

Legislative File	
File ID Number:	13-1509
Introduction Date:	6/26/13
Enactment Number:	13-1366
Enactment Date:	6/26/13
By:	o.s.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Secondary Transitions	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	High School Network	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS	12 months/227 days/7.5 hours
ISSUED:	Created: June 2013	SALARY GRADE:	A227 18

BASIC FUNCTION: The High School Network office directly promotes the District’s mission of graduating students who are college, career, and community ready by leveraging nationally acknowledged best practice programs to address the quality and effectiveness of school leadership, teacher instruction, and student services in support of increasing the number of students who graduate meeting the a-g requirements and ready for success in post-secondary education. The Director of Secondary Transitions will lead change in the structures and practices in the ninth grade that will address the unique needs of ninth graders during this important transition year into high school. This will include development, coordination, and management of the Smaller Learning Communities Program (SLCP) federal grant at the three large high schools and expansion of this program to benefit all high schools in support of successful ninth grade transitions across the District.

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

Support Executive Officer of High School Network to improve quality of instruction and student supports at the ninth grade in high schools through implementation of highly effective small learning communities (SLC) or ninth grade houses.

Plan and direct the work of the Smaller Learning Communities Program. Manage and direct all operations of ninth grade SLC development at OUSD high schools, to include coaching and other supports for high school leaders (Principals, Assistant Principals, and teacher leaders.)

Actively integrate college and career readiness programs of Leadership, Curriculum and Instruction (LCI) and social emotional learning programs of Family, School and Community Partnerships (FSCS) into SLC planning and implementation.

Work in partnership with District leadership to scope program goals and to ensure alignment with other District initiatives (Leadership, Curriculum and Instruction; College and Career Readiness; Family, School and Community Partnerships; Quality, Accountability and Analysis; and Regional Networks) to achieve ninth grade SLC goals.

Develop and manage a District-wide communication plan regarding all activities supporting the ninth grade SLC goals.

Collaborate with academy and linked learning pathways to ensure smooth transitions from the ninth grade into pathway programs.

Provide support to sites to ensure principals, assistant principals, teacher leaders, and counselors know and support the efforts of the Small Learning Communities Program for ninth grade, towards development of systemic strategies to identify and support student needs in the ninth grade.

Expand support of the College Readiness Network by serving District Director of the AVID Program for secondary sites, ensuring compliant implementation.

Provide professional development for District staff, school leaders, counselors, and teachers on SLC specifics and support for ninth grade students and families in academic and other forms of preparation to be on track for college and career readiness.

Monitor the development of school ninth grade readiness and preparation plans.

Provide increased accountability by capturing and analyzing data to track student success and ensure reporting compliance with the SLC grant federal requirements.

Track success of ninth graders in academics, attendance, behavioral, and other OUSD indicators.

Structure project plans aligned with grant objectives, to include work streams and priorities, milestones, deliverables, owners, and resources/budget requirements, and regularly monitor against plans.

Manage the SLC budget and finances, to include: (a) working with the Finance Office to request draw-downs and document expenditures using G5 from the U.S. Department of Education and to ensure quarterly reports are submitted, and (b) preparing and submitting interim and annual performance and budget reports on time.

Support sites in hiring and developing appropriate personnel allowable by the SLC program.

Host trainings and collaborative sessions to share best practices and disseminate knowledge.

Oversee and monitor programs, services, and grants to ensure fiscal compliance.

Represent the High School Network at District/community meetings.

Supervise, support, and evaluate ninth grade teachers as requested by High School NExO.

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

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Master's degree in education or business administration or a related field; five years of experience in school administration, and/or project management; and three years of principal experience and/or principal support. Experience in management of federal grants a plus.

LICENSES AND OTHER REQUIREMENTS:

Valid California Teaching Credential

Valid California Administrative Services Credential

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

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

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

College readiness curriculum, community and national initiatives and resources

Operational practices

Various District bargaining unit contracts related to employee evaluation

Effective project management and leadership coaching around project management

Operation of standard office equipment including computers and effective use of software applications

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

Methods of interpreting, applying and explaining rules, regulations, policies, and procedures as they relate to college readiness

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, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Build high-functioning relationships with central office staff across various departments

Proactively and independently analyze problems and develop and implement solutions

Understand and interpret District and other rules, policies and procedures

Communicate effectively orally and in writing with various communities including administrators, staff, representatives of universities and colleges, business leaders and business groups, regulatory and resource agencies

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

Facilitate discussion and learning activities towards a clear end

Interpret District collective bargaining contract language

Supervise and evaluate employees

Prioritize responsibilities and meet established timelines and deadlines

Analyze situations accurately and take appropriate action

Manage multiple projects simultaneously

Work with computer software, hardware, and related technology

Work independently and efficiently

Meet schedules and time lines

Maintain accurate and confidential records

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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

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By:	EA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Senior Executive Assistant to the Superintendent	REPORTS TO:	Superintendent
DEPARTMENT:	Office of the Superintendent	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 Days/7.5 Hours
ISSUED:	Created: June 2013	SALARY GRADE:	CFCA 20

BASIC FUNCTION: Under general direction and minimal supervision, serve as confidential executive assistant to the Superintendent, performing a wide variety of highly independent, difficult, and complex administrative support services in the office of the Superintendent.

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:

Act as confidential executive assistant to the Superintendent, relieving the Superintendent of a wide variety of technical and administrative detail by performing independent and highly responsible administrative and staff duties in activities which support the District's educational goals, programs and objectives.

Assist Superintendent in editing written communications; create multimedia presentations for Superintendent; independently compose, prepare, and assemble materials such as communication updates and summary reports, including the annual Board goals; research topics; collect and compile statistics, financial, legislative, and other diverse and specialized data.

Conduct research, analyze data, and prepare and maintain a variety of complex confidential and non-confidential statistical reports, records, and files for accurate and comprehensive data necessary for effective decision-making by the Superintendent and senior management.

Coordinate the Superintendent's calendar; schedule appointments and meetings; facilitate logistical arrangements for large scale events as needed.

Work closely with Superintendent's Cabinet; coordinate Cabinet meeting schedule, prepare agendas, keep abreast of Cabinet business and follow up after meetings to ensure necessary actions are initiated on behalf of the Superintendent.

Attend and record proceedings from confidential and sensitive official and unofficial meetings as directed by the Superintendent; review minutes prepared by others from proceedings to ensure accuracy, quality and proper grammar and tone; serve as a member of Triangulation, Superintendent's Circle, Superintendent's Cabinet and Leadership Team; represent and act on behalf of the Superintendent as directed.

Maintain a variety of manual and electronic documents, files and records (e.g. minutes, policies, calendar of appointments, official records, directives, etc...) for the purpose of providing up-to-date reference and audit trail for compliance with District, local, state and federal regulations.

Advise the Superintendent on District policies, procedures and regulations including implications and issues; articulate District policy and procedures and convey information regarding District programs and functions; make decisions on procedural matters within the scope of the position's responsibility.

Stay abreast on a variety of District matters and advise the Superintendent accordingly; identify priorities and coordinate functions to meet District goals and objectives to assure student achievement.

Ensure the Superintendent is fully prepared for all official and unofficial proceedings with up-to-date information and background data, complete agendas and documentation, accurate schedules, including a Superintendent's priority brief for all meetings.

Serve as liaison to board members and senior management on policy information.

Manage and supervise the coordination of Board agendas, minutes, follow-up correspondence, reports, and memoranda of actions taken; notify administrative staff of items due for future Board meetings, ensure timely submission of agenda items from staff; maintain calendar of regular Board meetings and submission deadlines.

Manage and supervise staff to provide administrative support to Board members on Board-related matters, including, but not limited to scheduling appointments, preparing correspondence and conducting legislative research.

Oversee staff in researching and analyzing Board policies and procedures to ensure compliance with state and federal laws and regulations.

Review, analyze, and prepare all Board items for Superintendent's review, including checking for accuracy of items submitted by District departments.

Ensure compliance with Brown Act.

Plan, coordinate and schedule Board office staff to attend all Board meetings, including closed sessions; ensure Board staff disseminates materials and recordings for all meetings following all Board meetings.

Provide leadership and act as a resource person to site and District office assistants and support clerical staff; relay concerns, and initiate follow-up.

Screen and process the Superintendent's mail, both electronic and paper; refer to other staff members as appropriate; compose correspondence on own initiative on matters not requiring personal response by the Superintendent.

Transmit confidential, controversial, or sensitive information involving contacts with a wide variety of individuals, including the District's legislative and legal representatives, and the media.

Receive visitors and telephone calls from the public, staff, parents, and students; exercise judgment in providing information, referring to an appropriate staff member, or scheduling an appointment with the Superintendent.

Effectively communicate with Board members, senior management administrators, staff, and members of the public to coordinate activities, resolve issues, and convey, gather and/or exchange information.

Respond to parent and/or community inquiries; work with schools and departments to resolve concerns of parents and community of a routine nature that are directed to the Superintendent.

Make recommendations to develop, implement, and update internal and external procedures to assure smooth and efficient delivery of services including the use of technology in compliance with laws, policies and regulations.

Develop annual calendars for meetings and activities related to Superintendent's office and Board.

Arrange registration and travel arrangements for the Superintendent for meetings, conferences, and conventions.

Maintain approved budgets and transaction records; processes requisitions, claims and requests for budget allocation changes and reassignment of funds to and from various accounts, coordinating with fiscal staff to assure compliance.

Chair monthly Office Managers meetings for the purpose of providing leadership and staff development, and serving as a resource for information.

Serve as office manager; interview, hire, lead, direct, supervise and evaluate the work of assigned office staff; oversee the work activities within the office for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines.

Perform general administrative support that includes filing, typing, collating, copying, answering telephones and providing information and receiving, sorting, and reading and routing mail when necessary.

Assist departments in coordination of various special recognition activities as assigned.

Perform special projects as assigned.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A combination of education, experience, and/training equivalent to an Bachelor's degree in business, communications, secretarial science, management, or organizational leadership and a minimum of five (5) years providing executive level administrative support to a leader of a public or private organization. Public school district experience is highly desirable but not required.

LICENSES AND OTHER REQUIREMENTS:

Notary Public Commission preferred

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Standard secretarial procedures and office management techniques

Thorough knowledge of District organization, policies and procedures

Federal and state legislation pertaining to education

Education codes applicable to the Superintendent's office

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

Correct English usage, grammar, spelling punctuation, and vocabulary

Reading and writing English communication skills

Presentation skills and techniques

Public relations practices

Interpersonal skills using tact, patience, and courtesy

Methods of statistical analysis and report writing techniques

General finance and accounting principles

Operation of a computer and standard office equipment

Computer software, including advanced Word, Power Point, Excel, Windows, and desktop publishing

ABILITY TO:

Effectively coordinate a variety of difficult, technical administrative functions at a level requiring extensive independent decision-making within established rules, policies, and procedures

Independently perform highly complex research and special assignments

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

Communicate and articulate verbally and in writing at an exceptional level

Effectively make presentations to staff, Board members and the public

Prepare comprehensive and complex statistical and narrative reports and other documents

Perform a wide variety of specialized and technical duties

Initiate programs and activities to help meet District goals and objectives

Proofread and edit documents at a mastery level

Apply computational and statistical skills

Perform data analysis and make solid recommendations

Maintain confidentiality

Set priorities and meet schedules and time lines

Understand and follow oral and written directions

Establish and maintain cooperative and effective working relationships with all levels of District staff, board members, outside agencies, parents and the public

Elicit cooperation from others

Work with computer software programs at advanced levels including Word, Power Point, Excel, Windows, and the Internet

Research, prepare and maintain statistical records and prepare comprehensive, highly complex reports

Analyze situations accurately and adopt an effective course of action

Demonstrate sensitivity to, and respect for, a diverse population

Work independently with little direction

WORKING CONDITIONS

ENVIRONMENT:

Office environment; 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; hand/eye coordination; 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.

OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent of Schools

June 26, 2013

Legislative File	
File ID Number:	13-1509
Introduction Date:	6/26/13
Enactment Number:	13-1366
Enactment Date:	6/26/12
By:	OS

TO: Board of Education

FROM: Anthony Smith, Ph.D., Superintendent *W. H. G. S.*
 Vernon Hal, Deputy Superintendent, Business and Operations *Ver*
 Brigitte Marshall, Associate Superintendent, Human Resources Services and Support *BM*

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

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1213-0191 – Creation, Reclassification and/or Repeal of Positions in the Central Office Organization.

DISCUSSION

The Human Resources Department continues to assist with and coordinate the assessment, development and reclassification of positions in partnership with individual central office departments participating in the reorganization. The goal of overhauling the District’s inventory of positions is to ensure position descriptions, scope and qualifications are current and accurate and that titles and compensation across position grades are consistent throughout the District.

The final year of federal Small Learning Communities grant monies allows for the creation of a one-year position in the High School Office to support ongoing implementation of small learning communities and 9th grade houses.

High School Network

Creation

Position Title/FTE
 Director, Secondary Transitions
 (1.0 FTE)
Salary Schedule/Range
 Salary Schedule: A227
 Range 18: \$82,172 - \$104,896
 12 months, 227 days, 7.5 hours

Funding

Small Learning Communities Initiative, 5845-964

With the restructuring of Central Office responsibilities, the current Office Administrator in the Superintendent’s Office is assuming significant additional responsibilities for supervision of both staff and key functions. An analysis of the increased responsibility level indicates a significant change to the salary range.

Superintendent’s Office

Reclassification

Position Title/FTE
 Senior Executive Assistant to
 the Superintendent (1.0 FTE)
Salary Schedule/Range
 Salary Schedule: CFCA
 Range 20: \$81,736 - \$104,305
 12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE
 Office Administrator,
 Superintendent Office(1.0 FTE)
Salary Schedule/Range
 Salary Schedule: CFCA
 Range 14: \$61,998 - \$79,127
 12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-941

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

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1213-0191 – Creation, Reclassification and/or Repeal of Positions in the Central Office Organization.

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

June 12, 2013

Legislative File	
File ID Number:	13-1509
Introduction Date:	6/26/13
Enactment Number:	13-1366
Enactment Date:	6/26/13
By:	os

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1213-0191**

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

Reclassification or Update/Revise and/or Repeal
- Senior Executive Assistant to the Superintendent -

WHEREAS, it is the goal of the Oakland Unified School District to ensure organizational effectiveness, efficiency and accountability to further student achievement; and

WHEREAS, it is the intent of the District to develop a structure which focuses on providing high standards of service and increasing accountability across the system; and

WHEREAS, the creation, reclassification and/or repeal of these positions align with the District's Strategic Plan for a Full Service Community School District; and

WHEREAS, the District is committed to a structure which focuses on promoting student achievement and to support sites fully; and

WHEREAS, the old job classifications are repealed and the new job classifications are now created to current standards and are placed on the appropriate salary schedule and range as specified, and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby determines that the following positions are created and others, as specified, are repealed and the newly created and/or reclassified positions shall be established on the respective salary schedule/range effective 12:01 a.m., July 1, 2013, as follows:

High School Network

Creation

Position Title/FTE

Director, Secondary Transitions
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227

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

12 months, 227 days, 7.5 hours

Funding

Small Learning Communities
Initiative, 5845-964

Superintendent's Office

Reclassification

Position Title/FTE

Senior Executive Assistant to
the Superintendent (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 20: \$81,736 - \$104,305

12 months, 261 days, 7.5 hours

Repeal

Position Title/FTE

Office Administrator,
Superintendent Office(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA

Range 14: \$61,998 - \$79,127

12 months, 261 days, 7.5 hours

Funding

General Purpose, 0000-941

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

Passed by the following vote:

AYES: Jody London, Anne Campbell-Washington, James Harris, Roseann
Torres, Christopher Dobbins, Vice President Jumoke Hinton Hodge,
President David Kakishiba

NOES: None

ABSTAINED: None

ABSENT: None

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held June 26, 2013.



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

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