

OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent of Schools

June 26, 2019

Legislative File	
File ID Number:	19-1485
Introduction Date:	06/26/2019
Enactment Number:	19-1227
Enactment Date:	06/26/2019
By:	er

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, As Assigned

Creations:

1. Director, Business Analytics;
2. Senior Advisor of Equity, Diversity and Inclusion; and
3. Resident.

ACTION REQUESTED

Adoption by the Board of Education of Resolution No. 1819-0162, approving the creation and/or revision of the following job descriptions: Director, Business Analytics; Senior Advisor of Equity, Diversity and Inclusion; Resident.

DISCUSSION

The Talent Division recommends approval of these job descriptions pending unit determination 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, Business Analytics
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA
Range: 22: \$97,513 to \$124,443
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no new budget impact as this role is funded from the Manager, Human Capital Strategic Initiatives and the difference is offset by a .2fte reduction.

Creation:

Job Description/Position/Title/FTE
Senior Advisor of Equity, Diversity and Inclusion
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: EXEC
Range: 5: \$154,043 to \$163,425
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no new budget impact as this role is funded by grant funds.

Creation:

Job Description/Position/Title/FTE
Resident
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL
Range: \$15,000.00 Stipend
10 months, 186 days, 4.0 hours (FT)

FISCAL IMPACT

There is no new budget impact as this role is funded by grant funds.

RECOMMENDATION

Adoption by the Board of Education of Resolution No. 1819-0162, approving the creation and/or revision of the following job descriptions: Director, Business Analytics; Senior Advisor of Equity, Diversity and Inclusion; Resident.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1819-0162**

- Approval of 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 or revised as set forth in the attachments and shall be established on the respective salary schedule/range effective 12:01 a.m., June 26, 2019, as follows:

Creation:

Job Description/Position/Title/FTE
Director, Business Analytics
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFCA
Range: 22: \$97,513 to \$124,443
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no new budget impact as this role is funded from the Manager, Human Capital Strategic Initiatives and the difference is offset by a .2fte reduction.

Creation:

Job Description/Position/Title/FTE
Senior Advisor of Equity, Diversity and Inclusion
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: EXEC
Range: 5: \$154,043 to \$163,425
12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

There is no new budget impact as this role is funded by grant funds.

Creation:

Job Description/Position/Title/FTE

Resident

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range: \$15,000.00 Stipend

10 months, 186 days, 4.0 hours (FT)

FISCAL IMPACT

There is no new budget impact as this role is funded by grant funds.

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

Passed by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Jumoke Hinton Hodge, Gary Yee, James Harris, Vice President Jody London, President Aimee Eng

NOES:Shanthy Gonzales

ABSTAINED: None

RECUSE: Roseann Torres

ABSENT: Student Directors Yomo Omosowho, Jose Chavez

CERTIFICATION

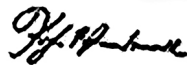
We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on June 26, 2019.

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OAKLAND UNIFIED SCHOOL DISTRICT



Aimee Eng
President, Board of Education



Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

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OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Director, Business Analytics	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2019	SALARY GRADE:	CFCA 22

BASIC FUNCTION: Manage the employees and work of the Business Analytics team. Collaborate with HR and Financial Services leadership to identify priorities for data collection, data cleanup, process improvement, reporting, and technology improvement. Collaborate with District Leadership to develop strategic data-informed business policies and systems that support student achievement.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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

ESSENTIAL FUNCTIONS:

Manage employees of the Business Analytics team, including performance development and assessment.

Manage the work of the Business Analytics team, including prioritizing among data analysis and reporting needs in the areas of staffing and financial services to ensure consistent and sustainable business rules and processes for new data tools, and ensure best practices in research and reporting such that data reported is accurate and applicable and that any limitations in the data sets are explained.

Oversee multiple District database management systems that allow for reporting and hold for posterity a variety of data on the staffing and financial actions of the District.

Manage the development of automated, interactive, web-based data reporting to make data more widely accessible, timely, and useful both internally and externally.

Oversee communications regarding data and reports, including internal and external stakeholder engagement and development and delivery of presentations to audiences with diverse levels of knowledge and understanding of quantitative data analysis and statistics.

Collaborate with HR and Financial Services leadership to identify priorities for data collection, data cleanup, process improvement, reporting, and technology improvement.

Collaborate with District Leadership to develop strategic data-informed business policies and systems that support student achievement.

Collaborate with RAD leadership on district data initiatives.

Collaborate with Technology Services on the implementation of new business technologies.

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

Education and human capital functions (such as job requirements, credential history, hiring and placement history, evaluation process and scoring, and union contracts) and financial functions (such as payroll, budget, and fiscal)

Best practices in data analysis, reporting, research, and statistics

How staffing and funding policies and practices can positively affect student learning and outcomes, including enabling students who are graduating to be prepared for college, career, and community

OUSD strategic plans including goal areas related to the staffing and funding of schools and central office departments

Change management

Principles of continuous improvement

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

Correct English usage, grammar, spelling, vocabulary and punctuation

ABILITIES TO:

Carry out responsibilities independently, with minimal supervision

Develop good working relationships with community partners, collective bargaining units, and other relevant groups

Proficiently use MS Office (Word, PowerPoint, Excel, Access), SQL Server/MySQL, and Tableau to analyze and present data and develop reports and related documents

Acquire skills to proficiently use other reporting and analysis tools as necessary

Communicate effectively in English both orally and in writing

Maintain confidentiality in all aspects of the job

Follow and give oral and written directions

Effectively prioritize and execute tasks in a high pressure environment with critical deadlines

Exercise independent judgment, and take the lead role on District level projects with minimal direction from supervisor

Interact positively with certificated and classified employees at all levels

Perform public speaking in front of small and large audiences

Interpret, apply and initiate District policies and procedures

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

Communicate ideas in both technical and user-friendly language

PREREQUISITES:

A Bachelor's Degree in education, business, public policy, the sciences, or a related field

7-10 years of experience in conducting quantitative data analysis and reporting and managing large quantitative databases with at least 3 of those years supervising staff.

Demonstrated expertise in writing for and presenting to broad audiences including upper management

Demonstrated expertise in collaborating with leadership across departments

Experience working in an education-related field strongly preferred

Experience in business operations strongly preferred

Experience in change management within a large organization strongly preferred

Master's degree 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.

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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Sr. Advisor of Equity, Diversity and Inclusion	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Superintendent	CLASSIFICATION:	Confidential Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2019	SALARY GRADE:	EXEC 5

BASIC FUNCTION: Under the direction of the Superintendent, with day-to-day oversight by the Chief of Staff, the Senior Advisor of Equity, Diversity and Inclusion will be a leader, advocate, and champion for systemic change within Oakland Unified School District and the community at large. The position has the responsibility for promoting the necessary shifts in organizational culture, conditions and adult competencies to better serve children and families situated farthest from opportunity. The Senior Advisor of Equity, Diversity and Inclusion will represent the district by cultivating relationships with influential community organizers, thought leaders, and business partners as well as nationally-recognized organizations focused on equity, diversity, and inclusion to maximize the collective impact of our targeted strategies for diverse student groups across the school district and the city of Oakland, and effectively communicate the successes of our targeted strategies, at the local and national level.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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

ESSENTIAL FUNCTIONS:

Advise and support OUSD senior leaders on matters related to equity, diversity and inclusion; leverage relationships with local, state and national organizations and agencies focused on equity related issues to design professional development and fellowship opportunities to build equity-centered leadership capacity among district leaders

Build and nurture strategic partnerships and promote OUSD's commitment to a climate of equity, diversity and inclusion through interactions with other school districts, community-based organizations, foundations, and state and national organizations focused on equity, diversity and inclusion related issues and initiatives to share OUSD's best practices around improving student outcomes for youth of color

Develop a fee-for-service model for existing professional development and conferences designed by the Office of Equity to generate ongoing revenue to support targeted strategies and programs to improve student outcomes for youth of color

Mentor and coach Executive Director of Equity around fundraising strategies to build internal capacity to sustain as well as expand current targeted student and family strategies and programs; and design and facilitation of annual events and symposiums

Partner with Deputy Chief of Communications and communication team to develop a strategic plan aimed to significantly increase positive media about the impact of targeted strategies and programs on school quality,

increased family engagement and improved student outcomes of youth of color (e.g., news articles, social media, interviews, etc.)

Partner with Executive Director of Equity to develop a vision and three-year strategic plan to increase the presence and quality of student leadership at every school site to improve engagement and academic performance of youth of color throughout OUSD

Partner with Community Investment and Talent to develop an outreach plan for affinity-based conferences and external organizations with the objectives of diversity recruitment, professional development for employees, and building an overall brand for OUSD as an employer advancing diversity and inclusion.

Performs other related duties as assigned at the discretion of OUSD Superintendent

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:

Issues relating to diversity, cultural proficiency, recruitment, and equity affairs

Preparation, review and evaluation of employee assignment information related to Position Control data

Operation of computers and related HRIS software

Applicable sections of the State Education Code and other laws, rules and regulations regarding assigned activities related to Human Resources

Workforce planning systems management, annual and strategic business planning, needs assessment, solution designs, delivery, cost benefit analysis, change management and communications

Employee performance standards, organizational design, project management, quality improvement principles, business process reengineering and computer applications

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

Preparation of comprehensive, clear and concise reports

Highly effective and professional communication skills with staff, students and families

Effective communication skills (written and oral), and ability to provide quick turn-arounds on work product is required)

Highly organized, goal-oriented, and focused on outcomes

ABILITIES TO:

Follow protocol where applicable but also to operate where there is no protocol and help develop policies and procedures

Manage thoughtfully the personal, political and organizational dynamics related to equity issues within OUSD

Analyze facts and present recommendations effectively in oral and written form

Handle confidential matter with discretion, integrity, and ethics

Develop sensitive working relationships with students, potential employees, and faculty, staff, and members of the community

Express difficult concepts clearly in oral and written communications

Adapt and align on school-related initiatives

Handle high volume of work and multi-task a variety of assignments, as well as recognize priorities and manage time effectively to meet deadlines

Communicate with and build relationships with staff, students and their families in the culturally and linguistically diverse OUSD community

Communicate organizational goals with urgency to both internal and external stakeholders in a manner of confidence and credibility

Work with diverse populations within the District and the community

Develop, plan, and implement short- and long-range goals, establish priorities, and organize resources

Work under pressure and maintain effective working relationships with coworkers and others

Work harmoniously with others

Inspire a shared vision by working collaboratively and inclusively

Be pliable with regards to organization change and priority shifts that bring others along and build trust

Work collaboratively and independently, set priorities, plan workflow and take initiative

Work effectively with all levels of the organization and work well under pressure

Operate personal computer, related software, and other office equipment

PREREQUISITES:

Any combination of education, training and/or experience equivalent to: a Bachelor's degree in any discipline or some combination of education and relevant experience

Ten years of experience leading strategic initiatives with large school district impact, including building strong relationships with all levels throughout the district

Three years of experience leading Equity, Diversity & Inclusion strategy implementation

Master's Degree in HR, Organizational Effectiveness, Sociology, Psychology, or a closely related field or equivalent combination of education and training; educated in Emotional Intelligence and unconscious bias is preferred

Strong communication skills, both verbal and written

PHR, SPHR, SHRM- CP, SHRM- SCP, D&I certificates, career/life coaching certificates; demonstrated cultural intelligence and cultural competence, is 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.

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OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Teacher Resident	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Talent	CLASSIFICATION:	Classified
FLSA:	Exempt	WORK YEAR/HOURS:	10 months / 7.5 hours
ISSUED:	Created: June 2019	SALARY GRADE:	Stipend

BASIC FUNCTION: Residents spend the full academic year in a district school, developing under the guidance of an experienced mentor teacher. Using a variety of instructional coaching strategies, mentors provide valuable insight into effective teaching methodology, helping residents develop the knowledge, skills and habits of mind that come from years of experience in high-need classrooms. Over the course of the year, teacher residents move from a collaborative, co-teaching role in the classroom to an increasingly demanding, lead-teaching role. Mentors continuously gather data about resident progress to provide targeted support and feedback designed to ensure that residents are prepared to be effective on day one when they enter their own classroom. (NCTR)

Teacher residency programs offer a unique synthesis of theory and practice, combining a yearlong classroom apprenticeship with a carefully aligned sequence of master’s-level coursework. Residents receive a stipend for living expenses throughout their training year, and a subsidized credential upon completion of the program.

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

ESSENTIAL FUNCTIONS:

Collaboratively and then independently develop lesson plans, unit plans, and scope and sequence plans.

Collaboratively and then independently develop and implement classroom management system.

Collaboratively and then independently develop effective, standards & skills-aligned formative and summative assessments.

Collaboratively and then independently integrate various technology tools in the classroom.

Learn cultural competency skills through training and the use of cultural competency assessment tools.

Take direction from the Coordinator of Teacher Residency, site leader, and site-based mentor.

Assist with some campus supervision duties as assigned.

Communicate proactively and professionally with the Coordinator of Teacher Residency, cohort members, and site colleagues.

Successfully complete teacher credential coursework through Partner University and remain in good standing.

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:

Child growth/development and behavior characteristics

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

Correct English usage, grammar, spelling, and punctuation

Interpersonal skills using tact, patience, and courtesy

Computer software, hardware, information and related technology

ABILITIES TO:

Communicate with, teach and build relationships with students and their families

Collaborate and be a positive team player with colleagues, parents and community members to affect the best outcomes for students

Motivate and support diverse students in reaching high levels of academic success

Take risks, innovate and problem-solve to best meet the needs of students and learn from data to improve student learning

Work with people from diverse ethnic groups

Effective communication skills both in oral and written form

Work with children with disabilities if required

PREREQUISITES:

A Bachelor's degree from an accredited university or college

Experience working with students and families from historically underserved communities

Passage of the California Basic Educational Skills Test (CBEST)

Passing scores on all CSET subtests and enroll in a credentialing program through a partner university by August

Desire to become a credentialed teacher serving students in educationally underserved communities

Receptiveness to feedback and desire to continuously improve

Dedication, commitment and resilience to succeed in an urban public school

Commitment to become an active participant in a school community – attending school performances, school assemblies, extracurricular activities, field trips and conduct home visits

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.

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