasks

Review operations, identify potential food safety hazards, and verify OUSD compliance with Local, State and Federal regulations

Follow verbal and written instructions and procedures

Establish and maintain effective working relationships with co-workers and clients

Promote and enforce safe work practices, and report unsafe work environments and practices

Communicate effectively verbally and in writing

Communicate, interact and work effectively and cooperatively with people of diverse ethnic, race, learning or other disabilities, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers and educational backgrounds.

Work independently and/or with a team of other people

PREREQUISITES:

High School Diploma or GED equivalent required

One (1) year food handling experience

Valid Serve Safe Food Safety Certificate

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Commercial Kitchen, food service production warehouse, refrigerated prep rooms, walk-in freezers, walk-in refrigerators, fast-paced work; constant interruptions.

PHYSICAL REQUIREMENTS:

Consistent mental alertness; standing for extended periods of time; moderate physical requirements, with risk of burns and cuts; frequent lifting, carrying, pushing and pulling up to 50 pound containers of food preparation materials and equipment; 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.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Production Cook, Nutrition Services	REPORTS TO:	Chef / Production Manager
DEPARTMENT:	Nutrition Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours (12 months) 204 days / 7.5 hours (10 months)
ISSUED:	Created: June 2020	SALARY GRADE:	Production Salary Schedule 10 month or 12 month

BASIC FUNCTION: Under general supervision, prepares large quantities of food in a central kitchen facility for shipment to sites/schools that meet mandated Federal Nutritional Requirements and are prepared in compliance with health and safety regulations.

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:

Perform food preparation tasks according to planned production schedule menus and schedule; cooks food, prepared or from scratch for student nutrition programs that meet the mandated nutritional needs.

Perform work within scope of authority and training, and in compliance with OUSD policies and quality standards.

Operate high volume cook chill systems including kettles, sous vide, rotary ovens, pump fill machines, etc., and is able to understand the operation of large heating and cooling equipment to maintain efficiency of large scale cooking operations.

Read and follow large scale recipes.

Prepare, season, marinate, and cook large batch production of daily menu items.

Cook, measure, mix, wash, peel, cut, or shred, meats, fruits, vegetables, and other ingredients.

Evaluate quality of food for flavor and appearance to ensure that items that are acceptable to students and staff.

Inspect food items for the purpose of verifying quantity, quality, and specifications of orders to meet preparation needs and comply with mandated health and food safety standards.

Clean and maintain equipment and food preparation and storage areas in sanitary condition to meet mandated health standards.

Report equipment needs and malfunctions to Executive Chef /Production Manager.

Follow established SOP's, maintains all food quality standards, adheres to recipes, portion control, and food safety and sanitation standards.

Ensure compliance with all OUSD, U.S. Department of Agriculture, State of California Departments of Education and Health, Child Nutrition program, and Occupational Safety and Health Administration (OSHA) procedures, policies and standards.

Demonstrate courteous and cooperative behavior when interacting with students, clients, visitors, and OUSD staff; act in a manner that promotes a harmonious and effective workplace environment.

Enthusiastically promotes the Superintendent's goals and priorities in compliance with all policies and procedures.

Maintain absolute confidentiality of work-related issues, records and OUSD information.

Other duties or tasks may be assigned on an as-needed basis.

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:

Federal, state and local codes and regulations governing food handling and public nutrition services.

Complex institutional food preparation equipment, techniques, and practices.

Safety and sanitation practices for food preparation, distribution and storage.

Methods, materials, and practices of high volume food preparation.

Institutional cooking methods and procedures.

Principles and practices of effective customer service.

Environmentally responsible and resource-efficient food preparation.

ABILITIES TO:

Operate complex food preparation equipment and all standard commercial kitchen equipment and tools safely and efficiently.

Read and scale recipes and follow established SOPs.

Perform general math calculations, and inventory and records management tasks.

Review operations, identify potential food safety hazards, and verify OUSD compliance with state and Federal regulations.

Assess and prioritize multiple tasks and demands and work with frequent interruptions.

Establish and maintain effective working relationships with co-workers and clients.

Promote and enforce safe work practices.

Operate computerized cook /chill equipment standard and specialized software.

Communicate effectively verbally and in writing.

Communicate, interact and work effectively and cooperatively with people of diverse ethnic, race, learning or other disabilities, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers and educational backgrounds.

Work alone, and with and around people

PREREQUISITES:

Completion of culinary arts training or in the process of completing culinary arts training courses recognized by the Nutrition Services Department preferred but not required; AND three (3) years of demonstrated experience in large

scale food preparation facilities; OR an equivalent combination of education, training and experience as determined by Human Resources.

Valid Servsafe Food Safety Certificate

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Commercial Kitchen, food service production warehouse, refrigerated prep rooms, walk-in freezers, fast-paced work; constant interruptions.

PHYSICAL REQUIREMENTS:

Consistent mental alertness; standing for extended periods of time; moderate physical requirements, with risk of burns and cuts; frequent lifting, carrying, pushing and pulling up to 50 pound containers of food preparation materials and equipment; 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.

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:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Sanitation/Utility Technician, Lead	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Nutrition Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 8.0 hours or duty days and hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	Sanitation Technician Salary Schedule

BASIC FUNCTION: Under direction from the assigned supervisor is to maintain the clean and sanitary condition of the district’s food manufacturing facility consistent with the California Retail Food Code (CRFC), Hazard Analysis Critical Control Point (HACCP) procedures and current version of the U.S. Public Health Service “Food Code”.

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:

Follow established standard operating procedures (SOPs); Perform assigned duties consistent with food safety and sanitation standards and Hazard Analysis Critical Control Point (HACCP) procedures.

Ensure compliance with all OUSD, U.S. Department of Agriculture, State of California Departments of Education and Health, Child Nutrition program, and Occupational Safety and Health Administration (OSHA) procedures, policies and standards.

Operate motorized and manual cleaning equipment as required.

Clean and sanitize food service manufacturing, processing and preparation equipment such as but not limited to slicers, mixers, graters, can openers, conveyor systems, packaging equipment, preparation tables, ovens, sinks, **large** utensils, food containers, transport carts and any equipment used to manufacture, process, prepare and transport food.

Clean and maintain walk-in refrigeration and freezer units and cold prep and storage room walls, floors, racking and shelving.

Clean and maintain food production **areas**, distribution and services areas walls, floors, racking and shelving as well as equipment within these areas.

Empty garbage, recycling and composting receptacles; separate and prepare cardboard and other items for recycling and composting; keep production, distribution and service areas floors free of boxes, cans and other litter; place and replace liners in garbage, recycling and composting receptacles; clean garbage, recycling and composting receptacles and replace as needed.

Provide housekeeping and custodial maintenance for the food manufacturing facility and the adjacent administrative work areas, educational areas, facilities and grounds; clean, sweep, vacuum, dust, clean windows, window sills, glass door panels etc.

Set up and maintain supplies for three compartment wash stations.

Place and replace soap and disposable towels at handwashing stations.

Clean and maintain restroom facilities. Operate laundry machines used for cleaning linens, towels, aprons, uniforms etc. utilized by the Nutrition Services

Department. Maintain records of receipt and distribution of cleaning and sanitizing chemicals, handwashing soap and disposable towels and garbage, recycling and composting can liners; notify appropriate personnel of need to reorder product; obtain necessary equipment and supplies needed.

Report broken equipment and needed repairs to the appropriate supervisor.

Move supplies, equipment and furniture as necessary.

Unlock and lock facility gates and doors. Participate in maintenance of plants, shrubs and trees as necessary.

Assist in the orientation and training of new employees, including the operation of motorized and manual cleaning equipment, ordering procedures and record keeping.

Perform work within scope of authority and training, and in compliance with OUSD policies and quality standards.

Demonstrate courteous and cooperative behavior when interacting with students, clients, visitors, and OUSD staff; act in a manner that promotes a harmonious and effective workplace environment.

Maintain confidentiality of records and OUSD information.

Perform other related duties as required.

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:

Cleaning methods, procedures and techniques for food preparation, manufacturing, and distribution facilities

Cleaning materials, supplies and equipment

Federal, state and local codes and regulations governing food safety and sanitation standards

Standard institutional food preparation equipment

Safety and sanitation practices for food preparation, distribution and storage, and HACCP procedures

Personal sanitation and hygiene regulations

Safe working methods and procedures

Principles of record keeping and records management

Principles and practices of effective customer service

Correct English usage, grammar, spelling, vocabulary and punctuation

ABILITIES TO:

Prioritize multiple tasks and demands and work with frequent interruptions

Follow verbal and written instructions and procedures

Establish and maintain effective working relationships with co-workers and clients

Promote and enforce safe work practices, and report unsafe work environments and practices

Communicate effectively verbally and in writing

Communicate, interact and work effectively and cooperatively with people of diverse ethnic and educational backgrounds

Work independently and/or with a team of other people

PREREQUISITES:

High School Diploma or GED equivalent

One (1) year working in a large scale food facility performing related sanitation tasks

Valid Serve Safe Food Safety Certificate

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Kitchen, food service and diverse environments; indoor/outdoor environments; exposure to heat and cold environments; 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 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 and use the computer; hearing and speaking to exchange information, in person or on the telephone.

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Student Information Systems Specialist I	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Technology Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 days or duty days and hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	WTCL 53

BASIC FUNCTION: Under direct supervision, participate as an entry level member of technology projects and support the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, training, and support of district-wide computerized information systems focusing primarily in the area of student information but extending to other K-12 business and educational systems as assigned.

DISTINGUISHING CHARACTERISTICS:

Student Information Systems Specialist I – Perform entry-level duties under direct supervision; an Associate’s degree or equivalent and one to two years directly related experience in the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support of student information systems and other K-12 business and educational systems; an Associate’s degree or the equivalent and one to two years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

Student Information Systems Specialist II – Perform intermediate-level duties under general supervision; an Associate’s degree or equivalent and two to five years directly related experience in the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support of student information systems and other K-12 business and educational systems; an Associate’s degree or the equivalent and two to five years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

Student Information Systems Specialist III – Perform advanced-level duties under general direction and may serve as a project leader for new and recurring initiatives requiring cross-departmental collaboration; a Bachelor’s degree or the equivalent and five to ten years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

Student Information Systems Specialist IV – Perform the most complex and advanced-level duties under general direction and may serve as a project leader for new and recurring initiatives (including large-scale district-wide initiatives) requiring cross-departmental collaboration; a Bachelor’s degree or the equivalent and ten or more years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

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:

Under general direction, participate as an entry level member of technology projects and support the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, training, and support of district-wide computerized information systems focusing primarily in the area of student information but extending to other K-12 business and educational systems as assigned.

System Administration Functions:

Collaborate with senior department staff and internal and external stakeholders to implement appropriate procedures, schedules and controls to ensure smooth delivery of services, data usability and security, and mandated reporting in a manner compliant with applicable laws, policies, and regulations.

Assist in performing business requirements analysis and system design analysis on specific initiatives, factoring in issues, dependencies, constraints and impacts to the enterprise-wide use of the student information system and other district systems.

Work with senior department staff and technology vendors to understand, support and enhance student information systems and other technology-related products and services purchased for the district; work with senior department staff to provide requirements to vendors for system modifications.

Contribute to the testing and implementation of upgrades and system modifications to ensure expected results and prevent negative impact to existing functions and processes.

Contribute to the department knowledge base on the detailed functions, data structure and usage of one or more systems or subsystems focusing primarily in the area of student information but extending to other K-12 business and educational systems as assigned; in collaboration with senior department staff, confer and collaborate with representatives of system vendors, peers and user groups to continually increase system expertise.

Learn and understand the issues, goals and objectives of user departments and assist in translating that information into action items and requirements for support by Technology Services.

Learn and understand the integration of the goals and objectives of Technology Services into the services provided to the user departments; assist in communicating the issues, requirements, and goals of the user departments to Technology Services leadership.

Learn and understand the integration and interdependencies inherent in student information systems and other K-12 business and educational systems and apply that understanding in the performance of all duties.

Contribute to the implementation and maintenance of system security controls needed to prevent unauthorized access to sensitive data in a manner compliant with FERPA, HIPAA and other laws, policies and regulations related to data access and usage.

Assist in recommending changes to server and software configurations based upon anticipated system scalability needs and ongoing changes to system requirements

Collaborate with other department staff to contribute to technology integrations.

CALPADS and Other Mandated Reporting Functions:

Collaborate with senior department staff to contribute to the accurate and timely submission and certification of required data to the California Longitudinal Pupil Achievement Data System (CALPADS) and other state and federal reporting systems as required.

Participate in trainings, webinars and communications with the California Department of Education (CDE), the Alameda County Office of Education (ACOE) and other agencies, school districts and stakeholders as required.

Utilize system functions and database queries to generate reports to meet internal and external requirements for student information and other data.

Collaborate with other Oakland Unified School District staff to review and correct student information and other data, contributing to communications between department staff and internal stakeholders to ensure compliance with state, federal and other requirements.

Learn and understand existing, changing and emerging data requirements for all assigned data collections.

Contribute to the alignment of data collection in the student information system and other district systems with those of reporting agencies, including the California Department of Education, to ensure compliance with relevant data collection standards, processes and requirements.

Support the efforts of senior department staff to monitor, maintain and update district data within CALPADS and other external information systems and databases as required.

Assist with or execute activities related to the administration and reporting of state and district assessment programs such as CAASPP, ELPAC, etc. and learn and understand compliance and mandatory deadlines according to state laws and regulation governing assessment programs.

Project Functions:

Contribute to the evaluation of requests for proposals related to student information systems and other district systems.

Training, Documentation and Support Functions:

Learn and understand the development, documentation, and evolution of standards and processes for data governance and data management, including supporting systems and the flow of data throughout the technology ecosystem. Assist senior department staff with the implementation of data governance standards and compliance monitoring, and to implement controls to ensure the completeness, accuracy, and quality of data.

In collaboration with senior department staff, contribute to the implementation of a training program for the district's primary technology systems, primarily focusing upon the student information system but extending to other K-12 business and educational systems as needed; assist senior department staff with delivery of relevant mandated reporting training to district staff to ensure accurate reporting for all assigned data collections.

Contribute to the creation of manuals, guides, training presentations, and other documents as required.

Contribute to the maintenance of internal procedures that ensure that system users are being supported effectively.

Provide direct support to school site and central office users of the student information system and other systems as required.

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

General Teamwork and Collaboration Functions

Communicate with senior department staff and other internal stakeholders to resolve issues and exchange information; provide excellent customer service and exhibit a high degree of competence in interpersonal communication.

Attend professional development workshops, training sessions, and professional association meetings and conferences related to information technology to stay current with state-of-the-art methods and practices; maintain a growth mindset and embrace self-directed learning to provide value to the district and team.

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:

Enterprise-level student information systems and other K-12 business and education systems, including the integration and interdependencies of data shared between various systems, modules, sub-systems and system interfaces.

Electronic Data Processing systems and applications, including relational database structures and queries.

Principles of records management, modern office practices, procedures and equipment.

Principles and techniques of designing and developing computer programs and automated system integrations, including database stored procedures and application programming interfaces (APIs).

Methods, practices and terminology used in student information processing and record-keeping.

Basic awareness of California State, Federal and other K-12 related mandated reporting agencies and data collection requirements, including CALPADS.

Basic awareness of laws, rules, regulations and policies related to assigned activities.

Windows desktop and server operating systems and related technologies, including but not limited to web server and database technologies and current office software and tools such as Microsoft Word and Excel, Adobe Acrobat, Google, and web browsers.

Interpersonal skills, such as using tact, patience and courtesy.

Principles and techniques of effective training.

Correct English usage, grammar, spelling, and punctuation.

ABILITIES TO:

Support trusted partnerships with school sites and central office departments to facilitate effective delivery of services and support related to the student information system and other K-12 business and educational systems.

Provide effective support to internal and external stakeholders using a customer-centric approach.

Analyze and evaluate information processing problems, while factoring in the impacts to the entire district.

Analyze office procedures and problems, implement improvements and solutions.

Apply new developments in the field of data processing, related equipment and technology to needs.

Formulate and express ideas on technology-related concepts clearly and effectively in written and oral presentations, including the application of rules and regulations.

Prepare and analyze student information and other data.

Analyze, develop, write and recommend software applications at a basic level utilizing internet and database technologies such as Microsoft SQL Server and Microsoft Internet Information Services (IIS) and software development languages and methodologies such as SQL stored procedures, application programming interfaces (APIs), HTML, JavaScript, C#, Microsoft Access, etc.

Complete recurring and time-dependent projects and tasks effectively in a team environment.

Support senior department staff in explaining mandated reporting requirements and collaborating with sites and central office departments to contribute to the accuracy and timeliness of mandated reporting.

Contribute to clear and precise documentation of systems and procedures.

Identify errors, make appropriate corrections, and work with developers and vendors to resolve issues.

Participate in meetings with internal and external stakeholders.

Complete assigned work in a fast-paced, matrixed work environment.

Learn and understand rules, regulations, policies, and procedures.

PREREQUISITES:

Associates 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 Associate Degree requirement; however, the work experience years used to qualify for the Associate Degree requirement cannot be used to meet the work requirement.

One to two years directly related experience in the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support of student information systems and other K-12 business and educational systems.

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.

Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	OS



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Student Information Support Specialist II	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Technology Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	WTCL 55

BASIC FUNCTION: Under general supervision, participate as an intermediate level member of technology projects and support the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, training, and support of district-wide computerized information systems focusing primarily in the area of student information but extending to other K-12 business and educational systems as assigned.

DISTINGUISHING CHARACTERISTICS:

Student Information Systems Specialist I – Perform entry-level duties under direct supervision; an Associate’s degree or equivalent and one to two years directly related experience in the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support of student information systems and other K-12 business and educational systems; an Associate’s degree or the equivalent and one to two years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

Student Information Systems Specialist II – Perform intermediate-level duties under general supervision; an Associate’s degree or equivalent and two to five years directly related experience in the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support of student information systems and other K-12 business and educational systems; an Associate’s degree or the equivalent and two to five years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

Student Information Systems Specialist III – Perform advanced-level duties under general direction and may serve as a project leader for new and recurring initiatives requiring cross-departmental collaboration; a Bachelor’s degree or the equivalent and five to ten years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

Student Information Systems Specialist IV – Perform the most complex and advanced-level duties under general direction and may serve as a project leader for new and recurring initiatives (including large-scale district-wide initiatives) requiring cross-departmental collaboration; a Bachelor’s degree or the equivalent and ten or more years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

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:

Under general direction, participate as an intermediate level member of technology projects and support the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, training, and support of district-wide computerized information systems focusing primarily in the area of student information but extending to other K-12 business and educational systems as assigned.

System Administration Functions:

Collaborate with senior department staff and internal and external stakeholders to implement appropriate procedures, schedules and controls to ensure smooth delivery of services, data usability and security, and mandated reporting in a manner compliant with applicable laws, policies, and regulations.

Assist in performing business requirements analysis and system design analysis on specific initiatives, factoring in issues, dependencies, constraints and impacts to the enterprise-wide use of the student information system and other district systems.

Work with senior department staff and technology vendors to understand, support and enhance student information systems and other technology-related products and services purchased for the district; work with senior department staff to provide requirements to vendors for system modifications.

Lead Contribute to the testing and implementation of upgrades and system modifications to ensure expected results and prevent negative impact to existing functions and processes.

Contribute to the department knowledge base on the detailed functions, data structure and usage of one or more systems or subsystems focusing primarily in the area of student information but extending to other K-12 business and educational systems as assigned; in collaboration with senior department staff, confer and collaborate with representatives of system vendors, peers and user groups to continually increase system expertise.

Learn and understand the issues, goals and objectives of user departments and assist in translating that information into action items and requirements for support by Technology Services; assist in communicating to the user departments the capabilities, time lines and constraints of Technology Services.

Learn and understand the integration of the goals and objectives of Technology Services into the services provided to the user departments; assist in communicating the issues, requirements, and goals of the user departments to Technology Services leadership.

Learn and understand the integration and interdependencies inherent in student information systems and other K-12 business and educational systems and apply that understanding in the performance of all duties.

Contribute to the implementation and maintenance of system security controls needed to prevent unauthorized access to sensitive data in a manner compliant with FERPA, HIPAA and other laws, policies and regulations related to data access and usage.

Assist in recommending changes to server and software configurations based upon anticipated system scalability needs and ongoing changes to system requirements

Collaborate with other department staff to contribute to technology architectures and integrations.

CALPADS and Other Mandated Reporting Functions:

Collaborate with internal and external stakeholders to contribute to the accurate and timely submission and certification of required data to the California Longitudinal Pupil Achievement Data System (CALPADS) and other state and federal reporting systems as required.

Represent the Oakland Unified School District as a contact for specific areas of CALPADS and other data collections as assigned, including trainings, webinars and communications with the California Department of Education (CDE), the Alameda County Office of Education (ACOE) and other agencies, school districts and stakeholders as required.

Utilize system functions and database queries to generate reports to meet internal and external requirements for student information and other data.

Collaborate with other Oakland Unified School District staff to review and correct student information and other data, contributing to communications between department staff, internal stakeholders and external stakeholders to ensure compliance with state, federal and other requirements.

Learn and understand existing, changing and emerging data requirements for all assigned data collections.

Contribute to the alignment of data collection in the student information system and other district systems with those of reporting agencies, including the California Department of Education, to ensure compliance with relevant data collection standards, processes and requirements.

Monitor, maintain and update district data within CALPADS and other external information systems and databases as required.

Assist with or execute activities related to the administration and reporting of state and district assessment programs such as CAASPP, ELPAC, etc. and learn and understand compliance and mandatory deadlines according to state laws and regulation governing assessment programs.

Project Functions:

Contribute to the evaluation of requests for proposals related to student information systems and other district systems.

Training, Documentation and Support Functions:

Learn and understand the development, documentation, and evolution of standards and processes for data governance and data management, including supporting systems and the flow of data throughout the technology ecosystem.

Contribute to the implementation of data governance standards and compliance monitoring, and to implement controls to ensure the completeness, accuracy, and quality of data.

In collaboration with leadership and other stakeholders, contribute to the implementation of a training program for the district's primary technology systems, primarily focusing upon the student information system but extending to other K-12 business and educational systems as needed; deliver relevant mandated reporting training to district staff to ensure accurate reporting for all assigned data collections.

Create manuals, guides, training presentations, and other documents as required.

Contribute to the maintenance of internal procedures that ensure that system users are being supported effectively.

Provide direct support to school site and central office users of the student information system and other systems as required.

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

General Teamwork and Collaboration Functions:

Communicate with internal and external stakeholders to resolve issues and exchange information; provide excellent customer service and exhibit a high degree of competence in interpersonal communication.

Attend professional development workshops, training sessions, and professional association meetings and conferences related to information technology to stay current with state-of-the-art methods and practices; maintain a growth mindset and embrace self-directed learning to provide value to the district and team.

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:

Enterprise-level student information systems and other K-12 business and education systems, including the integration and interdependencies of data shared between various systems, modules, sub-systems and system interfaces

Electronic Data Processing systems and applications, including relational database structures and queries

Principles of records management, modern office practices, procedures and equipment

Principles and techniques of designing and developing computer programs and automated system integrations, including database stored procedures and application programming interfaces (APIs)

Methods, practices and terminology used in student information processing and record-keeping

California State, federal and other K-12 related mandated reporting agencies and data collection requirements, including CALPADS

Laws, rules, regulations and policies related to assigned activities

Windows desktop and server operating systems and related technologies, including but not limited to web server and database technologies and current office software and tools such as Microsoft Word and Excel, Adobe Acrobat, Google, and web browsers

Interpersonal skills, such as using tact, patience and courtesy

Principles and techniques of effective training

Correct English usage, grammar, spelling, and punctuation

ABILITIES TO:

Build trusted partnerships with school sites and central office departments to facilitate effective delivery of services and support related to the student information system and other K-12 business and educational systems

Provide effective support to internal and external stakeholders using a customer-centric approach

Analyze and evaluate information processing problems while factoring in the impacts to the entire district

Analyze office procedures and problems, implement improvements and solutions

Apply new developments in the field of data processing, related equipment and technology to needs

Formulate and express ideas on technology-related concepts clearly and effectively in written and oral presentations, including the application of rules and regulations

Prepare and analyze student information and other data

Analyze, develop, write and recommend software applications utilizing internet and database technologies such as Microsoft SQL Server and Microsoft Internet Information Services (IIS) and software development languages and methodologies such as SQL stored procedures, application programming interfaces (APIs), HTML, JavaScript, C#, Microsoft Access, etc...

Complete recurring and time-dependent projects and tasks effectively in a team environment

Explain mandated reporting requirements and collaborate with sites and central office departments to contribute to the accuracy and timeliness of mandated reporting

Develop clear and precise documentation of systems and procedures

Identify errors, make appropriate corrections, and work with developers and vendors to resolve issues.

Participate in meetings with internal and external stakeholders

Complete assigned work in a fast-paced, matrixed work environment

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

PREREQUISITES:

Associates 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 Associate Degree requirement; however, the work experience years used to qualify for the Associate Degree requirement cannot be used to meet the work requirement.

Three to five years directly related experience in the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support of student information systems and other K-12 business and educational systems

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.

Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Student Information Systems Specialist III	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Technology Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 days or duty days or hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	WTCL 57

BASIC FUNCTION: Under general direction, participate as an advanced level member of technology projects and support the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, training, and support of district-wide computerized information systems focusing primarily in the area of student information but extending to other K-12 business and educational systems as assigned.

DISTINGUISHING CHARACTERISTICS:

Student Information Systems Specialist I – Perform entry-level duties under direct supervision; an Associate’s degree or equivalent and one to two years directly related experience in the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support of student information systems and other K-12 business and educational systems; an Associate’s degree or the equivalent and one to two years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

Student Information Systems Specialist II – Perform intermediate-level duties under general supervision; an Associate’s degree or equivalent and two to five years directly related experience in the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support of student information systems and other K-12 business and educational systems; an Associate’s degree or the equivalent and two to five years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

Student Information Systems Specialist III – Perform advanced-level duties under general direction and may serve as a project leader for new and recurring initiatives requiring cross-departmental collaboration; a Bachelor’s degree or the equivalent and five to ten years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

Student Information Systems Specialist IV – Perform the most complex and advanced-level duties under general direction and may serve as a project leader for new and recurring initiatives (including large-scale district-wide initiatives) requiring cross-departmental collaboration; a Bachelor’s degree or the equivalent and ten or more years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

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:

Under general direction, participate as an advanced level member of technology projects and support the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, training, and support of district-wide computerized information systems focusing primarily in the area of student information but extending to other K-12 business and educational systems as assigned.

System Administration Functions:

Collaborate with internal and external stakeholders to design and develop appropriate procedures, schedules and controls to ensure smooth delivery of services, data usability and security, and mandated reporting in a manner compliant with applicable laws, policies, and regulations.

Assist in performing business requirements analysis and system design analysis on specific initiatives, factoring in issues, dependencies, constraints and impacts to the enterprise-wide use of the student information system and other district systems.

Contribute to the definition, evaluation and implementation of Service Level Agreements (SLA) for the delivery of student information systems and other systems throughout the district.

Work with technology vendors to understand, support and enhance student information systems and other technology-related products and services purchased for the district; provide requirements to vendors for system modifications.

Lead the testing and implementation of upgrades and system modifications to ensure expected results and prevent negative impact to existing functions and processes.

Serve as an expert on the detailed functions, data structure and usage of one or more systems or subsystems focusing primarily in the area of student information but extending to other K-12 business and educational systems as assigned; confer and collaborate regularly with representatives of system vendors, peers and user groups to continually increase system expertise.

Serve as a liaison between Technology Services and administrative or instructional departments, school sites, and external offices; collaborate with user departments to organize and guide the operations and staff of various business offices; develop and implement appropriate procedures.

Understand the issues, goals and objectives of user departments and translate that information into action items and requirements for support by Technology Services; assist in communicating to the user departments the capabilities, time lines and constraints of Technology Services.

Contribute to the integration of the goals and objectives of Technology Services into the services provided to the user departments; communicate the issues, requirements, and goals of the user departments to Technology Services leadership.

Understand the integration and interdependencies inherent in student information systems and other K-12 business and educational systems and apply that understanding in the performance of all duties.

Contribute to the design, implementation and maintenance of system security controls needed to prevent unauthorized access to sensitive data in a manner compliant with FERPA, HIPAA and other laws, policies and regulations related to data access and usage.

Recommend changes to server and software configurations based upon anticipated system scalability needs and ongoing changes to system requirements

Collaborate with other department staff to grow and build highly complex technology architectures and integrations. Anticipate technology scale and capability challenges and communicate clear, proactive recommendations to address these challenges.

CALPADS and Other Mandated Reporting Functions:

Collaborate with internal and external stakeholders to plan and implement the accurate and timely submission and certification of required data to the California Longitudinal Pupil Achievement Data System (CALPADS) and other state and federal reporting systems as required.

Represent the Oakland Unified School District as a primary contact for CALPADS and other data collections as assigned, including trainings, webinars and communications with the California Department of Education (CDE), the Alameda County Office of Education (ACOE) and other agencies, school districts and stakeholders as required.

Utilize system functions and database queries to generate reports to meet internal and external requirements for student information and other data.

Collaborate with other Oakland Unified School District staff to review and correct student information and other data, acting as a liaison between department staff, internal stakeholders and external stakeholders to ensure compliance with state, federal and other requirements.

Gather and document existing, changing and emerging data requirements for all assigned data collections in order to remain compliant; review and recommend updates to policies and procedures to ensure compliance with state, federal and other requirements.

Align data collection in the student information system and other district systems with those of reporting agencies, including the California Department of Education, to ensure compliance with relevant data collection standards, processes and requirements.

Monitor, maintain and update district data within CALPADS and other external information systems and databases as required.

Assist with or execute activities related to the administration and reporting of state and district assessment programs such as CAASPP, ELPAC, etc. and support compliance and mandatory deadlines according to state laws and regulation governing assessment programs.

Project Functions:

Provide recommendations in anticipating, selecting, and developing appropriate applications and systems to support major initiatives related to the student information system and other systems involving the district's mission.

Contribute to the development and evaluation of requests for proposals related to student information systems and other district systems.

Serve as a project leader for initiatives requiring cross-departmental collaboration by working with business leaders to develop solution strategies and project work plans; execute project work plans; track and communicate day-to-day operational aspects of a project's scope, dependencies and risks.

Training, Documentation and Support Functions:

Contribute to the development, documentation, and evolution of standards and processes for data governance and data management, including supporting systems and the flow of data throughout the technology ecosystem. Work with stakeholders to implement data governance standards and compliance monitoring, and to define and develop controls to ensure the completeness, accuracy, and quality of data.

In collaboration with leadership and other stakeholders, contribute to the design and implementation of a training program for the district's primary technology systems, primarily focusing upon the student information system but extending to other K-12 business and educational systems as needed; update and deliver relevant mandated reporting training to district staff to ensure accurate reporting for all assigned data collections.

Create manuals, guides, training presentations, and other documents as required.

Contribute to the design and maintenance of internal procedures that ensure that system users are being supported effectively.

Provide direct support to school site and central office users of the student information system and other systems as required.

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

General Teamwork and Collaboration Functions:

Communicate with internal and external stakeholders to align activities, resolve issues, and exchange information; provide excellent customer service and exhibit a high degree of competence in interpersonal communication.

Attend professional development workshops, training sessions, and professional association meetings and conferences related to information technology to stay current with state-of-the-art methods and practices; maintain a growth mindset and embrace self-directed learning to provide value to the district and team.

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:

Enterprise-level student information systems and other K-12 business and education systems, including the integration and interdependencies of data shared between various systems, modules, sub-systems and system interfaces

Electronic Data Processing systems and applications, including relational database structures and queries

Principles of records management, modern office practices, procedures and equipment

Principles and techniques of designing and developing computer programs and automated system integrations, including database stored procedures and application programming interfaces (APIs)

Methods, practices and terminology of project management including work planning, scheduling, measurement and reporting

Methods, practices and terminology used in student information processing and record-keeping

California State, federal and other K-12 related mandated reporting agencies and data collection requirements, including CALPADS

Laws, rules, regulations and policies related to assigned activities

Windows desktop and server operating systems and related technologies, including but not limited to web server and database technologies and current office software and tools such as Microsoft Word and Excel, Adobe Acrobat, Google, and web browsers

Interpersonal skills, such as using tact, patience and courtesy

Principles and techniques of effective training

Correct English usage, grammar, spelling, and punctuation

ABILITIES TO:

Influence without authority and build trusted partnerships with school sites and central office departments to facilitate effective delivery of services and support related to the student information system and other K-12 business and educational systems

Provide effective support to internal and external stakeholders using a customer-centric approach

Analyze and evaluate information processing problems, plans, procedures and requirements of an organization, while factoring in the impacts to the entire district

Analyze office procedures and problems, develop and implement improvements and solutions

Apply new developments in the field of data processing, related equipment and technology to needs

Formulate and express ideas on difficult or complex concepts clearly and effectively in written and oral presentations, including the interpretation and application of rules and regulations

Prepare and analyze student information and other data

Analyze, develop, write and recommend software applications utilizing internet and database technologies such as Microsoft SQL Server and Microsoft Internet Information Services (IIS) and software development languages and methodologies such as SQL stored procedures, application programming interfaces (APIs), HTML, JavaScript, C#, Microsoft Access, etc...

Complete recurring and time-dependent projects and tasks effectively in a team environment

Explain and interpret mandated reporting requirements and collaborate with sites and central office departments to ensure the accuracy and timeliness of mandated reporting

Develop clear and precise documentation of systems and procedures

Identify errors, make appropriate corrections, and work with developers and vendors to resolve issues

Facilitate meetings with internal and external stakeholders

Plan and prioritize work in a fast-paced, matrixed work environment

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

PREREQUISITES:

Bachelor's 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's Degree requirement; however, the work experience years used to qualify for the Bachelor's Degree requirement cannot be used to meet the work requirement

Six to ten years directly related experience in the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support of student information systems and other K-12 business and educational systems; a minimum of two years of experience leading information systems projects is required.

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.

Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Student Information Systems Specialist IV	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Technology Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	WTCL 64

BASIC FUNCTION: Under general direction, participate as a highly-advanced level member of technology projects and support the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, training, and support of district-wide computerized information systems focusing primarily in the area of student information but extending to other K-12 business and educational systems as assigned.

DISTINGUISHING CHARACTERISTICS:

Student Information Systems Specialist I – Perform entry-level duties under direct supervision; an Associate’s degree or equivalent and one to two years directly related experience in the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support of student information systems and other K-12 business and educational systems; an Associate’s degree or the equivalent and one to two years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

Student Information Systems Specialist II – Perform intermediate-level duties under general supervision; an Associate’s degree or equivalent and two to five years directly related experience in the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support of student information systems and other K-12 business and educational systems; an Associate’s degree or the equivalent and two to five years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

Student Information Systems Specialist III – Perform advanced-level duties under general direction and may serve as a project leader for new and recurring initiatives requiring cross-departmental collaboration; a Bachelor’s degree or the equivalent and five to ten years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

Student Information Systems Specialist IV – Perform the most complex and advanced-level duties under general direction and may serve as a project leader for new and recurring initiatives (including large-scale district-wide initiatives) requiring cross-departmental collaboration; a Bachelor’s degree or the equivalent and ten or more years directly related experience in student information systems and related systems evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support.

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:

Under general direction, participate as a highly advanced level member of technology projects and support the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, training, and support of district-wide computerized information systems focusing primarily in the area of student information but extending to other K-12 business and educational systems as assigned.

System Administration Functions:

Collaborate with internal and external stakeholders to design and develop appropriate procedures, schedules and controls to ensure smooth delivery of services, data usability and security, and mandated reporting in a manner compliant with applicable laws, policies, and regulations.

Perform business requirements analysis and system design analysis on specific initiatives, factoring in issues, dependencies, constraints and impacts to the enterprise-wide use of the student information system and other district systems.

Evaluate, define and implement Service Level Agreements (SLA) for the delivery of student information systems and other systems throughout the district.

Work with technology vendors to understand, support and enhance student information systems and other technology-related products and services purchased for the district; provide requirements to vendors for system modifications.

Lead the testing and implementation of upgrades and system modifications to ensure expected results and prevent negative impact to existing functions and processes.

Serve as an expert on the detailed functions, data structure and usage of one or more systems or subsystems focusing primarily in the area of student information but extending to other K-12 business and educational systems as assigned; confer and collaborate regularly with representatives of system vendors, peers and user groups to continually increase system expertise.

Serve as a primary liaison between Technology Services and administrative or instructional departments, school sites, and external offices; collaborate with user departments to organize and guide the operations and staff of various business offices; develop and implement appropriate procedures.

Understand the issues, goals and objectives of user departments and translate that information into action items and requirements for support by Technology Services; communicate to the user departments the capabilities, time lines and constraints of Technology Services.

Integrate the goals and objectives of Technology Services into the services provided to the user departments; communicate the issues, requirements, and goals of the user departments to Technology Services leadership.

Understand the integration and interdependencies inherent in student information systems and other K-12 business and educational systems and apply that understanding in the performance of all duties.

Design, implement and maintain system security controls needed to prevent unauthorized access to sensitive data in a manner compliant with FERPA, HIPAA and other laws, policies and regulations related to data access and usage.

Recommend changes to server and software configurations based upon anticipated system scalability needs and ongoing changes to system requirements

Grow and build highly complex technology architectures and integrations. Anticipate technology scale and capability challenges and communicate clear, proactive recommendations to address these challenges.

CALPADS and Other Mandated Reporting Functions:

Collaborate with internal and external stakeholders to plan and implement the accurate and timely submission and certification of required data to the California Longitudinal Pupil Achievement Data System (CALPADS) and other state and federal reporting systems as required.

Represent the Oakland Unified School District as a primary contact for CALPADS and other data collections as assigned, including trainings, webinars and communications with the California Department of Education (CDE), the Alameda County Office of Education (ACOE) and other agencies, school districts and stakeholders as required.

Utilize system functions and database queries to generate reports to meet internal and external requirements for student information and other data.

Collaborate with other Oakland Unified School District staff to review and correct student information and other data, acting as a liaison between department staff, internal stakeholders and external stakeholders to ensure compliance with state, federal and other requirements.

Gather and document existing, changing and emerging data requirements for all assigned data collections in order to remain compliant; review and recommend updates to policies and procedures to ensure compliance with state, federal and other requirements.

Align data collection in the student information system and other district systems with those of reporting agencies, including the California Department of Education, to ensure compliance with relevant data collection standards, processes and requirements.

Monitor, maintain and update district data within CALPADS and other external information systems and databases as required.

Assist with or execute activities related to the administration and reporting of state and district assessment programs such as CAASPP, ELPAC, etc. and support compliance and mandatory deadlines according to state laws and regulation governing assessment programs.

Project Functions:

Provide recommendations in anticipating, selecting, and developing appropriate applications and systems to support major initiatives related to the student information system and other systems involving the district's mission.

Contribute to the development and evaluation of requests for proposals related to student information systems and other district systems.

Serve as a project leader for initiatives, including large-scale district-wide initiatives, requiring cross-departmental collaboration by working with business leaders to develop solution strategies and project work plans; execute project work plans; track and communicate day-to-day operational aspects of a project's scope, dependencies and risks.

Training, Documentation and Support Functions:

Develop, document, and evolve standards and processes for data governance and data management, including supporting systems and the flow of data throughout the technology ecosystem. Work with stakeholders to implement data governance standards and compliance monitoring, and to define and develop controls to ensure the completeness, accuracy, and quality of data.

In collaboration with leadership and other stakeholders, design and implement a training program for the district's primary technology systems, primarily focusing upon the student information system but extending to other K-12 business and educational systems as needed; update and deliver relevant mandated reporting training to district staff to ensure accurate reporting for all assigned data collections.

Create manuals, guides, training presentations, and other documents as required.

Design and maintain internal procedures that ensure that system users are being supported effectively.

Provide direct support to school site and central office users of the student information system and other systems as required.

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

General Teamwork and Collaboration Functions:

Communicate with internal and external stakeholders to align activities, resolve issues, and exchange information; provide excellent customer service and exhibit a high degree of competence in interpersonal communication.

Attend professional development workshops, training sessions, and professional association meetings and conferences related to information technology to stay current with state-of-the-art methods and practices; maintain a growth mindset and embrace self-directed learning to provide value to the district and team.

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:

Enterprise-level student information systems and other K-12 business and education systems, including the integration and interdependencies of data shared between various systems, modules, sub-systems and system interfaces

Electronic Data Processing systems and applications, including relational database structures and queries

Principles of records management, modern office practices, procedures and equipment

Principles and techniques of designing and developing computer programs and automated system integrations, including database stored procedures and application programming interfaces (APIs)

Methods, practices and terminology of project management including work planning, scheduling, measurement and reporting

Methods, practices and terminology used in student information processing and record-keeping

California State, federal and other K-12 related mandated reporting agencies and data collection requirements, including CALPADS

Laws, rules, regulations and policies related to assigned activities

Windows desktop and server operating systems and related technologies, including but not limited to web server and database technologies and current office software and tools such as Microsoft Word and Excel, Adobe Acrobat, Google, and web browsers

Interpersonal skills, such as using tact, patience and courtesy

Principles and techniques of effective supervision and training

Correct English usage, grammar, spelling, and punctuation

ABILITIES TO:

Influence without authority and build trusted partnerships with school sites and central office departments to facilitate effective delivery of services and support related to the student information system and other K-12 business and educational systems

Provide effective support to internal and external stakeholders using a customer-centric approach

Analyze and evaluate information processing problems, plans, procedures and requirements of an organization, while factoring in the impacts to the entire district

Analyze office procedures and problems, develop and implement improvements and solutions

Apply new developments in the field of data processing, related equipment and technology to needs

Formulate and express ideas on difficult or complex concepts clearly and effectively in written and oral presentations, including the interpretation and application of rules and regulations

Prepare and analyze student information and other data

Analyze, develop, write and recommend software applications utilizing internet and database technologies such as Microsoft SQL Server and Microsoft Internet Information Services (IIS) and software development languages and

methodologies such as SQL stored procedures, application programming interfaces (APIs), HTML, JavaScript, C#, Microsoft Access, etc...

Complete recurring and time-dependent projects and tasks effectively in a team environment

Explain and interpret mandated reporting requirements and collaborate with sites and central office departments to ensure the accuracy and timeliness of mandated reporting

Develop clear and precise documentation of systems and procedures

Identify errors, make appropriate corrections, and work with developers and vendors to resolve issues

Facilitate meetings with internal and external stakeholders

Plan and prioritize work in a fast-paced, matrixed work environment

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

PREREQUISITES:

Bachelor's 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's Degree requirement; however, the work experience years used to qualify for the Bachelor's Degree requirement cannot be used to meet the work requirement

Eleven or more years directly related experience in the evaluation, analysis, implementation, development, interoperability, maintenance, upgrade, end user training, and end user support of student information systems and other K-12 business and educational systems; a minimum of four years of experience leading major information systems projects is required

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 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 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:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, District Family Engagement	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Office of Equity	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days/7.5 hours or duty days and hours as assigned
ISSUED:	Created: May 2020	SALARY GRADE:	WTCL 47

BASIC FUNCTION: Work within assigned academic network of schools, under the joint leadership and direction of the Network Superintendent Team and Office of Equity to implement the OUSD Family Engagement Standards and Dual Capacity Building Framework at assigned sites. Perform a variety of highly difficult, technical duties requiring excellent communication skills. Model SEL-Equity mindset and asset based practice in supporting school site administrators, staff and parents to develop family engagement structures that increase student achievement. Engage families with student learning, and shared decision making within site and district level committees. Work directly with the principal and school site councils to ensure that families are engaged with development and progress monitoring of the Site Plan for Student Achievement, and addressing the learning needs of our target student populations.

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:

Work directly with the principal and school site councils to ensure that families of our target student populations are engaged with the development and progress monitoring of the Site Plan for Student Achievement.

Work with the Office of Strategic Resource Planning (SRP), to ensure that activities and meetings of relevant mandated committees and subcommittees, such as the Site English Language Learner Committees (SELLs) or ELACs, School Site Councils (SSCs), are compliant with OUSD School Governance Standards and State and federal guidelines.

Serve as a resource for district and school educational leaders, administrators, and staff regarding the increased engagement of parents and community members of all of the diverse target student communities.

Educate parents, staff, students and community members about their participation roles and responsibilities on decision making committees, including but not limited to the Site English Language Learner Committees (SELLs) or ELACs, School Site Councils (SSCs).

Design and facilitate site based and regional training for parents of all of the diverse target student groups on how to support student learning at home, through monthly Parent Academy scope and sequence aligned to network instructional cycle calendar.

Design and facilitate training for district and school educational leaders, administrators, staff, on building family partnerships and relationships for student learning.

Serve as school network expert and partner for family engagement partnership and equity.

Provide personalized assistance to district and school administrators and staff on building welcoming school environments for all of the diverse target student populations and their families.

Ensure that the district provides all parents with information on school and parent activities in a format and language that families can understand.

Assist school sites in creating educational equity and closing opportunity gaps through family engagement; assist schools in developing and enhancing parent communication about the instructional program, student assessments, and reporting.

Assist and monitor the development and continued functioning of affinity parent advisory committees and parent-teacher learning spaces.

Prioritize family engagement support for Title I and school improvement sites.

Provide outreach and staffing support for district level parent advisory committees, and assigned committee(s) as needed.

Provide outreach and staffing support for the quarterly School Site Council summits, ensure parent members from assigned network schools are in attendance, and collect annual SSC self-assessment data.

Staff and manage special family engagement and equity projects as assigned.

Provide outreach and staffing support for the quarterly LCAP Parent Student Advisory Committee; ensure parent members from assigned network schools are in attendance.

May include management of specialized affinity or target student group parent summit or conference.

Collect documentation and/or parent survey measuring impact of family engagement strategies.

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:

Education system, root causes of educational inequity, research based practices for effective family engagement linked to learning

History of education of people of color in the United States, history of family engagement and organizing in Oakland

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

Community outreach and nontraditional grass roots communication

Strategies used in community organizing

Parent advocacy, parent organizing, parent empowerment, and community engagement.

Advanced training techniques

Correct English usage, grammar, spelling, and punctuation

Telephone and computer software techniques, systems and etiquette

District policies, including OUSD Strategic Plan for Full Service Community Schools, applicable sections of the State Education Code and other laws and regulations

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

Collection and organization of information including electronic data

Page 3 of 4 Specialist, District Family Engagement

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

Computer software, hardware, and related technology

Facilitating parent leadership training and parent leadership development

Facilitation practices and skills

ABILITIES TO:

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

Organize and facilitate multiracial parent leadership development

Train parents to become effective partners in their child's education, and with their school sites for continuous school improvement

Be an effective leader with diverse groups across race, ethnicity, religion, gender, class and sexuality

Build relationships across race and culture with parents, community, and district staff

Approach parents in a variety of situations

Use non-traditional communications, including grassroots, word of mouth, etc.

Communicate effectively orally and in writing

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

Communicate clearly; understand and interpret

District and other rules, policies and procedures

Understand and follow oral and written directions; work independently

Work with computer software, hardware, and related technology

Manage time and develop work plans to meet schedules and time lines

Maintain records; analyze situations accurately and take appropriate action

Work cooperatively with others

Complete work accurately and as directed with many interruptions

Organize, coordinate and prioritize a large volume of activities, programs and services Identify and resolve school site and other issues in a timely manner

Prepare presentations and use expert facilitation skills Operate personal computer, related software, and other office equipment

Cross-train department personnel

PREREQUISITES:

Associates 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 Associate Degree requirement; however, the work experience years used to qualify for the Associate Degree requirement cannot be used to meet the work requirement

Six (6) years of field experience with parent/community organizing, as well as demonstrated experience working with parents in education justice field, working with school-based programs, community organizing, and grassroots, non-traditional communication, including one-to-one outreach

Second language ability 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

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:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Target Student Group Intervention	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Office of Equity	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days/7.5 hours or duty days and hours as assigned
ISSUED:	Created: May 2020	SALARY GRADE:	WTCL 57

BASIC FUNCTION: Under general supervision from the Office of Equity, the Specialist will coordinate and implement site based targeted instruction and activities designed to transform school culture and improve the academic achievement of target student populations (including African American males and females, Latino males and females, Asian/Pacific Islander, Latino males and females, Students with Special Needs, LGBTQ, Unhoused and Foster students) from preschool through 12th grade. The Specialist will work with their assigned network support team to assist site leaders and teachers with implementing targeted student academic and social-emotional support. Specialist will support internal and external communications and training to develop site capacity for building empowering narratives of our students and families, countering deficit thinking of our target students, and integrating cultural and linguistic assets with instruction and school culture. Specialist will collaborate with team members and District staff to coordinate activities within the District and externally with community partners particularly focused on the needs of assigned target student group.

The specific duties of the Specialist include year-round program development and implementation, on-going leadership and technical assistance that keep targeted intervention activities in tact across the District. The Specialist participates in key decision-making discussions within the area of his/her responsibilities for the department.

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

ESSENTIAL FUNCTIONS:

Develop target student achievement plans for assigned population and network sites, report on progress towards accelerated target student outcomes

Oversee daily targeted program site-based operations and special events, including site and district exhibitions, celebrations, recognition of student achievement

Assist with internal reporting and grant reporting to external funders

Guide planning and coordination of site based professional development and community events related to building staff competency with engaging target student groups, with partners, other participating agencies, District curriculum leadership, administrators, teacher leaders, teachers and/or other appropriate staff.

Assist in creating a District-wide culture shift by modeling for and training staff to demonstrate high expectations for target student groups, and how to build strong school cultures and student academic identity, that transform deficit narratives about target student groups.

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

Establish systems to manage and maintain quality partnerships, including, but not limited to: development of MOUs, facilitation of regular meetings, planning sessions, joint work plans with multiple OUSD departments and collaborative problem-solving/conflict resolution with local CBO's and community partners to build collective will and action towards reaching goals for accelerated target student achievement.

Prepare and present reports on assigned target student population for the appropriate District leaders, agencies, private providers, community, and other audiences.

Support the integration of family engagement, student engagement, and community school supports for assigned target student group.

Train, support, and coach volunteers and personnel funded by grants and other sources, as assigned.

Serve as a content expert for assigned target student group.

Participate in professional development opportunities

Provide cross training to other staff members within the department and across multiple departments on engaging and empowering assigned target student group.

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:

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

Effective educational practices for one or more target student populations, and intersectionality of race, gender, ability, sexuality for target populations

District curriculum and school instructional programs

Principles and techniques of data collection, analysis and report writing

Racial justice, equity and healing practices within PreK-12 educational context

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

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

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

District educational initiatives and programs

Common Core Standards

Social emotional skills and standards

Definition, framework, and support of positive school culture

Preventative student behavior and attendance strategies

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

Building partnerships and collaboration with individuals, departments, agencies, and institutions

Interpersonal skills emphasizing tact, patience, courtesy and respect

Facilitation techniques

Building capacity of adults to function in new systems

Facilitation to foster new behaviors and practices in challenging contexts

Building authentic and trusting relationships

Correct English usage, grammar, spelling, vocabulary and punctuation

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

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

ABILITY TO:

Collaborate, engage with supervisor, and take direction

Effectively assess, manage, and implement school level program

Deliver high-quality services

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

Communicate orally and in writing; facilitate communication between diverse stakeholders

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

Adapt services based on data

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

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

Meet District standards of professional conduct as outlined in Board Policy

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

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

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

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

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

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

Plan, coordinate and supervise the work of others (if appropriate and directed by Supervisor)

Manage competing priorities and time

PREREQUISITES

Bachelor Degree or its equivalency (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.

Five (5) years of experience in the field of education, community development, or related field

Administrative experience and/or business management experience preferred

Demonstrated strong presentation and facilitation skills

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

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	OS



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Student Engagement	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: May 2007 Revised: May 2020	SALARY GRADE:	WTCL 55

BASIC FUNCTION: Perform a variety of highly difficult, technical duties requiring excellent communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible public contact to implement the District’s Meaningful Student Engagement policy and standards, specifically building, leading, and managing site and district level technical assistance and capacity building for youth-adult partnerships with shared decision making and continuous school improvement to advance student achievement.

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:

Define and model approaches to student organizing that engage a broad diverse group of students in sharing responsibility for school improvement.

Develop creative and engaging youth leadership for school improvement and change and organize curricula and training to support meaningful student engagement, decision-making and reliance.

Provide students with learning to understand school improvement and school leadership and planning (e.g. knowledge necessary to be effective members of school site councils).

Support student leaders in conducting outreach to and listening to a broad base of students, and in formulating, pursuing and providing solutions that are responsive to their articulated needs and concerns.

Serve as convener of and advisor to All City Council and All City Governing Board.

Serve as project manager for the collaboration of student focused community based organizations and for special projects.

Assist student leaders in identifying priority action items and developing their own action plans to impact change within their school communities.

Provide project management for organization and implementation of middle school and high school conferences with a focus on college and career readiness, wellness, and ethnic studies.

Create alliances and partnerships with other youth development and youth leadership organizations to create conditions for mutual accountability for school improvement and for strengthening student engagement process.

Develop a collaborative of youth focused community based organizations to support shared responsibility across all sectors and stakeholder groups, especially with students.

Become global citizens who develop strong relationships inside and outside the school community.

Develop and support organizational structures and practices that promote youth led, adult supported student leadership.

Provide training and learning for site based and district personnel on promoting student engagement.

Create and maintain an updated student leadership curriculum and student engagement tool kit for site administration, implementation, and technical assistance.

Ensure consistent district-wide alignment with youth leadership standards while supporting youth leaders to engage in annual update and development process of the district wide Local Control Accountability Plan, and other district level plans as necessary.

Support student voice on School Board and attend all Board meetings with the student Board representatives.

Ensure that students receive accurate and accessible information about key initiative.

Track effectiveness of student engagement efforts and advise regarding changes as necessary.

Understand and communicate the Districts strengths and areas of growth with respect to student engagement.

Continuously review bodies of literature relating to emerging research on youth engagement and youth development.

Participate in California Association of Student Councils conferences and other leadership development opportunities.

Document student engagement strategy that is aligned with district priorities and coordinated with the District's community engagement strategy.

Provide leadership to ensure alignment of existing student leadership structures and practices with overall student engagement strategy (e.g., All City Council, All City Governing Board, student representation on School Board).

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:

School-based collaborative

Community organizing strategies and techniques

Youth leadership development

Urban education and school improvement efforts

Race and ethnic studies in education

Social, Emotional Learning and intentional relationship and alliance building skills across language, race, ethnicity, class, gender, sexuality

Advanced training techniques; correct English usage, grammar, spelling, and punctuation

Telephone techniques, systems and etiquette

District policies, applicable sections of the State Education Code and other laws and regulations

Collection and organization of information including electronic data

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

Computer software, hardware, and related technology

Youth leadership development training programs and techniques

Facilitation practices and skills

ABILITY TO:

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

Develop a diverse youth leadership team, and support adults to develop diverse youth leadership teams

Be an effective leader with diverse groups across race, ethnicity, religion, gender, class and sexuality

Build relationships between students and adults, including teachers, principals, parents, community members and district leaders

Approach teens in a variety of situations

Use non-traditional communications, including grassroots, word of mouth, etc...

Communicate effectively orally and in writing

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

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

Understand and follow oral and written directions; work independently

Work with computer software, hardware, and related technology

Meet schedules and time lines

Maintain records; analyze situations accurately and take appropriate action

Work cooperatively with others

Complete work accurately and as directed with many interruptions

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

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

Train employees and others

Prepare presentations and use expert facilitation skills

PREREQUISITES:

Bachelor Degree or its equivalency (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.

Five years of experience in community organizing, education or youth development

Experience with youth preferred

Experience with school-based collaboratives preferred

Community organizing and/or activism experience preferred

Experience in non-traditional communication, including grassroots, word of mouth preferred

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	OS



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Early Literacy Reading Tutor	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	10 months / 3-6 hours per day or duty days and hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	WTCL 14

BASIC FUNCTION: Early Literacy Reading Tutors will assist in developing and improving TK – 2nd grade students’ early literacy skills. Tutors are trained in research-based early literacy strategies and collaborate with classroom teaching staff, and coaches to provide reading instruction driven by benchmark and progress-monitoring data increasing the number of children on target with early reading predictors.

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:

Primary Functions:

- Attend Sensitivity, Encouragement, Education, Development through Doing and Self-Image Support (SEEDS) of Early Literacy Training, and/or Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) and ongoing Early Literacy Tutor trainings throughout the year.
- Provide intentional, data driven literacy instruction and intervention during all parts of the day to improve the reading skills of TK – 2nd grade children, specifically focusing on the “Big Five Literacy Skills” phonemic awareness, phonics, fluency, etc....
- Collaborate with the Lead Teacher Coach, and/or Principal to set the instructional schedule at the beginning of the year, report student progress, and make data-informed modifications frequently.
- Implement all elements of the research-based targeted interventions daily with students to support small group differentiated instruction with a minimum of four small groups a day.
- Assess, with high level of accuracy, child outcomes and progress using fall, winter and spring benchmark assessments and ongoing progress monitoring assessments.
- Use scripted early literacy interventions with identified children in a one-on-one and/or small group setting daily; achieve a high degree of fidelity to each scripted intervention.
- Participate in literacy coaching sessions two times per month with a Coach to review student progress, plan, problem-solve and set goals; incorporate constructive feedback based on observations.
- Record student and program data completely and accurately in an online database and/or Excel document on a weekly basis, or as designated by the intervention program.

Secondary Functions:

- Participate in site-sponsored trainings, meetings or other activities, including the Orientation and Data Review Meetings with the classroom teacher and coaches at least three times per year.
- Be open to being observed regularly by a Coach; act on constructive feedback and goal setting based on observations and coaching.
- Provide reading instruction for TK – 2nd grade classrooms as assigned.
- Ensure timely completion of electronic timesheets.

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:

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

Planning, organization and coordination needed for assigned program

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Build and maintain quality-working relationships with students, coaches, school administrators, and parents and program staff; including accepting and incorporating feedback from coaches and staff

Speak, read, write and understand English fluently

Travel between sites and to off-site events

Work separately with a child within a larger context of child/tutor groups

Keep tutoring sessions lively and dynamic

Show learners that you care about them through your commitment and encouragement

Gather learner performance data on a daily basis, and chart the data (using graphs, stars, etc.) to allow a visual display of improvements made in the program

Recognize and adapt to the needs of the students

Maintain confidentiality about students

Maintain professional conduct at all times

Identify a student's strengths and needs

Motivate the student using positive reinforcement and encouragement

Operate personal computer, related software, and other office equipment

PREREQUISITES:

High School Diploma or GED equivalent required

Strong interest in education, specifically helping children develop early language and literacy skills

Speak, read, write and understand English fluently

Computer skills, including the ability to navigate and use online database systems and e-mail daily

Energetic, results-oriented, student-focused style, coupled with strong planning and time management skills

Preferred:

College coursework, college degree, or equivalent work experience or strong community experience

Experience working with young children, preferably in an early childhood setting

Must be able to attend the 4 day TK SEEDS of Early Learning training and/or SIPPS Training, as designated by Early Literacy Coaches

Must be 18 years old or older

Potential tutors should possess the following:

- Patience
- Positive attitude
- Adaptability/flexibility
- Sense of humor
- Able to relate to diverse groups of people and sustain relationship/rapport
- Non-judgmental

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Class, 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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Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Health Education	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Community Schools and Student Services	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2020	SALARY GRADE:	ADCL 16

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

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:

Create vision and implementation plan for comprehensive and sequential health education aligned to local and state policy.

Collaborate with district departments, including but not limited to Academics and Innovation (Science & English Language Arts) and Linked Learning to integrate and align health education, as appropriate, within existing subjects.

Oversee implementation of Healthy Oakland Teens grant and programming, including comprehensive sexual health education, access to sexual health services, and LGBTQ support.

Oversee development of health education curriculum (sex education, nutrition, gardening, growth & development health, etc.), including scope, sequence and lessons.

Oversee evaluation of health education programs to ensure quality of all health education programming, including program development and communication of impact.

Conduct training and professional development to support implementation of health education.

Coordinate health education review committees to review and approve health education.

Participate in District Wellness Council and facilitate the health education subcommittee of the District Wellness Council to include, but not limited to meeting preparation, follow through, outreach and integration across disciplines, departments and external partnerships.

Assist in ensuring that the District is compliant with federal and state health education mandates as appropriate, including alignment with CA Health Education Framework.

Collaborate with community partners and health agencies to coordinate programs and policies that support Health Education.

Communicate with and lead engagement opportunities for students, parents, community members and other interested parties around health education program development and implementation.

Partner with Health and Wellness managers to provide overall direction, communications strategies, and planning for Health and Wellness unit.

Provide leadership for overall data collection, evaluation and other research activities associated with health education.

Oversee related resource development, grant management, fiscal oversight and grant writing activities; seek and develop new program funding opportunities.

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

Supervise and provide daily support and leadership to assigned staff; evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Oversee contracted staff to support the technical assistance, training and evaluation of health education programs.

Provide cross training to department personnel.

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:

Strategic direction of the District

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

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

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

Health education curriculum development

Local community-based organizations providing health and wellness services

Principles and practices of effective leadership

Principles and practices of supervision and evaluation

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

Budget preparation and management to ensure fiscal responsibility

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

Correct English usage, grammar, spelling, and punctuation

Research methods, report writing and record-keeping techniques

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

Interpersonal skills using tact, patience, and courtesy

ABILITY TO:

Plan, organize, and direct programs and assigned personnel

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

Analyze situations accurately and adopt effective courses of action

Communicate effectively in English both orally and in writing

Plan and organize work

Meet schedules and timelines

Work independently

Develop and document short and long term plans

Implement plans and evaluate their outcomes

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

Perform duties with awareness of all District requirements and policies

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

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

Use all Microsoft applications efficiently

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

PREREQUISITES:

A Master's degree in education, public health, public policy, school administration, or other relevant field.

Three (3) or more years of progressively responsible experience in implementing public health, school health or social services programs

Budget experience preferred

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Partner, School	REPORTS TO:	Assigned Supervisor
DEPARTMENT :	Human Resources Services and Support (HRSS)	CLASSIFICATION:	Classified Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days / 7.5 hours
ISSUED:	Created: May 2013 Revised: June 2020	SALARY GRADE:	CFCA 22

BASIC FUNCTION: Partner with District and school leaders to support the development of high quality certificated and classified staff for each school site by coaching, assisting, and managing a broad range of human capital issues, including: recruitment, retention, professional learning, growth and development, evaluation, discipline, and recognition. Provide guidance to the Human Resources Services and Support Department (HRSS) in building a comprehensive profile of the District's professional capital assets through collecting qualitative and quantitative data about staff at their school sites. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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

ESSENTIAL FUNCTIONS

Develop and grow collaborative relationships with principals and serve as the primary support partner and point of contact within HRSS.

Provide counsel and assistance to school leaders on a broad range of human resource and human capital management issues, including but not limited to school employee staffing and retention, employee performance management, employee training and development, labor relations and employee relations.

Collaborate with other school partners, human resources subject matter experts, school leaders, and instructional leaders to develop and implement human resources policies that strengthen the ability of schools to attract and retain highly qualified educators and staff members.

Assist site administrators in building timely, compliant and effective employee evaluations that support building the capacity of teachers to deliver highly effective instruction.

Support the identification and cultivation of a leadership pipeline by working with site leaders to identify staff with leadership potential and to build relationships with those identified personnel within their regions to enable them with opportunities to gain further training and experience.

Collaborate with other teams within the HRSS to ensure the efficient and effective delivery of human resources services to all certificated and classified employees.

Support and guide principals through the employee progressive discipline process; advise principals on appropriate progressive discipline steps strategies and techniques; work with principals on completing effective written disciplinary notices; and coach principals on how to conduct difficult conversations.

Assist and guide principals in employee management situations including but not limited to processing employee leave and employee fitness for duty evaluations.

Provide human resources data and related counsel that will enable and support principals in effectively managing employee situations and performance within schools.

Provide strategic staffing input through the Budget Development process and other related personnel processes.

Establish effective ongoing professional development opportunities to help principals manage, grow and develop human capital, including just-in-time training to principals on human capital related topics as requested.

Collaborate with other school partners and HRSS staff to support the principal selection process by establishing an eligible candidate pool and facilitating the community matching processes.

Execute the goals and objectives of the HR School Partnership Team and the Human Resource department.

Develop and utilize systems and processes to promote accountability and continuous improvement of District personnel; track outcome evaluations to inform how professional development is designed; engage in proactive, systemic human capital planning.

Remain current on effective human capital planning and management practices in the field of public education and in related sectors.

Attend job related meetings.

Senior Partner (CFCA 24) all duties and responsibilities referenced above, and including:

Oversight over credentialing monitoring and programs within Talent

Lead inclusion in partnership with the Senior Central Partner the of organizational effectiveness, district values within Talent practices

Oversee supervision of the Coordinator, Leave Management, Central Office Partner, Employee Support Specialists and other roles within Talent as directed

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university and 3-5 years of prior experience in human resources or school site administration.

Experience in coaching and leadership development required

Experience in implementing progressive discipline required

Leadership experience working in a k-12 public school environment preferred

Experience working in an urban school District preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Must be able to provide own transportation and meet District insurability standards

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Strategic goals and priorities of the District

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

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

Relevant District bargaining unit contracts related to employee evaluation

Effective strategies, theories, techniques, and methods of professional development, particularly the development of educators and school staff

Effective engagement techniques to serve students and staff of diverse academic, socio-economic, cultural, ethnic, and disability backgrounds

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, vocabulary and punctuation

Principles and practices of effective leadership

Principles and practices of supervision and evaluation

ABILITY TO:

Design, develop and implement broad strategic initiatives and work plans

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

Facilitate discussion and learning activities towards a clear end and goals

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

Implement plans and evaluate their outcomes

Motivate and support adults to transform their practices

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

Set goals, work independently and drive results; manage multiple assignments, priorities, and projects in a demanding environment; produce high quality work, including strong attention to detail

Solve complex problems and think boldly to create and maximize opportunities using a data-driven approach

Adapt to feedback and maintain a focus on continuous improvement

Design, conduct and cross-train department personnel

Communicate effectively in English orally and in writing

Operate personal computer, related software, and other office equipment; proficiency in MS Office (Word, Excel, PowerPoint)

Make presentations, communicate, and speak in public

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Partner, Central Office	REPORTS TO:	Assigned Supervisor
DEPARTMENT :	Human Resources Services and Support (HRSS)	CLASSIFICATION:	Classified Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days / 7.5 hours
ISSUED:	Created: May 2013 Revised: June 2020	SALARY GRADE:	CFCA 22

BASIC FUNCTION: Partner with District and school leaders to support the development of high quality classified and certificated staff for central office departments by coaching, assisting, and managing a broad range of human capital issues, including but not limited to: recruitment, retention, professional learning, growth and development, evaluation, discipline, and recognition. Provide guidance to the Human Resources Services and Support Department (HRSS) in building a comprehensive profile of the District’s professional capital assets through collecting qualitative and quantitative data about staff at their central office departments. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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

ESSENTIAL FUNCTIONS

Develop and grow collaborative relationships with central office administrators and serve as the primary support partner and point of contact within HRSS.

Provide counsel and assistance to central office leaders on a broad range of human resource and human capital management issues, including but not limited to employee staffing and retention, employee performance management, employee training and development, labor relations and employee relations.

Collaborate with other HRSS staff, human resources subject matter experts, central office leaders, and other parties as relevant to develop and implement human resources policies that strengthen the ability of central offices to attract and retain highly qualified staff members and leaders.

Support and collaborate with administrators in building timely, compliant and highly effective employee evaluation practices that build the capacity of staff to deliver highly effective work.

Collaborate with Central Office leaders to identify a leadership pipeline by identifying staff with leadership potential and to build relationships with those identified personnel to enable them with opportunities to gain further training and experience.

Collaborate with other teams within the HRSS to ensure the efficient and effective delivery of human resources services to all certificated and classified employees.

Take a proactive leadership role to support and guide central office leaders through the employee progressive discipline process; advise central office leaders on appropriate progressive discipline steps, strategies and techniques; work with central office leaders on completing effective written disciplinary notices; and teach central office leaders how to conduct difficult conversations.

Assist and guide central office leaders in employee management situations including but not limited to processing employee leave and employee fitness for duty evaluations.

Provide human resources data and related counsel that will enable and support central office staff in effectively managing difficult employee situations and performance.

Establish effective ongoing professional development opportunities to help central office leaders manage, grow and develop human capital, including just-in-time training to leaders on human capital related topics as requested.

Provide strategic staffing input through the Budget Development process and other related personnel processes.

Collaborate with HRSS staff to support hiring of central office staff.

Execute the goals and objectives of the HRSS and relevant District departments as they pertain to central office employees.

Develop and utilize systems and processes to promote accountability and continuous improvement of District personnel; track outcome evaluations to inform how professional development is designed; engage in proactive, systemic human capital planning.

Manage and organize staff appreciation event, including but not limited to promotional materials, programs, and nomination process.

Remain current on effective human capital planning and management practices in the field of public education and in related sectors.

Attend job-related meetings

Develop, implement and assess professional development needs and effectiveness

Perform related duties as assigned.

Senior Central Office Partner (CFCA 24) all duties and responsibilities referenced above, and including:

Lead new employee orientation and training

Lead inclusion of organizational effectiveness, district values within Talent practices

Oversee supervision of the Coordinator, Leave Management, Central Office Partner, Employee Support Specialists and other roles within Talent as directed

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university and 3-5 years of prior experience in human resources, personnel management or school site administration.

Experience in coaching, leadership development and providing professional development required

Experience in implementing progressive discipline required

Leadership experience working in a k-12 public school environment preferred

Experience working in an urban school District preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Must be able to provide own transportation and meet District insurability standards

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Strategic goals and priorities of the District

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

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

Relevant District bargaining unit contracts related to employee evaluation

Effective strategies, theories, techniques, and methods of professional development, particularly the development of staff in the education sector

Interpersonal skills using tact, patience, and courtesy

Effective engagement techniques to serve students and staff of diverse academic, socio-economic, cultural, ethnic, and disability backgrounds

Correct English usage, grammar, spelling, vocabulary and punctuation

Principles and practices of effective leadership

Principles and practices of supervision and evaluation

ABILITY TO:

Design, develop and implement broad strategic initiatives and work plans

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

Facilitate discussion and learning activities towards a clear end and goals

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

Implement plans and evaluate their outcomes

Motivate and support adults to transform their practices

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

Set goals, work independently and drive results; manage multiple assignments, priorities, and projects in a demanding environment; produce high quality work, including strong attention to detail

Solve complex problems and think boldly to create and maximize opportunities using a data-driven approach

Adapt to feedback and maintain a focus on continuous improvement

Design, conduct and cross-train department personnel

Communicate effectively in English orally and in writing

Operate personal computer, related software, and other office equipment; proficiency in MS Office (Word, Excel, PowerPoint)

Make presentations, communicate, and speak in public

Create well-written, graphically attractive, publishable materials within scope of assignment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	os



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Employee Support Specialist, Talent Development	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Talent/HR	CLASSIFICATION:	Confidential Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: May 2019 Revised: June 2020	SALARY GRADE:	CFCA 18

BASIC FUNCTION: Provide subject matter expert understanding of human resources disciplines, including but not limited to, employee engagement, selection by appropriate qualifications and credentials, performance management, benefits and compensation, staffing assignments, regulatory compliance, and policy and procedure interpretation. Guide candidates and selected employees through the onboarding process to OUSD, on-going check-ins during the new employee’s introductory period, and upon completion of their employment, the exit interview process.

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

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:

Human Resources Employee Support:

Conduct on-boarding of new employees, including completion of all benefits enrollment and organization-specific requirements.

Perform a variety of complex, technical duties requiring excellent communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible public contact for recruitment, selection by appropriate qualifications and credentials, wage and salary administration, staffing, assignment with access to information concerning employer/employee relations; and other assigned areas for both certificated and classified personnel; provide for accurate and timely entry of a variety of data into various computer software programs.

Analyze issues presented by principals, teachers, school and central office staff, school partners and Regional office staff and craft appropriate responses.

Receive staffing requests, check 39-month and other rehire lists, check applicant pool, verify credentials, send appropriate applicants to sites with vacancies, communicate with sites to learn which candidates the hiring manager has selected, offer job to selected candidate, etc....

Coordinate standard Human Resources services including preparing I-9s, scheduling fingerprinting appointments, managing TB notifications, printing and delivering employment contracts, conducting orientation meetings, and sending reasonable assurance letters.

Ensure new employees complete all hiring requirements, including but not limited to, TB testing, fingerprint clearance, and certifications; process necessary paperwork.

Administer transfers.

Analyze and maintain seniority lists and respond to inquiries concerning seniority as appropriate.

Maintain internal tracking systems for selected candidates and their onboarding progress.

Conduct 30-60-90 check-ins with new employees and their direct supervisor.

Conduct exit interviews and analysis of exit reasons to determine causes of employee departures and offer recommendations to improve employee retention.

Communicate with employees to address inquiries.

Contact the public, prospective employees, District administrators, and other District employees regarding general and technical personnel matters; explain personnel policies and District procedures to all levels of staff and the public.

Gather, compile and organize employment, salary and other statistical or personnel data; calculate, analyze and summarize statistical data.

Implement the procedures for certificated or classified reductions in force.

Orientation/Training:

Create and maintain relationships with employees to achieve OUSD's recruiting, credentialing and retention vision to implement orientation and training programs for new and current employees, including presenting, scheduling and contributing to the organization of orientation and human resource related trainings.

Administer on-the-job training programs and evaluate their effectiveness.

Maintain records of employee participation in all training and development programs.

Credentials:

Actively identify issues and proactively implement systems to reduce credentials non-compliance; serve as content expert on credentials for the District, engaging HRSS and District leadership to develop approaches and activities to ensure District strategically and holistically develops policies to promote credentialing compliance.

Evaluate employment transcripts, education units, credentials, and other records to assess certificated applicants eligibility and placement; review and execute conversion process for out-of-state credentials.

Support the renewal process for credentialed employees, including: drafting and delivering communications relevant employees; receiving employee credential documentation; reviewing and assessing the validity of employee credential documentation; creating and updating employee credential records.

Remain current on existing California credentialing requirements, and also remain abreast of any legislative changes.

Verify teacher, administrative and other credentials during routine hiring and position change processes; provide updated communications and/or training regarding changes in credential requirements in California.

Provide resources and support to teachers and other credentialed staff engaged in the credential renewal process.

Benefits:

Provide benefits information to new and current employees and enroll them in the benefits program.

Insure employees understand the benefits that are available to OUSD employees; make certain that employees are aware of the cost to enroll in benefits not fully funded by the school system; enroll employees in optional program benefits; complete administration aspects of enrollment.

Assist with the health and welfare selection and renewal process by gathering information feedback and recommendations to employees including medical, dental, vision, life and annuity benefits.

Make requested employee changes affecting employee benefits program enrollment.

Counsel employees concerning retirement eligibility and benefits and accomplish required administrative action.

Perform related duties as assigned.

Lead Specialist, Employee Support (CFCA 20) all duties and responsibilities referenced above, and including:

Oversee supervision of the Employee Support Specialists and Staffing Assistant or other roles within Talent as directed

Perform related duties as required

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:

Strategic direction of the District

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

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

Various District bargaining unit contracts related to employee evaluation

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

Sound personnel practices and procedures

Legal and equitable interview and selection techniques

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

Recruiting and sourcing strategies

On-boarding and off-boarding of employees

Planning, organization and coordination needed for assigned program

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

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

Interpersonal skills using tact, patience, and courtesy

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITIES TO:

Design, develop and implement broad strategic initiatives and work plans

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

Facilitate discussion and learning activities towards a clear end

Interpret District collective bargaining contract language

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

Implement plans and evaluate their outcomes

- Motivate and support adults to transform their practices
- Serve as resource to District administrators and facilitate communication throughout the District
- Set goals, work independently and drive results
- Produce high quality work, including strong attention to detail
- Manage multiple assignments, priorities, and projects in a demanding environment
- Solve complex problems and think boldly to maximize new opportunities using a data-driven approach
- Adapt to feedback and focused on continuous improvement
- Communicate effectively in English orally and in writing
- Finish work on timely basis
- Prioritize work across responsibilities (staffing, recruiting, credential checking)
- Communicate effectively with sites
- Learn new software applications and assist sites in using Human Resources tools
- Work as an integral member of a team
- Operate personal computer, related software, and other office equipment

PREREQUISITES:

Bachelor Degree or its equivalent required (2 years of similar and relevant work level experience = 1 year of college) in personnel, public or business administration or related field. 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.

Seven (7) years successful experience in a personnel or a labor relations function, of which four years must be at a management level

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.