

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

June 27, 2018

<b>Legislative File</b>	
File ID Number:	18-1137
Introduction Date:	06/27/2018
Enactment Number:	18-1052
Enactment Date:	6/27/18
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 Descriptions – Multiple Departments

**CREATIONS:**

1. Director, Enrollment Planning and Policy
2. Director, Student Achievement - Targeted Strategies
3. Director, Student and Family Engagement
4. Manager, Master Scheduling and Comprehensive Student Supports
5. Manager, State and Federal Compliance
6. Coordinator, Alternative Dispute Resolution in SELPA
7. Coordinator, College Access
8. Coordinator, English Language Development Services
9. Coordinator, Measure N and Action Research
10. Coordinator, Skilled Trades and Apprenticeships
11. Coordinator, STEM
12. Program Manager, African American Female Excellence
13. Program Manager, Asian Pacific Islander Student Achievement
14. Program Manager, High School Operations
15. Program Manager, Home and Hospital
16. Program Manager, Latino/a American Student Achievement

**REVISIONS:**

1. Program Manager, African American Male Achievement
2. Program Manager, PEC Special Projects

## **ACTION REQUESTED**

Adoption by the Board of Education of Resolution No. 1718-0193, approving and/or revising the following job descriptions: Director, Enrollment Planning and Policy; Director, Student Achievement – Targeted Strategies; Director, Student and Family Engagement; Manager, Master Scheduling and Comprehensive Student Supports; Manager, State and Federal Compliance; Coordinator, Alternative Dispute Resolution in SELPA; Coordinator, College Access; Coordinator, English Language Development Services; Coordinator, Measure N and Action Research; Coordinator, Skilled Trades and Apprenticeships; Coordinator, STEM; Program Manager, African American Female Excellence; Program Manager, Asian Pacific Islander Student Achievement; Program Manager, High School Operations; Program Manager, Home and Hospital; Program Manager, Latino/a American Student Achievement; Program Manager, African American Male Achievement; Program Manager, PEC Special Projects.

## **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

Director, Enrollment Planning and Policy  
(As Assigned) (1.0 FTE)

#### Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 18: \$94,304 to \$120,384  
12 months, 261 days, 7.5 hours (FT)

### **FISCAL IMPACT**

There is no budget impact. There was previously one temporary Strategic Fellow on a temporary annual contract that has been eliminated.

### **Creation:**

#### Job Description/Position/Title/FTE

Director, Student Achievement - Targeted Strategies  
(As Assigned) (1.0 FTE)

#### Salary Schedule/Range

Salary Schedule: Certificated Management  
Range: 18: \$94,304 to \$120,384  
12 months, 227 days, 7.5 hours (FT)

### **FISCAL IMPACT**

There is no budget impact. There were previously 4 directors in the department and this role is one of two new director roles. This role will focus on aligning academic support strategies to students.

**Creation:**

Job Description/Position/Title/FTE

Director, Student and Family Engagement  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 18: \$94,304 to \$120,384  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact. There were previously 4 directors in the department and this role is one of two new director roles. This role will focus on aligning student supports and family engagement strategies.

**Creation:**

Job Description/Position/Title/FTE

Manager, Master Scheduling and Comprehensive Student Supports  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management  
Range: 18: \$94,304 to \$120, 384  
12 months, 227 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as the funds come from the elimination of existing department roles which have been eliminated as a result of organizational realignment. Specifically, the Coordinator of Post-Secondary Readiness and Director, Oakland Promise Program roles have been eliminated.

**Creation:**

Job Description/Position/Title/FTE

Manager, State and Federal Compliance  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 17: \$89,826 to \$114,624  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as the funds come from the elimination of existing department roles which have been eliminated as a result of organizational realignment.

**Creation:**

Job Description/Position/Title/FTE

Coordinator, Alternative Dispute Resolution in SELPA  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management  
Range: 74: \$85,546 to \$109,203  
12 months, 227 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as this role will be funded by cost-savings of an elimination of an independent contractor.

**Creation:**

Job Description/Position/Title/FTE

Coordinator, College Access  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 16: \$85,546 to \$109,189  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as the funds come from the elimination of existing department roles which have been eliminated as a result of organizational realignment.

**Creation:**

Job Description/Position/Title/FTE

Coordinator, English Language Development Services  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management  
Range: 16: \$85,547 to \$109,183  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact since the duties are currently performed by an incumbent in a generic job classification.

**Creation:**

Job Description/Position/Title/FTE

Coordinator, Measure N and Action Research  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 16: \$85,546 to \$109,189  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact. There was previously one temporary Strategic Fellow on a temporary annual contract that has been eliminated.

**Creation:**

Job Description/Position/Title/FTE

Coordinator, Skilled Trades and Apprenticeships  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 16: \$85,546 to \$109,189  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

No change as this JD is covered by reductions in existing represented role. Specifically, this position is funded by the use of funds from the elimination of the Director, Skilled Trades and Apprenticeships.

**Creation:**

Job Description/Position/Title/FTE

Coordinator, STEM  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management  
Range: 17: \$89,823 to \$114,640  
12 months, 227 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as the funds come from the elimination of existing department roles which have been eliminated as a result of organizational realignment.

**Creation:**

Job Description/Position/Title/FTE

Program Manager, African American Female Excellence  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 14: \$77,575 to \$99,008  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as the funds have already been assigned as part of the budget development process and is funded by the cost-savings from the elimination of two director roles.

**Creation:**

Job Description/Position/Title/FTE

Program Manager, Asian Pacific Islander Student Achievement  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 14: \$77,575 to \$99,008  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as the funds have already been assigned as part of the budget development process and is funded by the cost-savings from the elimination of two director roles.

**Creation:**

Job Description/Position/Title/FTE

Program Manager, High School Operations  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 14: \$77,575 to \$99,008  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

This is a new position that is a requirements of Measure N and will be funded by Measure N for the life of the Measure to support auditing practices and ensure that schools are complying with the Measure N allowable expenses.

**Creation:**

Job Description/Position/Title/FTE

Program Manager, Home and Hospital  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management

Range: 14: \$77,575 to \$99,008

12 months, 227 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as this role will be funded by cost-savings of an elimination of an independent contractor.

**Creation:**

Job Description/Position/Title/FTE

Program Manager, Latino/a American Student Achievement  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management

Range: 14: \$77,575 to \$99,008

12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as the funds have already been assigned as part of the budget development process and is funded by the cost-savings from the elimination of two director roles.

**Revision:**

Job Description/Position/Title/FTE

Program Manager, African American Male Achievement  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management

Range: 14: \$77,575 to \$99,008

12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as this is an existing role.

**Revision:**

Job Description/Position/Title/FTE

Program Manager, PEC Special Projects  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management

Range: 16: \$85,546 to \$109,189

12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as this is an existing role.

**RECOMMENDATION**

Adoption by the Board of Education of Resolution No. 1718-0193, approving and/or revising the following job descriptions: Director, Enrollment Planning and Policy; Director, Student Achievement – Targeted Strategies; Director, Student and Family Engagement; Manager, Master Scheduling and Comprehensive Student Supports; Manager, State and Federal Compliance; Coordinator, Alternative Dispute Resolution in SELPA; Coordinator, College Access; Coordinator, English Language Development Services; Coordinator, Measure N and Action Research; Coordinator, Skilled Trades and Apprenticeships; Coordinator, STEM; Program Manager, African American Female Excellence; Program Manager, Asian Pacific Islander Student Achievement; Program Manager, High School Operations; Program Manager, Home and Hospital; Program Manager, Latino/a American Student Achievement; Program Manager, African American Male Achievement; Program Manager, PEC Special Projects.



**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1718-0193**

- Approval of the Creation/Revision of Job Descriptions – Multiple Departments, As Assigned -

**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/revise as set forth in the attachments and shall be established on the respective salary schedule/range effective 12:01 a.m., June 27, 2018, as follows:

**CREATIONS:**

1. Director, Enrollment Planning and Policy
2. Director, Student Achievement - Targeted Strategies
3. Director, Student and Family Engagement
4. Manager, Master Scheduling and Comprehensive Student Supports
5. Manager, State and Federal Compliance
6. Coordinator, Alternative Dispute Resolution in SELPA
7. Coordinator, College Access
8. Coordinator, English Language Development Services
9. Coordinator, Measure N and Action Research
10. Coordinator, Skilled Trades and Apprenticeships
11. Coordinator, STEM
12. Program Manager, African American Female Excellence
13. Program Manager, Asian Pacific Islander Student Achievement
14. Program Manager, High School Operations
15. Program Manager, Home and Hospital
16. Program Manager, Latino/a American Student Achievement

**REVISIONS:**

1. Program Manager, African American Male Achievement
2. Program Manager, PEC Special Projects

**Creation:**

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(As Assigned) (1.0 FTE)

Salary Schedule/Range

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Job Description/Position/Title/FTE

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(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management  
Range: 18: \$94,304 to \$120,384  
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**FISCAL IMPACT**

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**Creation:**

Job Description/Position/Title/FTE

Director, Student and Family Engagement  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
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Manager, Master Scheduling and Comprehensive Student Supports  
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**Creation:**

Job Description/Position/Title/FTE

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(As Assigned) (1.0 FTE)

Salary Schedule/Range

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**Creation:**

Job Description/Position/Title/FTE

Coordinator, Alternative Dispute Resolution in SELPA  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management  
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**FISCAL IMPACT**

There is no budget impact as this role will be funded by cost-savings of an elimination of an independent contractor.

**Creation:**

Job Description/Position/Title/FTE

Coordinator, College Access

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management

Range: 16: \$85,546 to \$109,189

12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as the funds come from the elimination of existing department roles which have been eliminated as a result of organizational realignment.

**Creation:**

Job Description/Position/Title/FTE

Coordinator, English Language Development Services

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management

Range: 16: \$85,547 to \$109,183

12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact since the duties are currently performed by an incumbent in a generic job classification.

**Creation:**

Job Description/Position/Title/FTE

Coordinator, Measure N and Action Research

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management

Range: 16: \$85,546 to \$109,189

12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

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**Creation:**

Job Description/Position/Title/FTE

Coordinator, Skilled Trades and Apprenticeships  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 16: \$85,546 to \$109,189  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

No change as this JD is covered by reductions in existing represented role. Specifically, this position is funded by the use of funds from the elimination of the Director, Skilled Trades and Apprenticeships.

**Creation:**

Job Description/Position/Title/FTE

Coordinator, STEM  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management  
Range: 17: \$89,823 to \$114,640  
12 months, 227 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as the funds come from the elimination of existing department roles which have been eliminated as a result of organizational realignment.

**Creation:**

Job Description/Position/Title/FTE

Program Manager, African American Female Excellence  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 14: \$77,575 to \$99,008  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as the funds have already been assigned as part of the budget development process and is funded by the cost-savings from the elimination of two director roles.

**Creation:**

Job Description/Position/Title/FTE

Program Manager, Asian Pacific Islander Student Achievement  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 14: \$77,575 to \$99,008  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as the funds have already been assigned as part of the budget development process and is funded by the cost-savings from the elimination of two director roles.

**Creation:**

Job Description/Position/Title/FTE

Program Manager, High School Operations  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 14: \$77,575 to \$99,008  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

This is a new position that is a requirements of Measure N and will be funded by Measure N for the life of the Measure to support auditing practices and ensure that schools are complying with the Measure N allowable expenses.

**Creation:**

Job Description/Position/Title/FTE

Program Manager, Home and Hospital  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management  
Range: 14: \$77,575 to \$99,008  
12 months, 227 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as this role will be funded by cost-savings of an elimination of an independent contractor.

**Creation:**

Job Description/Position/Title/FTE

Program Manager, Latino/a American Student Achievement  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 14: \$77,575 to \$99,008  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as the funds have already been assigned as part of the budget development process and is funded by the cost-savings from the elimination of two director roles.

**Revision:**

Job Description/Position/Title/FTE

Program Manager, African American Male Achievement  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 14: \$77,575 to \$99,008  
12 months, 261 days, 7.5 hours (FT)

**FISCAL IMPACT**

There is no budget impact as this is an existing role.

**Revision:**

Job Description/Position/Title/FTE

Program Manager, PEC Special Projects  
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management  
Range: 16: \$85,546 to \$109,189  
12 months, 261 days, 7.5 hours (FT)

**BE IT FURTHER RESOLVED**, that the Board authorizes the new job description as so stated above.

Passed by the following vote:

PREFERENTIAL AYE: None  
PREFERENTIAL NOE: None  
PREFERENTIAL ABSTENTION: Student Director Gema Quetzal  
PREFERENTIAL RECUSE: None  
AYES: James Harris, Shanthi Gonzales, Jody London, Roseann Torres, Vice President  
Jumoke Hinton Hodge, President Aimee Eng  
NOES: Nina Senn  
ABSTAINED: None  
RECUSE: None  
ABSENT: None

**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 27, 2018.

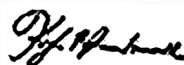
<b>Legislative File</b>	
File ID Number:	18-1137
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By:	os

**OAKLAND UNIFIED SCHOOL DISTRICT**



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Aimee Eng  
President, Board of Education



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Kyla Johnson-Trammell  
Superintendent and Secretary, Board of Education



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File ID Number:	18-1137
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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director, Enrollment Planning and Policy</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>ADCL 18</b>

**BASIC FUNCTION:** Under general supervision, the Director, Enrollment Planning and Policy, will lead the District's enrollment analytics efforts. The Director will dual report to Research, Assessment, and Data (RAD) and Enrollment office, both to leverage the unique talent and existing data structures of the RAD team as well as support the Executive Director of Enrollment and Registration. During a time of declining enrollment, significant budget challenges, and a need to make data-informed decisions about school programs, the Director will contribute to positioning the District to make decisions to promote the fiscal vitality and sustainability of 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:

#### Enrollment Analytics and Strategy:

Lead the District student enrollment count process for all District schools as outlined in the collective bargaining agreement between the District and labor union, i.e., Oakland Education Association; day 20 counts is both reported to the District Board of Education and used to make staffing decisions per the collective bargaining agreement between the District and Oakland Education Association.

Generate district-wide enrollment projections for all District schools by developing statistical methodology based on various citywide factors; projections used to develop annual budgets for 86 schools and central office

Prepare quarterly enrollment reports and analysis as required per Board policy or other state, federal, or District policy or regulations, i.e., prepare the Enrollment Impact Analysis in accordance with board policy thereby allowing board members to make more informed decisions about program changes.

Assess, define, and communicate the appropriate metrics to share with community and board around enrollment data.

Spearhead a campaign to collect robust housing data and partner with our city for city planning efforts (given increased gentrification, population changes, and real estate development).

Build capacity of internal staff to use enrollment data for strategic outreach and marketing.

Use a range of tools, including but not limited to: academic research, focus groups, survey instruments, statistics, historical data analysis, etc. to bring the voice of the community into enrollment and strategic school design decisions.

**Enrollment Policy:**

Collaborate with District legal personnel and community to ensure that board policy statements meet the needs of the District and community; operationalize the goals of existing and future Board policies around enrollment data.

Manage external relationships with academic institutions and research organizations to further the goals of the enrollment department.

Work in collaboration with existing and future District enrollment technology systems and various District departments or teams to incorporate additional criteria (including equity-related criteria) in enrollment algorithm to increase access to quality schools for more students and families.

Work in conjunction with District departments and programmatic teams to ensure that enrollment policies and practices reflect the programmatic needs of dual language students in our schools.

**Portfolio Management:**

Research, analyze, and propose decision-making framework and process informed by best practices.

Prepare internal and external materials for supervisor or other District leadership, including community engagement sessions, as needed.

Present analysis during community engagement/board meeting sessions, as needed.

Financial and operational analysis on potential portfolio decisions, as needed.

Coordinate efforts between RAD, enrollment, finance teams, and other applicable units, to establish effective and transparent decision-making process for program decisions.

**QUALIFICATIONS:**

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

**KNOWLEDGE OF:**

Principles and practices of effective management

School design and evaluation of design

School management and operations

Quality instructional practices and professional development in these practices

Assessment design and analysis

Applicable sections of State Education Code and other applicable codes, laws, rules and regulations related to assigned activities

Public education system, county and community resources and agencies

State frameworks and current research and trends in curriculum

Principles and practices of administration, supervision and training

Project management principles and methodologies

Organizational development & organizational change management principles and practices

Planning, organization and coordination needed for assigned program

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

Interpersonal skills using tact, patience and courtesy

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

**ABILITY TO:**

Coordinate and supervise special projects, and consultant studies

Accurately analyze situations and problems relating to projects, identify alternative solutions, project consequences of proposed actions, and implement an effective course of action in accordance with general policy and pertinent codes and regulations

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

Understand and interpret District policies and procedures; be able to incorporate them into practice and explain them to others

Design, develop and implement broad strategic initiatives and work plans and evaluate their outcomes

Facilitate discussion and learning activities towards a clear end

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

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

Adapt to feedback and focused on continuous improvement

Communicate effectively in English orally and in writing

Finish work on timely basis

Communicate effectively with other departments and school sites

Learn new software applications and assist sites in using enrollment-related tools

Operate personal computer, related software, and other office equipment

**PREREQUISITES**

A Master's Degree in Business Administration, Public Policy, Education, Educational Administration or related field

Four (4) years of progressively responsible work experience in education registration and records, enrollment management and/or student services, including a minimum of three (3) years leading department/division-wide efforts

Experience leading the development and implementation of effective enrollment management strategies

Knowledge of both theoretical and practical aspects of project management preferred

Demonstrated experience in organizing and supervising cross-functional teams to manage and deliver large-scale projects, to handle diverse needs of stakeholders, and to collect data/information and create necessary information to manage the workflows across multiple departments

Possess leadership skills in facilitating group processes, including consensus building and conflict resolution

Advanced written, verbal and listening skills; excellent organization skills

Demonstrated operational and fiscal experience at an executive level of an organization

Experience and proficiency with Microsoft Office products (e.g. Excel, Word, and PowerPoint)

Valid California Driver's License

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

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

**PHYSICAL REQUIREMENTS:**

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

**NON-DISCRIMINATION POLICY:**

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:	18-1137
Introduction Date:	06/27/2018
Enactment Number:	18-1052
Enactment Date:	6/27/18
By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director, Student Achievement – Targeted Strategies</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>12 months / 227 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>A227 Range 18</b>

**BASIC FUNCTION:** Under general supervision from the Office of Equity, the Director, Student Achievement – Targeted Strategies, will lead and collaborate in the development and implementation of curriculum and professional development infrastructure that will create and support the conditions, culture, and competencies needed to guide the diverse student populations in a Full Service Community School District. The Director will promote student achievement by collaborating, coaching, and supporting District instructional leaders in the design, implementation, and assessment of instructional programs from a lens of equity and inclusion. The Director will effectively communicate unit strategy, goals, timelines and progress to staff, department heads, and District senior leaders and serve as a strategic partner in District-wide academic initiatives to represent 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:

Collaborate with District leaders on best practices on how to provide rigorous, high-quality instruction within a Full Service Community framework to ensure that students with the highest needs are met.

Implement instructional activities that contribute to a culture and climate where instructors are actively engaging students in meaningful learning experiences.

Engage with District senior leaders, school leaders, and instructional staff to ensure that curriculum, tools, resources, and student experiences are relevant, affirm student identity and foster a diverse array of perspectives.

Design and iterate on tools, curriculum, and cultural routines that are aligned to the District’s Local Control and Accountability Plan (LCAP) and pedagogical principles that promote social and emotional learning experience that equips students for success in college and career.

Identify, select, and adapt instructional resources for program managers to meet the needs of students with varying backgrounds, learning styles, and special needs.

Analyze program efficacy and identify funding, develop funding proposals and other resource development strategies to enhance support for, and contribute to, the sustainability of targeted instructional support strategies.

Lead the coordination of supports to ensure completion of reporting requirements for funders and other internal and external entities.

Work with program personnel and school staff to provide a positive environment in which students are encouraged to be actively engaged in the learning process.

Recruit, screen, train and support instructors that provide and supervise opportunities for students to demonstrate individually and in groups the skills, talent and work produced in the classroom; encourage creative thinking with challenging classroom projects by providing a balanced and rigorous instructional program involving demonstrations, lectures, discussions, and student experiments; organize activities and procedures for optimum learning.

Ensure that program instructional staff plan and conduct activities for a balanced program of instruction, demonstration and work time that provides students with opportunities to observe, question, investigate, analyze, synthesize and hypothesize in the course of their studies and everyday lives.

Conduct and organize, with Lead Instructors, on-going assessments of student performance using multiple assessment tools including standardized tests, performance assessments, anecdotal records, portfolios, and individualized assessments as appropriate; develop plans for student improvement where necessary; ensure student growth and achievement is continuous and appropriate for age group.

Work with program instructional staff plan to use research-based best practices in the classroom to engage students and drive student achievement; disseminate information and experiences across the District.

Partner with program instructional staff plan to establish and maintain standards of pupil behavior needed to provide an orderly, productive classroom environment.

Ensure that program instructional staff plan observe, evaluate, and document students' performance, behavior, social development and physical health.

Engage program instructional staff plan to identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude and learning problems; collaborate with peers to enhance the instructional environment.

Collaborate with program instructional staff plan to maintain accurate and complete student records as required by laws, District policy and administrative regulations.

Work with program instructional staff plan to utilize technology to enhance student learning.

Ensure program instructional staff plan create a productive and positive learning environment that reflects the values and expectations of the program, teachers, mentors, and families.

Establish and maintain cooperative working relationships with students, parents, and schools.

Participate actively in professional development sessions on data analysis, best practices for instruction, curriculum development and moving the mission and vision from theory to practice.

Maintain professional competence through active participation in in-service educational workshops and self-selected professional development opportunities.

Plan, organize, manage, direct, supervise, and support various school teams deployed from the department with the overall goal of providing aligned support to the District's LCAP goals.

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

Represent and serve as the District content expert on equity and inclusion in education matters as directed by senior District leaders.

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:**

The Community School philosophy and implementation strategy

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

Response to Intervention Framework

Common Core Standards

Social emotional skills and standards

Definition, framework, and support of positive school culture

Preventative student behavior and attendance strategies

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

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:**

Create and manage complex budgets; develop required financial and other resources to support programs; and gather, report and analyze complex data for planning, operational and evaluation purposes

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

Identify funding, develop funding proposals and write grants

Prepare and monitor program budget to ensure fiscal responsibility

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

Manage competing priorities and time

Operate personal computer, related software, and other office equipment

### **PREREQUISITES**

Bachelor's degree from an accredited college or university in education, sociology or related field and five year of progressively responsible experience required including five years of experience in a leadership or management position.

Master's or advanced degree in education, sociology or related field preferred

Experience in classroom teaching, evaluation, research, organizational structures and systems, strategic planning, change management, building the capacity of adults, leadership development, facilitation, and coaching

Experience in educational counseling, developing school culture and climate, and developing social emotional skills

Experience developing and facilitating community partnerships preferred

Experience with Cultural Humility, Culturally Responsive Pedagogy and Youth Development preferred

School-site administrative experience required; experience supervising and securing professional development resources preferred; business management experience preferred; experience recruiting and retaining talent and support preferred

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development

Valid Teaching Credential with English Learner Authorization

Valid Administrative Services Credential

Valid California Driver's License

### **PRE-EMPLOYMENT PROCESS:**

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

### **WORKING CONDITIONS**

#### **ENVIRONMENT:**

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

#### **PHYSICAL REQUIREMENTS:**

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

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Legislative File	
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By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director, Student and Family Engagement</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>ADCL 18</b>

**BASIC FUNCTION:** Under general direction, the Director, Student and Family Engagement will provide support, supervision, and coordination of the central student and family engagement team to assigned schools to implement OUSD’s Dual Capacity Building Framework for Student and Family Engagement Linked to Student Learning, utilizing research based structures and processes which result in meaningful student , parent, and teacher partnerships for equity in student achievement and school site continuous improvement. The Director will lead a team focused on promoting a culture of inclusion and embracing student and family cultural assets as a strategic opportunity towards leading the District’s efforts to build equity within a full service community 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:**

Facilitate collaboration across the District and with student, parent, and community partners to provide student and family engagement dual capacity building professional development for site and district staff across the District, including training on meeting minimum district requirements for student and family engagement.

Supervise department teams to implement a targeted equity approach to student and family engagement, to support increased achievement for all African American, Asian Pacific Islander, and Latino/a students in the District.

Collaborate with District school network leaders and individual school site leaders to coordinate and align cross-departmental leadership supports for student and family engagement activities.

Collaborate with District school networks, District divisions, and departments to align budget and prioritize spending to meet goals outlined in the District’s strategic focus, as outlined in the Local Control Accountability Plan (LCAP).

Support the collaborative development of transparent and effective systems of communication within District departments, schools and communities.

Partner with department leaders to implement instructional activities that contribute to a culture and climate where instructors are actively engaging students in meaningful learning experiences.

Identify, select, and adapt instructional resources for program staff to meet the needs of students with varying backgrounds, learning styles, and special needs.

Identify funding, develop funding proposals and other resource development strategies to enhance support for, and contribute to, the sustainability of District programs and services related to work scope.

Assist with completing reporting requirements for funders and other internal and external entities related to work scope.

Engage families as partners in the educational process; work with site leaders and teachers to provide structures for ongoing communication and partnership with students and families, which include, but are not limited to, Parent-Teacher Home Visits, Academic Parent Teacher Teams, Youth Leadership and Student Affinity clubs, in-depth written reports containing assessment data, classroom observations and individual progress reports; as vehicles to regularly collect and organize samples of students' work to share with students and families.

Support site based practices for on-going parent learning, such as classroom parent workshops, or formal conferences with parents for the purpose of sharing assessments, student work, and recommendations.

Establish and maintain cooperative working relationships with students, parents, and schools.

Participate actively in professional development sessions on data analysis, family and community engagement, best practices for instruction, curriculum development and moving the district's mission and vision from theory to practice.

Identify and coordinate training needs for site based family liaisons, and youth engagement/student leadership staff to understand and implement OUSD's Dual Capacity Building Framework for Student and Family Engagement.

Maintain professional competence through active participation in in-service educational workshops and self-selected professional development opportunities.

Maintain current knowledge on analysis of legislation and regulations related to equity, family engagement, student voice, shared decision making in school governance, and continuous school improvement

Create a productive and positive learning environment by modeling professional and ethical standards of behavior for students, parents, peers and the community.

Act as an intermediary and linguistic/cultural liaison for students, parents/guardians, schools and agencies.

Support the communication, between students, parents/guardians, schools and agencies regarding school regulations including attendance, behavioral and academic expectations, and cultural differences.

Collaborate with District departments in support of building central and site based Family Resource Centers, so District and site staff are able to provide appropriate referrals and resources to families.

Meet professional obligations through efficient work habits such as meeting deadlines, honoring schedules and coordinating meetings and events relevant to work scope.

Plan, organize, manage, direct, supervise, and support assigned school teams with the overall goal of providing aligned support to schools and families.

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.

Represent and serve as the District content expert on diversity and equity-related matters as directed by senior District leaders.

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:**

The Community School philosophy and implementation strategy

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

Multi-Tiered Systems of Support (MTSS)

Common Core Standards

Social emotional skills and standards

Definition, framework, and support of positive school culture

Preventative student behavior and attendance strategies

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

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:**

Create and manage complex budgets; develop required financial and other resources to support programs; and gather, report and analyze complex data for planning, operational and evaluation purposes

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

Identify funding, develop funding proposals and write grants

Prepare and monitor program budget to ensure fiscal responsibility

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

Manage competing priorities and time

Operate personal computer, related software, and other office equipment

**PREREQUISITES**

Master's or advanced degree in education, sociology or related field

Five to ten (5-10) years of experience in student, family, and community engagement

Experience in classroom teaching, evaluation, research, organizational structures and systems, strategic planning, change management, building the capacity of adults, leadership development, facilitation, and coaching

Experience in educational systems, developing school culture and climate, and developing social emotional skills

Experience with Cultural Humility, Culturally Responsive Pedagogy and Youth Development preferred

School-site administrative experience required; experience supervising and securing professional development resources preferred; business management experience preferred; experience recruiting and retaining talent and support preferred

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development

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:	18-1137
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Enactment Number:	18-1052
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By:	OS



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Manager, Master Scheduling and Comprehensive Student Supports</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS</b>	<b>227 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>A227 Range 18</b>

**BASIC FUNCTION:** Under minimal supervision, the Manager, Master Scheduling and Comprehensive Student Supports promotes and supports the District Strategic Plan to build Linked Learning pathways in high schools that create equitable opportunities and improved learning outcomes for Oakland students. The Manager will create the infrastructure at each school to integrate each element of Linked Learning into pathway design by focusing on comprehensive student supports and counseling. The Manager will play an integral role in achieving the mission and goals of a Full Service Community District by providing comprehensive student supports and academic counseling to address the individual needs of all students, ensuring equity of access, opportunity, and success to college and career.

**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:

#### Master Schedule Implementation

Develop, lead and implement master scheduling plan that supports the development of Linked Learning pathways that improve the quality of Linked Learning Pathways and support the integration of comprehensive student supports, access to CTE courses, rigorous academic and work-based learning.

Coordinate, facilitate, and manage master schedules for all campuses and ensure alignment with applicable District regulations and state and federal programs and guidelines.

Ensure that all master schedules provide students are enrolled in A-G courses that are accurately updated on UC and CSU portals.

Coordinate with multiple District departments to ensure that program courses are developed and maintained.

Ensure that all course numbers are aligned to the state and district requirements for scheduling and awarding credit.

Monitor and update pathway programs of study for each pathway to ensure that they are current and the basis for master schedule development.

Provide ongoing training, support and coaching to master scheduling teams to ensure that Linked Learning pathways are integrating the 4 pillars into each pathway program of study.

Ensure that all Linked Learning pathways have a high level of integrity to student cohorts and ensure that pathway students are enrolled in the key pathway elements.

Ensure that schools are developing the schedule for 8-period, 4 x 4, 4 x 4 hybrid, 7 period block and 7 period schedules.

Provide ongoing training to all campus master scheduling teams to include, but not limited to, course numbers, proxies, singletons, doubletons, pathway CTE courses, cohort integrity, credit recovery, use and interpretation of available reports, available seats.

Oversee the development, and maintenance of the master scheduling timeline for campuses including end of year activities.

Work with existing and future technology tools to and develop systems to support schools to effectively manage the scheduling, queries and establishment of teacher lines in support of pathways.

Lead and coordinate all counseling functions including training, proper tagging of students for pathways, CTE course sequences, and graduation status for all students.

Coordinate all scheduling timelines and activities with applicable District departments.

Coordinate with District departments and Advisory team in the development of policies related to:

- Promotion/retention procedures
- Grade Point Average and Class Ranking procedures
- Credit Attaining for Dual Enrollment Courses
- Graduation Progress Reports
- College and Career Plans for students to include graduation plans for 9th graders.

### **Comprehensive Student Supports**

Oversee the development and compliance of a comprehensive credit recovery system to support more students to graduate on time.

Develop and implement a menu of comprehensive student supports for students in grades 6-12 schools. Design and implement a comprehensive school counseling program based on the National Standards for School Counseling Programs and the American School Counselor Association's (ASCA) National Model for students in Linked Learning pathways.

Provide targeted intensive supports for District School Counselors to ensure that they adopt practices that support integration of counseling into Linked Learning pathways.

Partner with applicable District departments or external groups, as applicable, to ensure targeted student support strategies and outcomes aligned with the District's Local Control Accountability Plan for all students and in particular those identified as English Language Learners, African-American, Latinx, and Pacific Islanders.

Develop grant proposals to support and sustain the integration of comprehensive student supports.

Provide guidance and information to students and families to ensure success in student attendance, behavior, and graduation, and prevention of drug use and violence in collaboration with applicable District personnel.

### **Program Management and Staff Support**

Oversee the budget and monitor fiscal compliance of Comprehensive Student Supports and Counseling.

Recruit, screen, train, and support the supervision of middle and high school counselors and College and Career Readiness Specialists in collaboration with principals and assume responsibility for their professional guidance.

Provide training and coaching to school site teams in counseling to increase academic advising and college access for all students.

Provide resources to staff to ensure that each school counseling center is a family-friendly environment.

Ensure appropriate records are maintained by counselors to track student progress, progress to graduation, and note the counseling service and generate necessary state and District reports.

Supervise in collaboration with site administrators, site-based Outreach Consultants including participation in hiring, training, coaching and evaluation to insure quality prevention and intervention services for at-risk students.

Attend department meetings; represent the assigned department at District, community or partnership meetings.

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:**

Linked Learning model for high school reform and aligning that to the Community School philosophy by aligning services, resources in service of students

Applicable laws, codes, regulations, policies, and procedures governing work scope

Planning, organization and coordination needed for assigned program

Strategies, funding opportunities, and community contacts for assigned program

Utilization of various forms of assessment to guide and design program

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

Organizational development, communications and change management, specifically:

- Building partnerships and collaboration with individuals, departments, agencies, and institutions
- Interpersonal skills emphasizing tact, patience, courtesy and respect
- Facilitation techniques
- Building 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

Effective written and oral presentation skills and techniques

Research methods, report writing and record-keeping techniques using a variety of technology tools

Principles and practices of effective leadership

### **ABILITY TO:**

Work with multi-faceted departments, city offices, and business leaders of organizations and agencies and District departments to get additional resources for programs/students and to align with existing programs

Identify professional development activities for staff and for appropriate District employees on topics related to issues in the four programs

Interpret and apply applicable laws, codes, policies, procedures, and District regulations governing work scope

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

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

Identify and resolve school site and department health and safety issues in a timely manner

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

Write grant proposals and seek further funding

Maintain confidentiality as appropriate

Demonstrate effective oral and written communication skills, including content communication, conciseness, grammar and use of a variety of technology tools

Manage competing priorities and time; organize, coordinate and prioritize a large volume of activities, programs and services

Operate personal computer, related software, and other office equipment

### **PREREQUISITES**

Bachelor's degree required

Master's degree in Guidance and Counseling or in one of the related Pupil Services major from an accredited college or university preferred

Five (5) years of counseling experience at the secondary level

Three (3) years experience leading secondary campus master scheduling

Experience scheduling a large comprehensive high school preferred

Experience developing and facilitating community partnerships preferred

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development in an urban school district environment

Experience and demonstrated knowledge in compiling/analyzing data, writing reports and providing professional presentations/status reports

Valid California Pupil Personnel Services School Counseling Credential

Valid Administrative Services Credential

Valid California Driver's License

### **PRE-EMPLOYMENT PROCESS:**

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

### **WORKING CONDITIONS:**

#### **ENVIRONMENT:**

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

#### **PHYSICAL DEMANDS:**

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

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Manager, State and Federal Compliance</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>ADCL 17</b>

**BASIC FUNCTION:** Under general supervision, the Manager, State and Federal Compliance, is responsible for ensuring compliance with federal, state, and district requirements, including, but not limited to, Title I, II, III, and California’s Local Control Accountability Plan (LCAP). Collaborate with students, families, District employees, and state and federal agencies to ensure timely and comprehensive data collection, training on reporting data elements, and responding to internal and external audit findings related to use of categorical funds.

**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:**

Supervise the coordination and compliance of grants management processing for funder submission, Board of Education approvals, and use of funds.

Update, revise, and maintain District’s policies on the usage of categorical funds; ensure that contents of the handbook align with all District collective bargaining agreements and applicable local, state, and federal laws.

Audit all categorical revenue, budget, and expenditure requests to ensure compliance aligns with state and federal guidelines.

Collaborate with applicable District departments to ensure that all school site Single Plans for Student Achievement are compliant and aligned with state and federal mandates.

Update, revise, and maintain compliance calendar and documentation of school compliance activities.

Design, implement, and maintain training protocols and materials in collaboration with supervisor and others, as applicable; train school site and central office personnel on categorical program requirements and mandates.

Prepare the District’s Comparability forms and supplemental documents and report the District’s status to the California Department of Education in a timely manner.

Coordinate and audit categorically-funded employee time accounting and time certifications ensuring that time spent by employees on categorical programs are properly documented and aligned with state and federal mandates.

Collaborate with the Financial Services Department to ensure properly calculated Parts I and II of the Consolidated Application for Funding Categorical Aid Programs.

Present the Consolidated Application for Funding Categorical Aid Programs (Parts I and II) to the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC), and other governance bodies, as needed, to obtain approval for submission to the California Department of Education.

Prepare the financial reports for the District's School Accountability Report Card (SARC's).

Research and advise District academic leadership of new statutory regulations and legislation and potential impact on and conflicts with existing District policies and procedures; escalate to supervisor as deemed necessary.

Examine assigned District units in preparation for internal and external audits, and review responses corresponding to agency audits.

Collaborate with budget and finance functional area leads related to Title I, II, III, and LCAP-funded programs to help identify compliance issues that require follow-up or investigation.

Prepare and update compliance narratives to summarize regulatory as well state, city, and District requirements for schools and assigned District units.

Collaborate with the applicable District departments to ensure that the compositions of school site councils and other community engagement or governance bodies are compliant as specified in the California Education Code.

Liase with Risk Management to ensure the State and Federal Programs office has the latest schedule of reporting submissions with internal deadlines listed to ensure that accurate and timely submissions occur as required.

Work with school level, network, and departmental management and staff to audit and coordinate established standards, procedures, and systems to maintain and improve overall state and federal compliance operations.

Serve as a collaborative partner with various District offices, such as Research, Assessment, and Data, to respond to categorical fund-related audits and reporting requirements, provide requested information, and ensure compliance with deadlines.

Serve as the department liaison to District Legal and other offices regarding public records requests and subpoenas; review, manage, and track public records requests related to school federal and state compliance data.

Assist supervisor to review federal, state, and district policies and trends, and present findings and conclusions to management or others as needed.

Participate in the development and implementation of computer systems or software applications that access categorical funding records and provide advisement on possible compliance matters.

Review and analyze ad hoc reports regarding employment, recruitment, and other relevant statistics.

Participate in the development and implementation of HR policy change discussions and recommend updates based on feedback received and local concerns observed.

Collaborate with supervisor to assess, design, deliver, and monitor professional development opportunities focused on all aspects of state and federal programs compliance matters affecting the schools, Districts, and public education.

Keep abreast of the bills, laws, regulations and legislation that impact the District's assigned programs including but not limited to: Every Student Succeeds Act (ESSA) - Title I, Title II, Title III, Title IV, Title V, School Safety & Violence Prevention, Economic Impact Aid - LEP and SCE, Peer Assistance Review, Tobacco Use Prevention Education, Middle and High School Supplemental Counseling Program, Categorical Program Monitoring, and Fiscal Crisis and Management Assistance Team (FCMAT).

Prepare the District's Comparability forms and supplemental documents and report the District's status to the California Department of Education in a timely manner.

Coordinate and audit categorically-funded employee time accounting and time certifications ensuring that time spent by employees on categorical programs are properly documented and aligned with state and federal mandates.

Collaborate with the applicable District financial departments to ensure properly calculated Parts I and II of the Consolidated Application for Funding Categorical Aid Programs.

Prepare compliance reports and reviews of findings to present to District leadership.

Read and synthesize District and external compliance documents to various audiences in the District.

Hire, manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff.

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:**

California State Education Codes requiring district accountability

Mandated state and federal laws and regulations pertaining to compliance of state and federal education programs

District education initiatives, programs, and policies

California State Education Codes and federal education regulations pertaining to student achievement, standardized assessment, student promotion and retention, adopted curriculum

Principles and practices of administration, evaluation and supervision

Methods and processes of statistical analysis and data reporting

Command of English language, including proper usage, grammar, spelling, punctuation and vocabulary

Interpersonal skills using tact, patience, and courtesy

Excellent written communication and organizational efficiency skills

Data management techniques

Computer software, hardware, and related technology

**ABILITY TO:**

Interpret, explain and apply rules, regulations, policies and procedures regarding educational compliance

Maintain current knowledge of applicable provision of applicable state, federal, and district laws regarding educational compliance

Manage databases; develop charts, tables, and graphs

Ability to manage multiple, on-going and complex caseload of state and federal categorical programs and projects

Guide, advise, and support the training and learning process with respect to Title I, II, III, and LCAP compliance and manage the response protocols to audit findings

Build relationships and collaborative partnerships across the District and state and federal agencies

Work independently as well as collaboratively within a team environment

Use appropriate interpersonal styles and communicate effectively both orally and in writing with all organizational levels

Maintain confidentiality related to student, personnel, budget and other program information

Communicate effectively, both orally and in writing, with a broad and diverse range of leaders and employees within and external to the District

Be diplomatic, approachable, solutions-oriented, flexible and assertive

Establish and maintain cooperative and effective working relationships with others

Supervise and evaluate the performance of assigned staff

Respond quickly to routine and ad hoc requests for information

Operate computer, related software, and other office equipment

**PREREQUISITES**

Any combination of education, training and/or experience equivalent to: a bachelor's degree in business administration (finance and accounting emphasis)

Master's Degree in business/public administration or organizational leadership (or other related area) preferred

Five years of experience working with educational funding compliance and three (3) years of staff management and project management experience required

Excellent analytical skills, problem-solving skills and organizational skills with attention to detail

Demonstrated strong presentation and facilitation skills with an emphasis on education and training for a variety of constituencies

Demonstrated record of meeting deadlines for educational funding compliance operations

Demonstrated ability to influence and lead teams

Demonstrated ability to impact direction of tasks and work in a collaborative environment

Demonstrated ability to influence change in a changing environment

Demonstrated experience with conducting investigations or compliance audits

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:	18-1137
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Enactment Number:	18-1052
Enactment Date:	6/27/18
By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Coordinator, Alternative Dispute Resolution in SELPA</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>227 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>A227 Range 74</b>

**BASIC FUNCTION:** Under general direction, the Coordinator, Alternative Dispute Resolution in Special Education Local Plan Area (SELPA) provides leadership and assistance to the District through the coordination of services to students with disabilities. The Coordinator will support program related activities and duties including appropriate placement and services, provide consultation to the District and parents, and promote interagency collaboration. The Coordinator will provide technical assistance to District and the County Office of Education to ensure compliance with state Special Education Local Plan Area guidelines and regulations. The Coordinator assists with development of the Local Plan and District's SELPA Procedures Manual, and develops and promotes evidence-based practices throughout the SELPA. The position includes participation in the development, coordination, implementation, and evaluation of the SELPA-wide in-service programming for general education staff, special education staff and parents.

**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:**

Monitor compliance and procedures for referral, assessment, identification, Individual Education Program (IEP), and placement.

Consult with professionals, the community, parents, and agencies regarding special education laws, procedures, and policies including: the Local Plan for Special Education; Individuals with Disabilities Education Act (IDEA); Section 504; and other laws related to individuals with disabilities.

Function as a liaison with agencies responsible for service to eligible students.

Assist in the preparation of the Local Plan for Special Education in accordance with California Department of Education, Federal specifications, procedural manuals, and community awareness materials as required.

Provide leadership to the SELPA-wide in-service training for SELPA and LEA staff, parents, and community groups.

Coordinate and participate in interagency activities, including case management, grant writing, and interagency agreement development.

Serve on SELPA committees and projects.

Assist with classified employee evaluation in LEAs upon request and in the SELPA as assigned.

With the guidance of the Executive Director of Special Education, provides direct oversight of the special education department in order to ensure compliance with federal, state, and school laws, regulations, policies and procedures.

Collaborate with special programs leadership and special education teachers regarding the eligibility and compliance processes.

Monitor and supports the district's compliance to timelines and state and federal regulations.

Respond to inquiries or complaints from parents in a timely manner.

Assist Operations and Testing Managers with logistics and accommodations reporting for state testing

Provide monthly timeline submissions for students in the eligibility process to ensure that dates are reported correctly to the state.

Create and/or maintain physical and electronic student files.

Work collaboratively with Special Education Coordinators to achieve special education performance and compliance goals.

Serve as a liaison between parents, teachers, division partner staff and lead teachers.

Establish and maintain partnerships with community stakeholders and organizations.

Assist with planning/implementing effective professional learning activities for special educators.

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

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

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:**

Alternative Dispute Resolution in special education

California Department of Education frameworks governing scope of work such as: curriculum for special education programs, Common Core State Standards, Next Generation Content Science Standards, English Language Development Standards, Multi-Tiered Systems of Support, Full Service Community Schools

Current District curriculum and school instructional programs

Counseling and testing programs for special education students

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

Telephone techniques, systems and etiquette

Presentation, communication, and public speaking techniques

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

**ABILITY TO:**

Apply ADR to resolve disputes at the local level, as applicable

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

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

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 and relevant program leadership or administrative experience

Master's degree preferred

Bilingual skills preferred

Possession of a valid Teaching Credential preferred

Possession of valid California Administrative Credential or Certificate of Eligibility

Master's degree and/or doctorate preferred

Administrative experience preferred

Extensive knowledge of State and Federal laws and regulations governing special education and disabled individuals

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	
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By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Coordinator, College Access</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>ADCL 16</b>

**BASIC FUNCTION:** Under minimal supervision, the Coordinator, College Access, is responsible for working with students, parents, teachers, counselors, administrators, and other relevant persons to facilitate the creation of a college bound culture at across all District high school campuses. It will be necessary to work with contact persons in each school in the feeder pattern in order to ensure that the college-bound culture is being created from elementary school on through high school and beyond. The Coordinator will collaborate with multiple District departments to ensure that the college access needs of all students, including students with disabilities, are addressed in all aspects of program planning and ensure all students have equitable access to District programs and services needed to graduate from high school and pursue post-secondary education and careers.

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

### ESSENTIAL FUNCTIONS:

Plan, implement, and evaluate the high school's plan to creating a college bound culture within each feeder pattern and through each of the Linked Learning pathways within the school.

Consult with parents, teachers, counselors, administrators, and other relevant individuals to enhance the work of building a college bound culture within the feeder pattern.

Collaborate with parents, teachers, counselors, administrators, and other relevant individuals to develop and implement programming as follows:

- Early Awareness for students and their families, in terms of curriculum, career pathways, and financial aid and scholarships;
- Facilitate workshops and other activities to increase student knowledge about college systems, financial aid literacy, career exploration, and scholarships;
- Provision of appropriate support systems for all students in rigorous courses;
- Coordinate outreach to students high schools to dramatically increase the number of students enrolling in college directly out of high school and connect students to college scholarship and persistence support programs;
- Prepare and deliver college and financial aid workshops to ensure students, families and staff are educated and current about college application and financial aid processes, and college deadlines for tests, scholarships, and matriculation.
- Facilitation of college tours and visits to college campuses;
- Develop curriculum and implement strategies for recruiting targeted populations to college services and enrollment in college;

- Facilitation of college entrance examinations and appropriate benchmarks at various grade levels; and
- Facilitation of the implementation and continuous update of a College and Career Plans on 6–12 on campus.
- Coordinate with school and community personnel to bring together resources for students and their families, to include the creation and maintenance of a College/Career Center for each high school.

Collaborate with District departments and external partners to ensure a strong focus on closing the opportunity gap for historically marginalized student populations.

Stay up-to-date on best practices and changes to financial aid and college applications, including FAFSA, California Dream Act, CSU mentor, UC and CC applications.

Provide and expand support for the members in the College Readiness Partners, such as the University of California, community colleges, AVID, College Board, East Bay Consortium, East Bay College Fund, etc. that share the task and goal of having more students succeed academically in college and career.

Coordinate the Oakland Alignment work for the College and Career and Community Readiness Alignment Table and the College Persistence Alignment Table.

Recruit, hire, develop, support, and supervise assigned staff, i.e., College, Career Readiness Specialists (CCRS) in conjunction with site leaders; evaluate performance of assigned personnel in accordance with the District's adopted uniform guidelines for evaluation and assessment.

Provide support to sites to ensure that principals and school counselors know and support the efforts of the College Access partners at their sites.

Coordinate professional development for CCRS as college-going culture specifics and support for students and families in academic preparation, college application, and locating financial aid for post-secondary education and training.

Analyzing trends in college transitions to community college and 4-year colleges and creating support systems to decrease summer melt; prepare qualitative and quantitative reports as required to District leadership or others as required.

Coordinate the efforts of the Oakland Alignment Team members to ensure that more students will access more and better college-going community services.

Work collaboratively with institutes of higher education staff to create and disseminate information for middle school and high school communities to build a college and career culture in schools.

Develop resources, training, and operations manual to promote college and career readiness.

Design and implement broad initiatives to build more community resources and program options for College Readiness.

Provide increased accountability by capturing and analyzing data to track student success and participation in the college-going culture, while increasing access to A-G college admission requirements and counseling to students and families.

Attend school and District meetings as required.

Perform other related duties and projects 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:**

Successful strategies for working with diverse students, especially African American, Latinx, English Learners and other underserved populations

Program evaluation, assessment and analysis of student data

Adult learning

Effective assessment strategies and assessment design

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

Computer software, hardware, and related technology

Presentation, communication and public speaking techniques

Research methods, report writing and record-keeping techniques

Principles and practices of effective leadership

**ABILITY TO:**

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

Implement and evaluate programs and professional development

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

Deliver high quality, high-value services

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

Plan, organize, and coordinate programs

Network to obtain resources and funding

**PREREQUISITES**

Any combination of education, training and/or experience equivalent to: a bachelor's degree and five years of successful experience in coaching or program development

Demonstrated experience in coordinating a large-scale college recruitment activity in an urban school district

Master's degree 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; 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	
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Enactment Date:	6/27/18
By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Coordinator, English Language Development Services</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>A227 Range 16</b>

**BASIC FUNCTION:** Under minimal supervision, the English Language Development Coordinator supports effective Designated and Integrated ELD at TK-12 schools across the District. Coordinate, conceptualize and provide for professional development for teachers and other school staff and leadership on effective Designated and Integrated ELD for English Language Learners. Provide guidance on appropriate curricular materials, program designs, and assessments. Ensure that the activities of and guidance from English Language Learner and Multilingual Achievement (ELLMA) office are compliant with local, state, and federal policies.

**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, develop, and assist with the effective implementation, and continuously provide support in order to improve the District's English Language Learner Master Plan.

Coordinate professional learning supports for elementary school sites across the District related to both Designated and Integrated ELD instruction.

Facilitate ongoing development of professional learning resources with team of language specialists within ELLMA.

Facilitate guidance on appropriate use of curriculum and assessments with English Language Learners.

Collaborate with content area teams of Teaching and Learning to ensure that guidance from these teams is responsive to the needs of ELLs.

Collaborate with the Office of Accountability Partners to ensure that categorical funds for English Language Learners are used in accordance with the law and that guidance from ELLMA on program design for ELLs is consistent with current policies.

Facilitate reclassification processes, procedures and reporting aligned with applicable District policies.

Support short term projects related to ensuring ongoing compliance in collaboration with appropriate departments. Examples include providing documentation for state and federal audits and Title III and LCAP reporting.

Present to and support engagement of the Parent Student Advisory Committee (PSAC) and the District English Language Learner Committee (DELL).

Work collaboratively with the various District teams that support school professional learning to ensure that professional development created by and within ELLMA is documented within the central professional learning portal such as PDGo! or other District web interface.

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Attend department meetings; represent ELLMA at District and community meetings as needed.

Research, evaluate and present best practices in ELL strategies.

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.

Participate in development and implementation of departmental goals, objectives, policy priorities, standards, and procedures.

Provide cross-training to department staff.

Support new initiatives as required.

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:**

Strong written and oral communication

Strategies to calibrate guidance to teacher, school leader, central office, and other audiences

Facilitation skills to enable strong ongoing team collaboration

Ability to assess gaps, use data to identify solutions, and drive toward completion of tasks

Extensive knowledge of instruction for English Learners and elementary instruction, in general

Successful strategies for working with diverse students, especially African American, Latino, English Learners and other underserved populations

Strategies, funding opportunities and community contacts for assigned program

Federal and state regulations in areas of responsibility

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

Correct English usage, grammar, spelling and punctuation

Telephone techniques, systems and etiquette

Student Information Systems (e.g., Aeries/Eagle Software)

Presentation, communication and public speaking techniques

Principles and practices of effective leadership

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

Current computer software, hardware, and related technology

**ABILITY TO:**

Write grant proposals and seek further funding

Work with multiple departments, city offices, and business leaders of organizations and agencies and District departments to get additional resources for programs/students and to align with existing programs

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

Page 3 of 3 Coordinator, English Language Development Services

Demonstrate leadership and effectiveness in bridging to members and organizations of all communities

Work successfully with all identifiable community groups

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

Plan, prepare and deliver oral presentations

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 deadlines

Complete work accurately and as directed despite many interruptions

Work independently and manage multiple projects with limited oversight from manager

Maintain records, analyze situations accurately and take appropriate action

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

Operate personal computer, related software, and other office equipment

#### **PREREQUISITES**

Bachelor's degree from an accredited university

3-5 years of relevant work experience in a similar role or setting

Bilingual skills preferred

Valid California Teaching Credential with English Learner Authorization

Valid Administrative Services Credential

Experience in K-12 education, especially in urban districts, 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; 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:	18-1137
Introduction Date:	06/27/2018
Enactment Number:	18-1052
Enactment Date:	6/27/18
By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Coordinator, Measure N and Action Research</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>ADCL 16</b>

**BASIC FUNCTION:** Under minimal supervision, support the District’s strategic plan to ensure all students are college, career and community ready. The Measure N Coordinator is primarily responsible for leading the effective and coordinated development, implementation, and evaluation of Measure N. The Coordinator defines systems requirements, proposes potential solutions, and coordinates the implementation or modification of systems and processes. Develop, coordinate and manage Measure N as a cohesive strategy across multiple stakeholders to increase students’ engagement in pathways as a way to ensure college and career readiness.

Coordinate and oversee implementation of effective and compliant state and federal systems that operationalize the legislative intent of Measure N to improve and enhance Linked Learning pathways and increase student achievement. Coordinate and oversee implementation of effective holistic system of support and learning designed around students’ needs and current gaps in the system.

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

**ESSENTIAL FUNCTIONS:**

**Linked Learning Pathway Development**

Develop aligned systems and structures of support for on-going pathway development for OUSD high school teams, charter school teams, and the High School Linked Learning Office in meeting the essential elements for Linked Learning quality.

Support, mentor and assist College and Career Pathway Coaches in their work with pathway teams of teachers to develop the essential elements of a high quality Linked Learning pathways including student outcomes-driven practice, equity and access, program of study, learning and teaching, work based learning, personalized student support and pathway leadership.

Coordinate with Linked Learning Leadership team and provide recommendations for the establishment of new pathways and/or the elimination of pathways that do not meet labor market projections, quality standards, or adhere to the Linked Learning model of college and career pathways.

Support OUSD high schools and charter schools in the development and implementation of Measure N Education Improvement Plans that are aligned to each of the essential elements of high quality college and career pathways

**Implementation and Action Research**

Coordinate and support the collection, analysis and monthly dissemination of District and pathway level student achievement data to ensure a cycle of continuous improvement focused on student outcomes-driven practices.

Coordinate and promote the Linked Learning Essential Elements of College and Career Pathways, including documentation that demonstrates a cycle of continuous improvement for the purpose of achieving "Certified" status in the Linked Learning Pathway Quality Review.

Coordinate, advise on, and support school site teams to develop action research evaluations formulated within a framework that demonstrates evidence based best practice whilst linking strategies outcomes and impact

Collaborate with Linked Learning leadership team to engage in a cycle of continuous improvement, document, and develop formative evaluation reports to execute team action research and ensure the district and schools use a strategic decision making process.

### **Progress Monitoring**

Collaborate with High School Linked Learning Office staff and District staff to ensure quality and fidelity to Linked Learning framework by providing data based evidence of school process, timelines, deliverables and processes to Measure N expectations.

Collaborate with Financial Services Department to ensure Measure N allocations are properly calculated and dispersed and prepare and manage budgets in accordance with the Measure N legislative mandates to ensure fiscal responsibility and compliance and report progress and compliance to the Commission and District Leadership

Supervise and collaborate with other departments in the development, analysis, coordination and compliance of Measure N Education Improvement Plans processing for Commission approval, Board of Education approvals, and use of funds

Coordinate and provide training to school site and central office personnel on Measure N legislative requirements and mandate as part of an accountability system that aligns to Measure N and holds schools accountable for delivering on required outcomes including financial oversight and Coordinate yearly Measure N audit with District auditors to ensure all necessary requests are submitted

### **Systems and Operations**

Coordinate yearly processes including Measure N Commission meeting schedule, presentations, site visits, status updates, Education Improvement Plan submissions and evaluations, recommendations, etc.

Plan, organize, and coordinate the activities related to Measure N on a school level and district-wide level; improve operational effectiveness by streamlining processes and procedures

Champion the development and implementation of Measure N for college and career readiness across OUSD high schools, charter schools, and the district

Ensure Measure N is understood and sufficiently supported by the appropriate stakeholders and serve as the department's central point of contact for interdepartmental projects and communications related to Measure N

Collaborate with the Linked Learning Leadership Team, the OUSD Board of Education, and the Measure N Commission to set the scope and monitor Measure N goals, timelines, and budget

Coordinate with site leaders to provide feedback on Measure N processes systems and incorporate feedback to ensure efficiency of Measure N, provide cross-training to other staff managers, develop site planning tools that capture Measure N plan and action research and communicate monthly communication about Measure N updates and highlights

Recruit, hire, develop, support, supervise and evaluate 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:**

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

Linked Learning high school reform initiative or large school transformation

Understanding budget and school site planning tool

Strategic direction of the District

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

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

Effective project management

Local and national career preparedness trends

Interpersonal skills using tact, patience, and courtesy

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

Curriculum development, implementation and improvement including project-based performance-based learning, integrated cross-disciplinary curriculum and CTE Model Curriculum Standards.

Current District curriculum and school instructional programs in assigned area

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

Correct English usage, grammar, spelling, and punctuation

Principles and practices of effective leadership, supervision and evaluation

Budget preparation and management to ensure fiscal responsibility

Presentation, communication, and public speaking techniques

Computer software, hardware, and related technology

Knowledge and experience of using evaluation and community-based research to inform program development

**ABILITY TO:**

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

Communicate effectively in English both orally and in writing

Understand and follow oral and written directions

Implement plans and evaluate their outcomes

Interpret District collective bargaining contract language

Analyze situations accurately and adopt effective courses of action

Prioritize responsibilities and meet established schedules and timelines

Manage multiple projects simultaneously

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

Supervise, coach and evaluate assigned personnel

Cross-train department personnel

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 adults to transform their practices

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

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

Operate personal computer, related software, and other office equipment

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

### **PREREQUISITES**

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:	18-1137
Introduction Date:	06/27/2018
Enactment Number:	18-1052
Enactment Date:	6/27/18
By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Coordinator, Skilled Trades and Apprenticeships</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS</b>	<b>261 days / 7.5 hours or days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>ADCL 16</b>

**BASIC FUNCTION:** Under minimal supervision, the Coordinator, Skilled Trades and Apprenticeships, will support the District’s strategic plan to ensure all students are college, career and community ready. Promote the District’s mission of graduating students who are college, career, and community ready by developing, implementing, and managing a comprehensive operational plan related to skilled trades, apprenticeships, and work-based contracts and delivery in OUSD. Develop, coordinate and manage the College and Career Pathways and other initiatives aimed at helping more students succeed academically, including a comprehensive program of business and community apprenticeships and work experiences that bring community partners and the District together to achieve this goal.

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

### ESSENTIAL FUNCTIONS

Plan, develop and implement work-based learning focused on existing and emerging trade sectors; increase awareness of apprenticeship opportunities with employers and District schools; research best practices in similar/related schools; facilitate and support Linked Learning College and Career Pathway teams in establishing and promoting a full continuum of apprenticeship opportunities that are aligned to pathway student learning outcomes and the OUSD Graduate Profile for all Linked Learning College and Career Pathway students, include special populations for academic enrichment.

Develop school site systems to build and maintain strong ongoing relationships with business and community partners and assist with monitoring systems implemented for effectiveness to ensure compliance of apprenticeship programs with state and federal regulations.

Collaborate with school site and District counseling staff, teachers and site administrators to implement a coordinated and sequential work-based learning system aligned to pathway student learning outcomes focused on the trade sectors.

Partner with the school site principal, community school managers and instructional leadership team to implement and advocate for the college and career pathway improvement plans as it pertains to the development of a robust apprenticeship program.

Coordinate the development and maintenance of up-to-date employer/labor database to provide reports on business and community participation in apprenticeship programs in the skilled trade sector.

Act as a contact for employers with project issues, concerns, unique industry needs; interact with and manage students under their supervision during apprenticeship experiences.

Coordinate and collaborate with the OUSD Workforce and Economic Development office to coordinate business leaders, companies, professional organizations and other agencies to link opportunities for students in career-related learning including internships, mentoring relationships, professional portfolio and senior exhibitions/defenses, labor market panels and other career/work related activities.

Coordinate strategic partnerships for Linked Learning College and Career Pathways that involve local trade unions and apprenticeship programs in business and community-based organizations to leverage resources and opportunities for all students, including special populations targeted for academic enrichment.

Collaborate with the OUSD office of Workforce Development, school side pathway coaches and CTE Specialists to develop a system to monitor student progress through apprenticeship experiences; collect, analyze and maintain necessary records on type, quantity and quality of apprenticeship experiences; prepare and process written materials and documents to disseminate information regarding student's status and progression.

Research and identify potential sources of funding for apprenticeship opportunities in the trade sector.

Work with employers, industry and labor organizations, and Workforce Investment Boards within the region to determine gaps in the workforce; promote integration of workforce preparation and training at the high school level.

Research, identify, and process new sources of career/work related opportunities and career readiness that is aligned with curriculum offered within a District trade specific pathway program.

Coordinate with professional trade unions, employers and educators to develop and implement career awareness, exploration and preparation activities within the trades for OUSD students (K-12).

Develop and disseminate materials, newsletters that highlight the collaborative work between OUSD, business, trades and local government highlighting the role of Oakland Unified School District.

Develop and maintain partnerships that promote collaboration and leveraging of resources among government, industry, and OUSD.

Serve on appropriate local and regional committees and represent Oakland Unified School District as requested.

Participate and attend meetings, workshops and conferences related to employment trends and strategies.

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

Provide cross training to other staff members within the department.

Perform related duties as assigned.

#### **QUALIFICATIONS:**

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

#### **KNOWLEDGE OF:**

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

Current District curriculum and school instructional programs in assigned area

Linked Learning preferred

Strategic direction of the District

Trade and apprenticeship programs and community resources

Strategies, funding opportunities, and community contacts for assigned program

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

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

Effective project management

Local and national career preparedness trends

Interpersonal skills using tact, patience, and courtesy

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 staff

Correct English usage, grammar, spelling, and punctuation

Principles and practices of effective leadership, supervision and evaluation

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

Computer software, hardware, and related technology

**ABILITY TO:**

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

Initiate activities and programs in response to organizational or partner need

Communicate effectively in English both orally and in writing

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

Manage multiple projects simultaneously

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

Cross-train department personnel

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 adults to transform their practices

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

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

Operate personal computer, related software, and other office equipment

**PREREQUISITES**

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

Five (5) years of experience coordinating District-level and school site initiatives and programs

Demonstrated industry experience related to educational programming related to skilled trades or apprenticeships

Valid California (or Out-of-State) Teaching Credential with English Learner authorization 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; 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:	18-1137
Introduction Date:	06/27/2018
Enactment Number:	18-1052
Enactment Date:	6/27/18
By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Coordinator, STEM (Science, Technology, Engineering, and Mathematics)</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>227 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>A227 Range 17</b>

**BASIC FUNCTION:** Under direction of Director, PreK-12 STEM, manage the overall operations of the District's K-12 Science, Technology, Engineering, and Mathematics (STEM) program to promote and support the District's strategic plan to ensure all students are college and career ready.

**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:

Coordinate the development of a cohesive District STEM (Science, Technology, Engineering, and Mathematics) curriculum strategy that guides the K-12 implementation of STEM interdisciplinary and applied approaches to learning.

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

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

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

Manage the central Science and Math content teams, including but not limited to, planning and facilitating with Linked Learning and other District central leaders the design and re-organization of various departments' work streams to support the STEM strategy.

Collaborate with central Science and Math content teams in the development and implementation of the District's core academic program (curriculum, instruction, and assessment) in alignment with the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, and Social-Emotional Learning standards.

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

Provide training, technical assistance, coaching, and mentoring to District staff to facilitate STEM curriculum implementation.

Assist with textbook adoption, if applicable.

Coordinate District events related to focus areas, as applicable.

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

Establish and maintain partnerships with community stakeholders and organizations.

Mentor and support teachers to improve current teaching practices.

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

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

Travel to sites, when needed.

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, English Language Development Standards, Multi-Tiered Systems of Support, Full Service Community Schools

STEM interdisciplinary strategies and practices

Current District curriculum and school instructional programs

Cognitive Coaching Curriculum

Adult learning theory

Strategic direction of the District

Utilization of various forms of assessment to guide and design instruction

Culturally responsive pedagogy

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

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

Various District bargaining unit contracts related to employee evaluation

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

Telephone techniques, systems and etiquette

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

Valid California Teaching Credential with English Learner authorization

Valid California Driver's License

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

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

**PHYSICAL REQUIREMENTS:**

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

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, African American Female Excellence</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>ADCL 14</b>

**BASIC FUNCTION:** Under general supervision from the Office of Equity, the Program Manager, African American Female Excellence, will coordinate and implement operations designed to transform school culture and improve the academic achievement of female students of African descent from preschool through 12th grade. In addition, the Program Manager will oversee and manage internal and external communications services, create associated content and messaging, work across multiple stakeholder groups to gather information, and collaborate with team members and District staff to manage initiatives, coordinate events within the District and externally with community partners particularly focused on the needs of African American girls.

The specific duties of the Program Manager include year-round program management and development, grant management, volunteer development, offsite collaborations and evaluations oversight.

The Program Manager provides on-going leadership and technical assistance that keeps the program recommendations in tact across the District. The program manager is expected to participate 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 project plans, report on project success, aggregate all internal and external project plans, and reports to ensure that program goals are achieved, stakeholders are mobilized, and efforts of all personnel involved in the programs are coordinated.

Oversee daily business operations and special events including fiscal reporting and grant reporting to external funders.

Guide planning and coordination of professional development and community events, 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 training staff to imbed the concept of high expectations for African American female students and to build strong school cultures that transform the common narrative about African American female youth typically framed in a language of deficits.

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 programmatic goals.

Prepare and present reports on African American female youth for the appropriate District leaders, agencies, private providers, community, and other audiences.

Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts.

Supervise, train, and evaluate personnel funded by grants and other sources, as assigned.

Monitor services according to quality standards.

Serve as a content expert for African American Female Excellence.

Participate in professional development opportunities to maintain.

Provide cross training to other staff members within the department and across multiple departments.

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 African American female students

District curriculum and school instructional programs

Principles and techniques of data collection, analysis and report writing

The Community School philosophy and implementation strategy

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

Response to Intervention Framework

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:**

Effectively assess, manage, and develop resources

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

Identify funding, develop funding proposals and write grants

Plan, coordinate and supervise the work of others

Manage competing priorities and time

**PREREQUISITES**

Bachelor's degree required and a minimum of five years of experience in the field of education, community development, or related field

Administrative experience and/or business management experience preferred

Experience working with students in a diverse urban public school setting 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:	18-1137
Introduction Date:	06/27/2018
Enactment Number:	18-1052
Enactment Date:	6/27/18
By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, Asian Pacific Islander Student Achievement</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>ADCL 14</b>

**BASIC FUNCTION:** Under general supervision from the Office of Equity, the Program Manager, Asian Pacific Islander Student Achievement (APISA) will coordinate and implement operations designed to transform school culture and improve the academic achievement of Asian Pacific Islander students from preschool to 12th grade. In addition, the Program Manager will oversee and manage internal and external communications services, create associated content and messaging, work across multiple stakeholder groups to gather information, and collaborate with team members and District staff to manage initiatives, coordinate APISA events within the District and externally with community partners.

The specific duties of the Program Manager include year-round program management and development, grant management, volunteer development, offsite collaborations and evaluations oversight.

The Program Manager provides on-going leadership and technical assistance that keeps the APISA program recommendations in tact across the District. The program manager is expected to participate 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 project plans, report on project success, aggregate all internal and external project plans, and reports to ensure that program goals are achieved, stakeholders are mobilized, and efforts of all personnel involved in the programs are coordinated.

Oversee daily business operations and special events including fiscal reporting and grant reporting to external funders.

Guide planning and coordination of professional development and community events, 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 training staff to imbed the concept of high expectations for Asian Pacific Islander students and to build strong school cultures that transform the common narrative about APISA youth typically framed in a language of deficits.

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 APISA goals.

Prepare and present reports on APISA for the appropriate District leaders, agencies, private providers, community, and other audiences.

Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts.

Supervise, train, and evaluate personnel funded by grants and other sources, as assigned.

Monitor services according to quality standards.

Serve as a content expert for Asian Pacific Islander Achievement.

Participate in professional development opportunities to maintain.

Provide cross training to other staff members within the department and across multiple departments.

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 Asian Pacific Islander students

District curriculum and school instructional programs

Principles and techniques of data collection, analysis and report writing

The Community School philosophy and implementation strategy

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

Response to Intervention Framework

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:**

Effectively assess, manage, and develop resources

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

Identify funding, develop funding proposals and write grants

Plan, coordinate and supervise the work of others

Manage competing priorities and time

**PREREQUISITES**

Bachelor's degree required and a minimum of five years of experience in the field of education, community development, or related field

Administrative experience and/or business management experience preferred

Experience working with students in a diverse urban public school setting 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:	18-1137
Introduction Date:	06/27/2018
Enactment Number:	18-1052
Enactment Date:	6/27/18
By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, High School Operations</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>ADCL 14</b>

**BASIC FUNCTION:** Under general supervision, the Program Manager, High School Operations is responsible for planning and directing special projects for the High School Network Superintendent. Under the supervision of the High School Network officer, the Program Manager manages and coordinates the implementation of department projects and manages various department-related strategic and operational projects and initiatives, including Measure N-related operational support. These projects will require collaboration across functional teams and departments throughout Oakland Unified School District.

Act as a liaison between the Network Superintendent, the direct reporting management team, and school sites aligning execution of goals, removing roadblocks, performing analysis and gathering research to facilitate effective decision-making, and ensuring communication and reporting are happening smoothly and consistently.

**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

#### Measure N Operations and System Development

Lead and take overall responsibility for planning, organizing, and directing long and short-term special projects, which potentially span across High School Network office's functional areas across the District.

Collaborate with Division leadership to determine which policies, practices and procedures impacting departmental success should be prioritized for engagement, review and updated/changed.

Assist in the development of procedures, policies, record-keeping and duties related to overall management and administration of projects as required:

- Develop critical path or project flow diagrams to evaluate progress on tasks.

- Establish and communicate project schedules and milestones.

- Assist Division leadership and staff with root cause analysis and corrective action activities.

- Ensure designated projects produce required deliverables as proposed within specified constraints.

- Provide technical expertise, information and assistance to the High School Network officer regarding assigned functions.

- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files.

Provide direction, coordination and support of special projects related to the financial planning, budgeting process, and expenditure reporting as required for internal management of the High School Network office for conformance to District financial policies and procedures.

Integrate change management framework and activities in strategic projects, i.e., Measure N.

### **Communication and High School Operational Support**

Ensure ongoing monitoring of projects and provide updates on progress of projects to stakeholders-reports will include progress updates, problems, proposed solutions and whether the project is on schedule.

Synthesize, translate and communicate complex topics and issues (including District policies and programs) to a wide range of audiences.

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 Network Superintendent.

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 ensure compliance.

### **Accountability and Financial Oversight**

Assist the High School Network officer and Division leadership in identifying significant change opportunities via data collection, analysis and evaluation; and opportunities to support core business objectives by challenging conventional thinking and applying a customer-focused approach across processes.

Convene, facilitate, and/or serve on committees, task forces and ad hoc groups as necessary to coordinate functions for assigned areas of responsibility.

Develop collaborative service delivery methods, teams, and organizational structure in the context of increased effectiveness; encourage effective new practices and methods; assure coordination of divisional activities with other units and designated priorities, provide status reports on progress of priorities; contribute to High School Network office improvement efforts.

Manage the agenda for the management team and all High School Network office staff, including off-site retreats to ensure communication and coordination between teams is as efficient as possible.

Actively engage Division staff in support of the Department and District's mission to improve student achievement.

Approve all categorical requisitions and contracts from departments and school sites; review and advise on compliance issues as needed.

Ensure staff assigned to projects is competent for the role they are undertaking and provide management to staff as required; monitor the performance of project team members so optimum service and value is realized; develop project objectives for the team, monitor performance and provide guidance as required.

Manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff.

Attend department and other meetings as required.

Travel to school sites as needed.

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:**

Project management principles and methodologies

Strategic direction of Oakland Unified School District

Organizational development and organizational change management principles and practices

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

Planning, organization and coordination needed for assigned program

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

Interpersonal skills using tact, patience and courtesy

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware and related technology

**ABILITY TO:**

Coordinate and supervise special projects, capital projects and consultant studies

Accurately analyze situations and problems relating to projects, identify alternative solutions, project consequences of proposed actions, and implement an effective course of action in accordance with general policy and pertinent codes and regulations

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

Maintain confidentiality at all times

Understand and interpret District policies and procedures; be able to incorporate them into practice and explain them to others.

Design, develop and implement broad strategic initiatives and work plans and evaluate their outcomes

Facilitate discussion and learning activities towards a clear end

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

Motivate and support adults to transform their practices

Serve as a 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

Adapt to feedback and focused on continuous improvement

Communicate effectively with other Departments and school sites

Learn new software applications and assist sites in using Academic database tools

Work as an integral member of a team

Operate personal computer, related software, and other office equipment

**PREREQUISITES**

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Education, 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

Three (3) years experience in project management at school sites and in supporting large strategic initiatives.

Experience should include project management techniques and tools, group organization, communications, material preparation, task management, and cost and benefit financial analysis

Knowledge of both theoretical and practical aspects of project management preferred

Master's degree preferred

Valid California Driver's License

Must have reliable transportation to perform duties, including valid California Driver's License and insurance

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:	18-1137
Introduction Date:	06/27/2018
Enactment Number:	18-1052
Enactment Date:	6/27/18
By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, Home and Hospital Instruction</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>227 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>A227 Range 14</b>

**BASIC FUNCTION:** Under minimal supervision, the Program Manager, Home and Hospital Instruction, is the primary program contact for implementing and maintaining compliant home and hospital instruction in the District. The Program Manager is responsible for program implementation, completion of quantitative and qualitative data reports, and program budget support related to instructional services provided to students with a temporary disability in the student's home or in a hospital or other residential health facility, excluding state hospitals.

**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:

Oversee the home and hospital application process; including, but not limited to: reviewing applications; contacting medical providers as deemed necessary to notifying schools, students, and families.

Develop and implement professional learning for District personnel about home and hospital instruction program requirements and opportunities.

Serve as District liaison to the California Department of Education or other agency as it relates to the District's home and hospital instruction program design, implementation, or maintenance.

Create, refine, and maintain attendance accounting on behalf of the District; collaborate with internal District departments to ensure data collection is accurate, timely, and complete as required for program compliance.

Proactively analyze situations, collect data, and implement communication strategies for problem solving to resolve program-related issues.

Work with existing and prospective hospitals or other residential health facility served by District students to cultivate, strengthen, or deepen the collaboration.

Tailor educational program to the specific medical needs and limitations of hospitalized and homebound students.

Facilitate assessment for expanded services for students experiencing significant health impairments.

Maintain coordination with IT to sustain program student data in District databases to document program participation status, identify needs, services brokered and received, and track the impact on school attendance and achievement.

Liaise with District instructional coaches and other classified or certificated personnel to ensure the instructional and social emotional support is provided to program participants.

Liaise with Special Education Department to support special education home and hospital students.

Manage transitions between hospitalizations and home instruction.

Under supervision, build and manage data tracking to closely monitor the program budget, including but not limited to: develop and manage reimbursement tracking systems, for various payments; manage and track transportation costs associated with students and program as well as related transportation; receive and reconcile invoices, and generate purchase orders for home and hospital instruction-related contracts.

Liaise with District fiscal and budget personnel to ensure that General Fund apportionment is accurately tracked and reported upon as required for program compliance.

Work collaboratively with various District departments to establish District protocols related to hospitalizations, i.e., collaborate as needed with District transportation department to provide transportation assistance for program participants.

Ensure alignment between program and District instructional departments is streamlined so students may return to their regular day class or an alternative education program at their former level of performance as applicable.

Recruit, select, and train certificated educators whom will be providing instruction to program participants; partner with District Talent Division recruitment team to ensure recruitment and selection is compliant with applicable District guidelines and state and federal employment laws.

Develop and implement professional learning for District personnel about home and hospital instruction program requirements and opportunities.

Partner with the internal and external departments and organizations to ensure District staff are informed of new laws or changes in the law.

Attend related workshops, conferences and meetings related to home and hospital instruction programs to understand, research, and develop best practice models of individualized instruction for students with temporary disabilities.

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 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:**

Applicable Education Code and California Department of Education's Home and Hospital Instruction program overview, policies, procedures, and funding guidelines

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

Curriculum development and delivery

Conflict resolution methods and techniques

District and College policies, procedures, programs and services

Interpersonal skills including tact, patience and diplomacy



Record keeping and data collection techniques

Current District curriculum and school instructional programs in assigned area

Utilization of various forms of assessment to guide and design instruction

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

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:**

Interpret and implement applicable laws, codes, policies, procedures, and District regulations governing work scope

Implement program goals and evaluate outcomes

Collaboratively establish measurable objectives, assign, and review the program accomplishments

Plan, prioritize, and assign work in order to meet schedules and timelines

Organize and facilitate large-scale meeting and processes involving diverse groups

Develop and maintain cooperative relationships with local, regional, state employers, agencies and governmental entities

Read and interpret contracts, curriculum and related information and documents

Listen and extrapolate information effectively

Prepare and maintain statistical records, reports, databases, files, logs, and lists using computers and peripheral equipment

Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds

Communicate effectively both orally and in writing with employees of the District, the public, and representatives of private and public agencies

Interface effectively with all aspects of educational operations

Cross train department personnel

Operate personal computer, related software, and other office equipment

**PREREQUISITES**

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in a Healthcare Discipline, Public Health, Public 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.

Three (3) years experience in program management, partnership development, and/or education

Experience with K-12 home and hospital programs, career and technical education, or health programs preferred

Demonstrated ability to coordinate between medical providers, staff, students and families

Demonstrated ability to coordinate between hospitals, districts, students and families

Valid California Teaching Credential with English Learner Authorization

Valid California Driver's License

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

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

**PHYSICAL REQUIREMENTS:**

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

**NON-DISCRIMINATION POLICY:**

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Legislative File	
File ID Number:	18-1137
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By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, Latino/a Student Achievement</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2018</b>	<b>SALARY GRADE:</b>	<b>ADCL 14</b>

**BASIC FUNCTION:** Under general direction from the Office of Equity, the Program Manager, Latino/a Student Achievement (LSA) will coordinate and implement operations designed to transform school culture and improve the academic achievement of Latino/a students from preschool to 12th grade. In addition, the Program Manager will oversee and manage internal and external communications services, create associated content and messaging, work across multiple stakeholder groups to gather information, and collaborate with team members and District staff to manage initiatives, coordinate LSA events within the District and externally with community partners.

The specific duties of the Program Manager include year-round program management and development, grant management, volunteer development, offsite collaborations and evaluations oversight.

The Program Manager provides on-going leadership and technical assistance that keeps the LSA program recommendations in tact across the District. The program manager is expected to participate 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 project plans, report on project success, aggregate all internal and external project plans, and reports to ensure that program goals are achieved, stakeholders are mobilized, and efforts of all personnel involved in the programs are coordinated.

Oversee daily business operations and special events including fiscal reporting and grant reporting to external funders.

Guide planning and coordination of professional development and community events, 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 training staff to imbed the concept of high expectations for Latino/a students and to build strong school cultures that transform the common narrative about Latino/a youth typically framed in a language of deficits.

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 LSA goals.

Prepare and present reports on LSA for the appropriate District leaders, agencies, private providers, community, and other audiences.

Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts.

Supervise, train, and evaluate personnel funded by grants and other sources, as assigned.

Monitor services according to quality standards.

Serve as a content expert for Latino/a Student Achievement.

Participate in professional development opportunities to maintain.

Provide cross training to other staff members within the department and across multiple departments.

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 Latino/a students

District curriculum and school instructional programs

Principles and techniques of data collection, analysis and report writing

The Community School philosophy and implementation strategy

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

Response to Intervention Framework

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:**

Effectively assess, manage, and develop resources

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

Identify funding, develop funding proposals and write grants

Plan, coordinate and supervise the work of others

Manage competing priorities and time

**PREREQUISITES**

Bachelor's degree required and a minimum of five years of experience in the field of education, community development, or related field

Administrative experience and/or business management experience preferred

Experience working with students in a diverse urban public school setting 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:	18-1137
Introduction Date:	06/27/2018
Enactment Number:	18-1052
Enactment Date:	6/27/18
By:	os



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, African American Male Achievement</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2013 Revised: June 2018</b>	<b>SALARY GRADE:</b>	<b>ADCL 14</b>

**BASIC FUNCTION:** Under general supervision from the Office of Equity, the Program Manager, African American Male Achievement (AAMA) will coordinate and implement operations designed to transform school culture and improve the academic achievement of African American students from preschool to 12th grade. In addition, the Program Manager will oversee and manage internal and external communications services, create associated content and messaging, work across multiple stakeholder groups to gather information, and collaborate with team members and District staff to manage initiatives, coordinate AAMA monthly events; e.g., African American CST STAR Perfect Score Celebration, Back to School Parent Conference, African American Parent Conferences, Man Up Conference.

The specific duties of the Program Manager include year-round program management and development, grant management, volunteer development, offsite collaborations and evaluations oversight.

The Program Manager is expected to provide on-going leadership and technical assistance that keeps the AAMA program recommendations in tact across the District. The program manager is a member of the AAMA leadership team and is expected to participate in the key decision making 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 are intended to reflect the principal job elements accurately.)

### ESSENTIAL FUNCTIONS:

Develop project plans, report on project success and aggregate all internal and external project plans and reports to ensure that program goals are achieved, stakeholders are mobilized, and efforts of all personnel involved in the programs are coordinated.

Oversee daily business operations and special events including fiscal reporting and grant reporting to external funders; e.g., Kaiser, Open Society, Zellerbach, Atlantic Philanthropies.

Guide planning and coordination of professional development and community events, 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 training staff to imbed the concept of high expectations for African American students and to build strong school cultures that transform the common narrative about African American youth typically framed in a language of deficits.

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 FSCP, LCI and internal OUSD departments and collaborative problem-solving/conflict resolution with local CBO's and community partners to build collective will and action towards reaching AAMA goals.

Prepare and present reports on AAMA for the appropriate District leaders, agencies, private providers, community, and other audiences.

Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts.

Manage, support development of, and evaluate personnel as assigned.

Monitor services according to quality standards.

Serve as a content expert for African American Male Achievement.

Participate in professional development opportunities related to African American Male Achievement.

Provide cross-training to 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:**

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

Effective educational practices for African American students

District curriculum and school instructional programs

Principles and techniques of data collection, analysis and report writing

The Community School philosophy and implementation strategy

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

Response to Intervention Framework

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:**

Effectively assess, manage, and develop resources

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

Identify funding, develop funding proposals and write grants

Plan, coordinate and supervise the work of others

Manage competing priorities and time

**PREREQUISITES**

Bachelor's degree required and a minimum of five years of experience in the field of education, community development, or related field.

Administrative experience and/or business management experience preferred.

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

Valid California Driver's License

Employment eligibility that may include fingerprints, health (TB) and/or other employment clearance

**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 DEMANDS:**

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

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, PEC Special Projects</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: April 2015 Revised: June 2018</b>	<b>SALARY GRADE:</b>	<b>ADCL 16</b>

**BASIC FUNCTION:** Under minimal supervision, the Program Manager, PEC Special Projects plans, organizes, controls and directs special projects and general administrative duties. The Program Manager manages and coordinates the implementation of department projects and manages various PEC (Programs for Exceptional Children) related strategic and operational projects/initiatives. These projects/initiatives will require collaboration across functional teams and departments.

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

### ESSENTIAL FUNCTIONS:

Plan, organize, control and direct special projects related to PEC functions including, but not limited to, the implementation of the PEC Strategic Plan initiatives.

Collaborate with PEC Leadership to determine which policies, practices and procedures impacting PEC success should be prioritized for engagement, review and updated/changed.

Lead and take overall responsibility for planning projects which potentially span across PEC functional areas and the District.

Assist in the development of procedures, policies, record-keeping and duties related to overall administration of projects as required; develop critical path or project flow diagrams to plan, set and evaluate progress on projects tasks.

Assist PEC Leadership and staff with root cause analysis and corrective action activities.

Plan, prepare, and communicate schedules and progress records of project activities and expenditures, and assist others in establishing project schedules and milestones.

Ensure designated projects produce required deliverables as proposed within specified constraints.

Provide technical expertise, information and assistance to PEC Leadership regarding assigned functions; assist in the formulation and development of policies, procedures and programs; advise the PEC Executive Director of unusual trends or problems and recommend appropriate corrective action.

Plan, organize and implement long- and short-term projects and activities designed to develop assigned programs and services.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities.

Make presentations to PEC staff; convene PEC Leadership and staff to discuss District operations, services and issues.

Develop collaborative service delivery methods, teams and organizational structure in the context of increased effectiveness; encourage effective new practices and methods; assure coordination of divisional activities with other units and designated priorities; provide status reports on progress of priorities; contribute to PEC improvement efforts.

Advise the PEC Executive Director on regulations, policies and procedures; serve on committees, task forces and ad hoc groups as necessary to coordinate functions for assigned areas of responsibility.

Facilitate and coordinate District operations to involve staff in providing support and participation in support of the Department and District's mission; support the PEC Executive Director goals to involve staff in working to assure student achievement.

Provide direction, coordination and support of special projects related to the financial planning, budgeting process, and expenditure reporting as required for internal management of PEC as necessary for conformance to District financial policies and procedures.

Ensure staff assigned to projects is competent for the role they are undertaking and provide management to staff as required; monitor the performance of project team members so optimum service and value is realized; develop project objectives for the team, monitor performance and provide guidance as required.

Assist the Executive Director and PEC Leadership in identifying significant change opportunities supporting PEC core business objectives via data collection, analysis and evaluation, challenging conventional thinking and applying a customer focused approach across processes.

Ensure on-going monitoring of projects and provide updates on progress of projects to stakeholders – reports will include progress updates, problems, proposed solutions and whether the project is on schedule.

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:**

Project management principles

Multiple project management methodologies

Organizational development principles and practices

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

Planning, organization and coordination needed for assigned program

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

Interpersonal skills using tact, patience and courtesy

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

**ABILITY TO:**

Coordinate and supervise special projects and consultant studies

Accurately analyze situations and problems relating to projects, identify alternative solutions, project consequences of proposed actions, and implement an effective course of action in accordance with general policy and pertinent codes and regulations

Maintain confidentiality at all times

Interpret and incorporate District policies and procedures into practice

Translate operational needs and requirements to others

Understand and interpret policies and procedures and be able to explain them to others

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

Facilitate discussion and learning activities towards a clear end

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

Analyze situations accurately, and adopt an effective course of action

Adapt to feedback and focused on continuous improvement

Communicate effectively in English orally and in writing

Learn new software applications and assist sites in using PEC tools

Work as an integral member of a team

Operate personal computer, related software, and other office equipment

**PREREQUISITES:** Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Education, Social Work, Public 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

Three (3) years experience in project management or closely related field in an urban education environment, preferably Special Education

Experience should include project management techniques and tools, group organization, communications, material preparation, task management, and cost and benefit financial analysis

Knowledge of both theoretical and practical aspects of project management preferred

Master's degree 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; 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.

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