



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1n

**Meeting Date:** September 5, 2024

**Subject:** Approve Job Descriptions

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Human Resources Services

**Recommendation:** The recommendation is to approve new and/or revised job descriptions.

**Background/Rationale:** The District has a need to ensure that job descriptions are updated or new job descriptions created in order to meet evolving needs. As a reminder, as part of an updated process, moving forward, job descriptions will be brought to the Board prior to their implementation.

**Financial Considerations:** The job descriptions below have been approved through an internal District process that includes approval by Business Services, Purchasing Review Process, Cabinet, and Human Resources.

**LCAP Goal(s):** Safe, Clean and Healthy Schools

**Documents Attached:** Job Descriptions:

**New Job Descriptions as of 8/30/24:**

Administrator, SELPA (Special Education Local Plan Area) (UPE)

Special Education

**Revised Job Descriptions as of 8/30/24:**

Director II, Facilities Design and Construction (Non-Rep Mgmt.)	Facilities Support
Director II, Planning and Property Management (Non-Rep Mgmt.)	Facilities Support
Director III, Professional Learning Culture and Climate (Non-Rep Mgmt.)	Curriculum and Instruction
Project Manager Facilities Design & Construction (Non-Rep Mgmt.)	Facilities Support
Payroll Retirement Analyst (Confidential)	Employee Compensation

**Estimated Time of Presentation:** N/A

**Submitted by:** Cancy McArn, Chief Human Resources Officer & Lead Negotiator

**Approved by:** Lisa Allen, Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

---

---

<b>TITLE:</b>	Administrator, Special Education Local Plan Area (SELPA)	<b>CLASSIFICATION:</b>	Certificated Management, United Professional Educators (UPE)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Special Education	<b>SALARY:</b>	Range 58 Salary Schedule B
<b>REPORTS TO:</b>	Director, Special Education Local Plan Area (SELPA)	<b>CABINET APPROVAL:</b>	8-27-24
		<b>HR APPROVAL:</b>	8-27-24
		<b>BOARD APPROVAL:</b>	TBD

---

---

**BASIC FUNCTION:**

Under the Direction of the SELPA Director, the SELPA Administrator shall provide support and assistance to Local Education Agency (LEA), site and department leaders, Special Education personnel, and families regarding program development, legal technical assistance, family engagement, and instructional strategies. The SELPA Administrator will support LEAs in serving students with disabilities in alignment with the mandates outlined in the Individuals with Disabilities Education Act (IDEA) and will participate in county-wide activities related to programs and services of the SELPA.

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

Monitors compliance and procedures for referral, assessment, identification, Individual Education Program (IEP), Progress Monitoring, Educational Benefit and placement. **E**

Consults with District personnel, 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. **E**

Functions as a liaison with agencies responsible for service to eligible students. **E**

Develops and implements an ongoing evaluation of programs and services for students with disabilities inclusive of but not limited to

- Emotional and/or behavioral disorders
- Autism spectrum disorders
- Mild to Moderate Support Needs

- Moderate to Extensive Support Needs

Assists 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. **E**

Provides leadership, SELPA-wide, through in-service training/professional development for staff, parents, community agencies, and community groups. **E**

Coordinates and participates in interagency activities, including, but not limited to, grant writing, service delivery, and interagency agreement development. **E**

Serves on SELPA committees and projects as specified by the Director, SELPA. **E**

Assists the Director, SELPA in monitoring of Local Plan implementation, legal compliance, and data collection. **E**

Provides Alternative Dispute Resolution Services to LEA and families of eligible students. **E**

Monitoring nonpublic schools for safety, provision of a free appropriate public education, delivery of services, qualifications of staff and student progress. **E**

Coordinates with District to implement Evidence-Based Practices (EBPs) and improve teaching practices. **E**

Collaborates with state agencies (i.e., California Department of Education, California Collaborative for Education Excellence to implement system-wide changes and improve outcomes for SWDs; Collaborates with statewide systems of support (SELPA System Improvement Lead and Content Leads), to create LEA-specific projects, including but not limited to, disproportionality, accessibility, inclusion, Least Restrictive Environment, transition, and implementation of evidence-based practices. **E**

Participates in SELPA CAC meetings to support CACs in implementing responsibilities consistent with Ed Code 56194. **E**

Conducts activities to assist LEAs in meeting Special Education Annual Performance Indicator targets. **E**

Assists District and site leaders in planning the implementation of literacy programs, behavior intervention models and other curricular programs to support the alignment of SCUSD essential standards with effective teaching practices in special education. **E**

Facilitate the development and implementation of inclusive teaching and collaboration programs; monitor their effectiveness in terms of services to students with disabilities, in the least restrictive environments. **E**

Work with District and site administration to plan, develop, and provide technical assistance to implement

innovative programs for students with disabilities through the Special Education Local Plan that assesses the needs of students, identifies the barriers, and develops strategies to achieve established outcomes. **E**

Work closely with the SELPA) Director and site personnel to secure required data related to SELPA Local Plan development, compliance, quarterly and annual reviews, and related services. **E**

In coordination with the SELPA Director, support the implementation of settlement agreements, hearing orders, corrective actions resulting from state complaints and compliance reviews; participate in the development of SELPA Local Plan, improvement plans and their cycle of implementation. **E**

Perform other related duties as assigned. **E**

### **TRAINING, EDUCATION, AND EXPERIENCE:**

Bachelor's degree in related field with a minimum of five (5) years of certificated experience; Master's degree preferred. Other professional experiences should include at least three (3) years of experience working in an administrative position and supervising special education programs on a school site or within the central office.

### **LICENSES AND OTHER REQUIREMENTS:**

Hold a current Administrative Services and a valid Teacher Credential with an English Language Authorization from the State of California Commission on Teacher Credentialing. A valid Education Specialist authorization or Education Specialist credential is required. Valid California driver's license; provide personal automobile and proof of insurance.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- Planning, organization, and direction of Special Education Programs and activities.
- Curriculum for Special Education Programs.
- Multicultural community and demographics.
- District educational goals, objectives, policies, procedures, and organization structure.
- Current applicable laws, codes, regulations, policies, and procedures governing Special Education.
- School district organization, operations, policies, and objectives.
- Effective management principles, practices, and supervision techniques.
- Report writing and presentation.
- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Computer hardware and related software applications.

#### **ABILITY TO:**

- Demonstrate belief and hold oneself and others accountable for reaching high academic achievement of all students.
- Comfortable addressing matters of equity, race, disability and bias in decision-making.

- Understand and implement promising, innovative and effective instructional practices and models that improve outcomes for all students, including students with disabilities.
- Implement a strong data driven problem-solving model that ensures instructional best practice implementation for all students, including students with disabilities.
- Develop, coordinate, and implement District Special Education Programs which are aligned with a multi- tiered system of support and the vision/mission of the District.
- Plan, organize, and supervise Special Education programs and services in the District.
- Read, interpret, apply, explain and provide professional learning for rules, regulations, policies, and procedures.
- Demonstrate an understanding and willingness to learn special education legal mandates and regulations that govern the provision of special education and related services.
- The ability to communicate clearly and concisely, and respond to questions, both orally and in writing, for multiple audiences.
- Demonstrate leadership presence that gains the confidence of others.
- Actively listen to others and effectively interpret motivation/perceptions.
- Able to integrate feedback from others to achieve better results.
- Build positive relationships and coalitions.
- Maintain visibility and works collaboratively with diverse stakeholders at all levels, i.e., District staff, students, families, communities, advocacy groups, etc.
- Work independently with little direction to meet schedules and timelines.
- Supervise and evaluate the performance of assigned staff.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Office environment: drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; and lift light objects.

**SAMPLE HAZARDS:**

Occasional contact with dissatisfied or abusive individuals.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits through District-offered plans.

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Director, Facilities Design and Construction	<b>CLASSIFICATION:</b>	Non-Represented Management, Classified
<b>SERIES:</b>	Director II	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Facilities Support Services	<b>SALARY:</b>	Range 17 Salary Schedule A
<b>REPORTS TO:</b>	Assigned Supervisor	<b>HR APPROVAL:</b>	6-23-16, 8-26-24
		<b>CABINET APPROVAL:</b>	8-5-24
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

Plan, develop, organize, coordinate, direct, and monitor new construction, reconstruction, remodeling, alteration, relocation and renovation of district buildings and properties; supervise the performance of and provide training to assigned staff.

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

Assume responsibility for the management of the renovation, building, and modernization of district facilities, sites, and energy conservation projects. **E**

Provide technical expertise, information and assistance regarding construction activities; participate in the formulation and development of policies, procedures and programs as requested. **E**

Plan, organize, and manage the activities and operations of assigned construction projects; assure construction projects comply with established rules and regulations, construction project drawings, and project specifications. **E**

Coordinate and develop construction, reconstruction, alteration, relocation and other capital outlay projects; review plans, inspect construction projects, conduct investigations and provide recommendations concerning planning, design, construction, order changes, design modifications and contract administration as appropriate; and assure District officials are notified of project status. **E**

Develop and prepare various budgets; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines. **E**

Coordinate the preparation of plans from the developed educational, performance, and equipment specifications for schools and District facilities. **E**

Coordinate the selection, monitoring and supervision of services provided by architects, engineers, consultants, contractors, attorneys, bond counsels, financial advisors, bond underwriters, inspectors, and other

professional service agencies used in support of the facilities program. **E**

Meet with Division of State Architect (DSA) as required for plan review and DSA approval; provide input for District construction standards and assist with the development of District specifications. **E**

Oversee the closeout and certification of projects with associated agencies (i.e. DSA, OPSE, CDE, County and Joint Use Partners). **E**

Work with California Department of Education (CDE) staff to obtain approval of District projects. **E**

Coordinate and Collaborate with other staff with regards to the California Environmental Quality Act (CEQA), and environmental compliance for Facilities Planning and Construction (FPC) projects as assigned. **E**

Serve as liaison between District personnel and planning and construction agencies, construction inspectors, architects, contractors and other outside agencies; respond to inquiries, provide information concerning construction activities, and consult government officials to assure compliance with laws and regulations related to financing, planning, and construction of school facilities. **E**

Collaborate with instructional division to assure that the instruction needs of staff and students are met on construction projects. **E**

Coordinate reporting of Bond activity to the Citizens Oversight Committee, School Board, Superintendent, and other applicable District staff. **E**

Direct the activities of staff members who provide administrative support to Citizens Bond Oversight Committee (CBOC) and other statutory bodies. **E**

In coordinating with the Facilities Maintenance Manager, develop and implement the Districts 5-year deferred maintenance plan, coordinates the deferred maintenance construction activities, and schedules the design and construction of this work. **E**

Plan, coordinate, and schedule new construction, remodeling, and modernization projects with district staff, outside contractors, and related trades, as required. **E**

Perform various construction duties including contract administration, dispute resolution, and change order processing. **E**

Communicate with other administrators, district personnel, and contractors to coordinate activities and programs, resolve issues and conflicts, and exchange information. **E**

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

Responsible for the filing of required reports to local, state, and federal agencies regarding facilities and related projects, and compliance with applicable codes and regulations. **E**

Operate a computer and assigned software programs; use other office equipment as assigned; and operate vehicle to conduct work. **E**

Prepare board agenda items and attend board meetings as required. **E**

Perform related duties as assigned.



**TRAINING, EDUCATION, AND EXPERIENCE:**

Any combination equivalent to: bachelor's degree in planning, facilities management, construction management, architecture, or related field, and six years increasingly responsible supervisory experience.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license, provide personal automobile and proof of insurance.

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

- Planning, organization, and direction of facilities management and planning activities.
- Terms, procedures, and practices used in the planning, design, construction, rehabilitation, remodeling, maintenance, and operations of school buildings and facilities.
- School facility funding sources and application submission procedures and requirements.
- City redevelopment and zoning policies, procedures, and regulations.
- Budget preparation and control.
- Principles and practices of management.
- Applicable laws, codes, regulations, policies, and procedures. District organization, operations, policies, and procedures.
- Research methods and report writing techniques.
- Presentation, communication, and public speaking techniques.
- Correct oral and written usage of English, grammar, spelling, punctuation, vocabulary and composition.
- Reading and writing English communication skills.
- Operation of a computer terminal, software and other office equipment, office management techniques.
- Health and Safety regulations.

**ABILITY TO:**

- Perform basic function of the position.
- Plan, organize, and administer the planning and management of new and existing buildings and facilities.
- Perform professional, administrative, advocacy, and liaison duties involved in the facility planning process.
- Communicate effectively both orally and in writing.
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Analyze situations accurately, and adopt an effective course of action. Plan and organize work.
- Work independently with little direction and meet required schedules and timelines.
- Handle multiple tasks, work under pressure and work with priorities/deadlines subject to frequent change.
- Research, analyze, compile, verify data and prepare comprehensive narrative and statistical reports.
- Attend continuous professional development courses and conferences.
- Supervise and evaluate the performance of assigned staff.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Office environment; drive a vehicle to conduct work; working in and around construction activities; constant interruptions.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, monitor progress of projects, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects; walking over rough or uneven surfaces at construction sites.

**SAMPLE HAZARDS:**

Working around and with machinery having moving parts at construction sites; contact with dissatisfied or abusive individuals.

**HEALTH BENEFITS:**

District pays a portion of the employee's health benefits through District-offered plans.

*(Former Classification: Director I, Construction Services)*

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Position Description**

<b>TITLE:</b>	Director, Planning and Property Management	<b>CLASSIFICATION:</b>	Non-Represented Management/Classified
<b>SERIES:</b>	Director II	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Facilities Support Services	<b>SALARY:</b>	Range 17 Salary Schedule A
<b>REPORTS TO:</b>	Assistant Superintendent, Facilities Support Services	<b>CABINET APPROVAL:</b>	1-27-20, 9-25-23, 8-19-24
		<b>HR APPROVAL:</b>	8-26-24
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

Under the direction of the Assistant Superintendent of Facilities Support Services, responsible for planning, developing, organizing, controlling, maintaining, and directing functions related to facilities planning, resource management and sustainability efforts, and related services of the District; supervise and evaluate the performance of assigned staff.

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

Organize, control, and direct the planning of District facilities and school sites; review facility proposals and coordinate facility use; assure required permits, appraisals, rentals and leases are acquired by the District; prepare grant applications and submit to appropriate funding resources; and facilitate necessary variances, easements and encroachments. **E**

Organize, control, and direct the leases for district property including proper accounting and renewal tracking, negotiations, and document records. **E**

Direct the development of student enrollment projections each year by required timelines, collaborate in sharing data with appropriate departments, and establish meetings to ensure data is used for all district needs. **E**

Organize, control and direct the district archive system for all facility related documents including deeds, easements, building permits and building plans. **E**

Develop marketing strategies for leasing and disposal of District surplus properties; assist in the coordination, negotiation, implementation, and supervision of the sale, disposal, trade, acquisition, or lease of District sites and facilities. **E**

Conduct data analyses to serve as the basis for securing and expending state building funds. **E**

Plan and coordinate joint use of District facilities with federal, state, and local government agencies; implement and maintain guidelines for joint use; and prepare draft District policies and regulations related to joint use of District facilities. **E**

Perform or direct a variety of facilities planning including the District's on-line student attendance system, administration of developer fee guidelines, facility usage management, special projects, and California Environmental Quality Act. **E**

Manages and Directs the Districts ADA Access Compliance program under the provisions of ADA laws and judgments and provides long range facilities planning needs to ensure compliance. **E**

Review, analyze, conduct on-site investigations, and report on proposed development projects, log, and track developments within the District. **E**

Translate community growth projects into appropriate staffing and facilities to accommodate present and future educational needs; perform planning duties including enrollment projections, boundary changes, growth plan monitoring and development, and other related issues. **E**

Prepare comprehensive District-wide facility reports based upon compiled relevant analyst data on a variety of school planning matters; prepare and present data in the form of written, graphic, or oral reports for the use of school district administration, special committees, or community organizations. **E**

Communicate effectively with the public through various media both orally and in writing; serve as District spokesperson for facilities matters. **E**

Provide technical expertise, information, and assistance related to facility and energy conservation grants. **E**

Plan, organize, control, and direct a variety of programs, projects, and activities related to facilities, resource management and sustainability efforts to provide a safe and appropriate environment for students and staff. **E**

Provide technical expertise, information, and assistance to assigned supervisor regarding assigned functions, unusual trends, or problems, and recommend appropriate corrective action; formulate and develop policies and procedures to comply with state, county, and city laws and regulations. **E**

Develop and update the planning database for schools and District facilities to include student enrollments, construction rates, student yield factors, address grid systems, building data, District maps, and school boundaries. **E**

Develop and update the short and long range Master and Budgetary Plans for new and existing school sites and District facilities; monitor Facilities Master Plan and long range facility planning based on accepted growth projections. **E**

Coordinate the preparation and submission of applications and plans for state funds and grants, city funds, county funds, impact fees, developer fees, bond funds, and other local funding sources. **E**

Develop strategies and projects to maximize state facilities funding opportunities for the District; review and approve funding applications, fund releases, and progress statements. **E**

Develop and implement long and short-term plans and activities designed to enhance programs and services; assure an economical, safe, and efficient work environment; and comply with state requirements regarding reporting of maintenance needs and plans including the Deferred Maintenance Plan and resource conservation efforts. **E**

Develop and manage a preventative maintenance program to ensure maximum lifecycle of building components and equipment. **E**

Remain current on local, state, and federal regulations which govern the operation of public school facilities, current issues, developments, industry standards, and innovation; attend professional association meetings, conferences, and collaborate with industry partners. **E**

Attend and conduct a variety of meetings as assigned; represent the District regarding school housing planning matters. **E**

Lead community engagement efforts around District facilities efforts. **E**

Be the primary liaison between the District and the City and County on Facilities planning matters. **E**

Work closely with city, community, park districts, and consultants to ensure projects are cooperatively implemented. **E**

Attend and conduct a variety of meetings as assigned. **E**

Supervise energy and other related conservation programs and monitor utilities consumption; recommend and oversee utility conservation projects. **E**

Perform feasibility studies to determine facility options cost and timelines to support District educational programs. **E**

Oversee daily departmental administrative activities to include answering official queries and public information act requests, development of external written communications, administrative work assignments, preparation and maintenance of narrative and statistical reports, and maintenance of electronic and hard copy files. **E**

Communicate and collaborate with District administrators and personnel, outside organizations, and contractors to coordinate activities and programs; resolve issues and conflicts and exchange information; and model District standards of ethics and professionalism. **E**

Communicate and collaborate with Dependent and Independent Charter schools, in partnership with the Director of Innovative Schools, to meet their housing needs. **E**

Develop and assist with Facility Use Agreements and Proposition 39 requests from Charter school leaders. **E**

Participate in District-wide initiatives and plans; coordinate staff planning and implementation of major capital bond initiatives to support District efforts to pass new capital bonds, oversee preparation of annual bond progress report, and periodic reports to the Board of Education. **E**

Manage the collection, reporting, and allocation of developer fees, Mello-Roos, and redevelopment funds. **E**

Administer the Civic Center Act (Education Code 38131) authorizing a civic center at each public school facility and grounds; manage and direct the Civic Center Permits Office. **E**

Assist in the formulation and development of policies, procedures, and programs to assure an economical, safe, and efficient work environment; advise assigned supervisor of unusual trends or problems and recommend appropriate correction action. **E**

Develop and administer schedules and work assignments; coordinate and arrange for appropriate training of staff to accomplish specific results-based outcomes. **E**

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

Lead and work with school improvement initiatives that address student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to Facilities. **E**

Perform related duties consistent with the scope of the position.

#### **TRAINING, EDUCATION, AND EXPERIENCE:**

Any combination equivalent to: Bachelor's degree from a four-year accredited college or university in a business or public administration, construction management, engineering, architecture or environmental related field and five years of progressively responsible management experience is preferred.

#### **LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license; provide personal automobile and proof of insurance.

#### **KNOWLEDGE AND ABILITIES:**

##### **KNOWLEDGE OF:**

- Planning, organization, and direction of facilities.
- Methods, used in the building maintenance trades.
- Building construction practices and laws governing the construction, maintenance, and repair of schools and public buildings.
- Proper methods of storing equipment, materials, and supplies.
- Budget preparation and control.
- Applicable state, county, and city laws, codes, regulations, policies, and procedures.
- District organization, operations, and objectives.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Evaluation approaches, strategies, and techniques.
- Appropriate safety precautions and procedures.
- Health and safety regulations.
- Operation of a computer and related software.
- Charter school laws and policies
- Civic Center Act
- Negotiations with leases, sales contracts.

##### **ABILITY TO:**

- Plan, and organize, a facilities project for a large school district. Prioritize and schedule work.
- Estimate materials and labor costs. Work independently with little direction. Maintain detailed records.
- Establish and maintain effective working relationships with others.
- Communicate effectively, both orally and in writing.
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Analyze situations accurately, and adopt an effective course of action.
- Plan, layout, manage, and control a maintenance work program involving diversified activities.

- Prepare comprehensive narrative and statistical reports.
- Train, supervise, and evaluate the performance of assigned staff.
- Operate a computer and related software.
- Attend continuous professional development courses and conferences
- Meet state and District standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:****SAMPLE ENVIRONMENT:**

Indoor and outdoor work environment; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; walk to conduct inspections; bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files; and lift light objects.

**SAMPLE HAZARDS:**

Exposure to safety hazards routinely associated with construction sites and maintenance spaces is possible.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits through District-offered plans.

*(Former Classification: Director III, Facilities Maintenance and Resource Management; Director II, Facilities and Maintenance, and Director I, Capital Projects, Facilities, and Resource Management, Director II, Capital Projects, Facilities, and Resource Management)*

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Director, Professional Learning, Culture & Climate	<b>CLASSIFICATION:</b>	Non-Represented Management, Certificated
<b>SERIES:</b>	Director III	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Curriculum and Instruction	<b>SALARY:</b>	Range 19 Salary Schedule A
<b>REPORTS TO:</b>	Assistant Superintendent, Curriculum & Instruction	<b>HR APPROVAL:</b>	5-19-2022, 7-31-2024
		<b>CABINET APPROVAL:</b>	3-25-2024, 4-15-2022
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Director III, Professional Learning, Culture, Climate & Social Emotional Learning (SEL), is responsible for clarifying, articulating and operationalizing the District’s instructional vision and framework by building teacher and leader capacity in the area of District and school culture, climate, SEL, and related practices. Accountable for improving student achievement, working to eliminate inequitable practices and outcomes, and collaborating with Academic Office colleagues and site leaders, the Director will design and implement the District’s professional learning plan with purpose of building the capacity of classified, certificated and management staff to equitably serve students. Focused on the areas of high quality instruction, multi-tiered systems of support, data-based problem solving, improvement science, culturally responsive teaching and learning, school design, and other District-defined instructional initiatives. The Director will collaborate with District and site leaders to tailor professional learning opportunities that align with the District’s Culturally Responsive Education Service Delivery Model to identify and meet the diverse needs of students through multi-tiered systems of support model. The development and implementation of high quality professional learning opportunities for all District employees will be in consultation with District- and site-based staff, and to that end, the Director will use a collaborative approach to draw upon and maximize the expertise of others. The Director will monitor, assess, and evaluate the quality and effectiveness of all District professional learning.

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

Lead a comprehensive vision for teaching and learning, modeling and teaching best practices within the District and the development, implementation and monitoring of District- and school-based culture and climate, anti-bias/anti-racist, and culturally responsive practices within the District’s multi-tiered systems of support framework.  
**E**

Collaborate with colleagues and District and site staff to clarify, articulate and operationalize the District’s instructional vision, framework, priorities, and desired outcomes and ensure that strategies, tools, practices and clear communication of expectations and implementation timelines are aligned with a focus on District-wide practices in the areas of Culturally Responsive Teaching & Learning (CRTL), Social Emotional Learning, Positive Behavior Intervention Systems (PBIS) and Restorative Practices, Anti-Bias/Anti-Racist Education, Trauma-Informed Care Practices, and efforts to resolve Significant Disproportionality. **E**



Align Culturally Responsive Teaching & Learning Practices with Ethnic Studies tK-12 and next History/Social-Studies curriculum adoption. **E**

Direct, support, coordinate and monitor Restorative Practices to support adults and students; use and model compassionate dialogue as both a preventive, proactive tool for identifying and addressing bias and racist practices and as a responsive tool for managing and resolving conflict; monitor and measure the effectiveness of these approaches on student outcomes. **E**

Direct, assign and supervise assigned personnel to assure equitable access to programs and resources, and collaborate with other C&I Department Members to build capacity of coaches and site leaders through professional learning, coaching and mentorship. **E**

Work with District and school site staff to identify institutional bias, including implicit or unintentional biases and prejudices, that affect student achievement and their overall well-being, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations. **E**

Recommend actions to proactively identify class and cultural biases as well as institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access and inclusion to opportunities for all students. **E**

Direct, manage, and organize District-wide support and resource allocation in the areas of Culturally Responsive Teaching & Learning (CRTL), Social Emotional Learning, Positive Behavior Intervention Systems (PBIS) and Restorative Practices, Anti-Bias/Anti-Racist Education, Trauma-Informed Care Practices, and efforts to resolve Significant Disproportionality. **E**

Collaborate with other departments, school sites, county, state, and national organizations to promote Culture & Climate priorities. **E**

Collaborate with the Communications Department to regularly update SEL, Antiracist and Equity resources; expand online resources for staff, students and parents. **E**

Provide leadership and guidance on the integration of positive culture, climate and SEL practices into District priorities, including but not limited to Academics, English Learner Master Plan, Graduate Profile and Seal of Civic Engagement. **E**

Assist in the development, implementation and monitoring of school climate data, including but not limited to the Annual School Climate survey and the Kelvin data dashboard to inform continuous improvement. **E**

Design and implement a written, comprehensive multi-year professional learning and coaching plan with clear expectations for implementation and monitoring based on best practices for improving effective instruction, with a specific focus on the areas of high quality instruction, multi-tiered systems of support, data-based problem solving, improvement science, culturally responsive teaching and learning, school design, and other district-defined instructional initiatives. **E**

Engage school-based committees to build a common language and common understanding of the instructional vision and their critical role in supporting the attainment of the vision. **E**

Identify and establish the key strategies and practices for providing effective and continuously improving teaching and learning (including, but not limited to Universal Design for Learning, MTSS, ant-bias/anti-racist practices, culturally responsive teaching and learning, etc.). **E**

Provide site administrators with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities as instructional leaders. **E**

Develop and implement a walk-through tool to systematically monitor and support site leadership and classroom instruction and interventions. **E**

Provide support and structure for central office staff and site leaders to increase their knowledge and skills on creating a culture of data to monitor continuous improvement at the school and classroom levels to increase accountability for teaching and learning goals; engage principals in cycles of inquiry and implementation science to develop skill, understanding, confidence and trust. **E**

Develop and implement user-friendly tools, expectations, timelines, and strategies to support site leaders' and teachers' consistent use of quantitative and qualitative data to assess rates of growth for academic, behavioral, and social-emotional learning for all students. **E**

Research and train school sites where student equity data reflects the highest priority and provide school leaders the opportunity to strengthen their ability to mobilize others, model inquiry and reflection, and data-based decision-making. **E**

Develop structure and process for collecting data on and monitoring the effectiveness of District and site professional learning; assess the success of the overall professional learning program and individual sessions, conduct follow-up studies, prepare related reports and suggest improvements. **E**

Support District LCAP and site SPSA development to ensure strategic plans for improvement are grounded in data-based decision making, directed at implementing and improving multi-tiered systems of supports, and aligned with District instructional framework and priorities. **E**

Mentor, support and serve as a resource for District, department and site leaders in the development of professional learning plans and strategies to ensure they are aligned with identified student needs and District priorities and that resources are properly allocated to improve student learning outcomes; support leaders in determining appropriate instructional methods, utilizing knowledge of data-based problem solving, MTSS, UDL, and best practices for adult learning to meet identified District and school targets. **E**

Visit other District departments, school sites and classrooms on a regular basis to identify instructional best practices and ensure effective implementation of professional learning practices to meet the needs of all students and staff. **E**

Meet regularly with District and site leaders to gather formative assessment data on professional learning efforts, and discuss dynamics of implementation and best practices for evaluating teaching and learning. **E**

Schedule professional learning sessions, develop registration and accountability procedures, ensure facilities are identified, communicate with employees and provide proper notification, and coordinate other practical elements involved with planning professional learning activities. **E**

Oversee the maintenance of records of professional learning initiatives, opportunities, feedback and effectiveness; evaluate the department's programs and services. **E**

Serve as a resource to teachers, leaders and other staff to identify and access professional literature and professional learning materials and opportunities. **E**

Develop, interpret and administer policies and procedures as they relate to professional learning. **E**

Coach, support, supervise and evaluate the performance of assigned personnel on a regular basis and provide clear, constructive feedback to improve staff effectiveness; interview and select highly qualified employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Direct and prepare a variety of narrative and statistical reports, records, and files; attend and/or conduct a variety of meetings, prepare agendas and maintain minutes and notes; prepare a variety of correspondence; present to key stakeholders, including but not limited to the Board of Trustees, community groups and organizations, and other governing bodies on progress of key priorities. **E**

Ensure compliance with various laws and regulations. **E**

Develop and maintain the annual budget for professional learning; analyze and review budgetary and financial data; and monitor and authorize expenditures in accordance with established guidelines. **E**

Provide a positive climate of interaction and communication; resolve issues and conflicts and exchange information using compassionate dialogue tenets; communicate clearly; model non-discriminatory practices and the District's standards of ethics and professionalism in all activities. **E**

Value risk taking and innovation in support of performance improvements throughout the District. **E**

Perform related duties consistent with the scope and intent of the position.

#### **TRAINING, EDUCATION, AND EXPERIENCE:**

Bachelor or master's degree with specialization in social work, counseling, psychology, health or education. Any combination equivalent to: Minimum five years' increasingly responsible supervisory, certificated, and management experience in school improvement, instructional leadership, multi-tiered systems of support, and the development of professional learning programs. Minimum five years' experience leading Culture, Climate and Social Emotional efforts for either or both elementary and secondary segments, with communities that represent SCUSD's diverse student body, and including evidence of data-based school improvement outcomes.

#### **LICENSES AND OTHER REQUIREMENTS:**

Valid California's Driver's License; provide personal automobile and proof of insurance. Hold a current Administrative Services Credential; and a Pupil Personnel Services or valid Teaching Credential issued by the California Commission on Teacher Credentialing. Preferred candidates with health, social services, and education experience. May hold a credential in school social work, counseling, nursing, and/or teaching within a special education program.

#### **KNOWLEDGE AND ABILITIES:**

##### **KNOWLEDGE OF:**

- Data-Based Problem Solving.
- Multi-Tiered Systems of Support.
- Universal Design for Learning.
- Full Inclusion Practices.
- Anti-Bias/Anti-Racist Practices.
- Culturally Responsive Teaching and Learning Practices.
- Positive Behavior Intervention Systems.
- Trauma-Informed Care Practices.
- Restorative Practices.
- Adult SEL Competencies needed to engage adults and children with cultural competency to forward equity, access, social justice and anti-bias/anti-racist education.

- Social and Emotional Learning research, evaluation, strategies, theories, techniques, and methods of instruction to support student agency, identity and belonging.
- Five Social and Emotional Learning Core Competencies.
- Curriculum development and training, specifically how to integrate Culture, Climate and SEL practices as foundational to improving student outcomes.
- Planning and conducting meetings; and facilitation and training methodologies.
- Staff development presentation techniques.
- Culturally Responsive pedagogy/teaching and understanding of the Culture, life styles, and educational and social needs underrepresented and underserved student populations, including but not limited to of ethnic minority students, and children of poverty, newcomer students, LGBTQ+ students, and others.
- Budget preparation and control.
- Grant proposals, writing and progress monitoring and reporting.
- California Education Code, Board Policies and Regulations, and Administrative Regulations.
- Current and applicable laws, codes, regulations, policies, and procedures.
- School District organization, operations, policies, and objectives.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Operation of a computer and related software.

**ABILITY TO:**

- Plan, model, organize, control, direct, and provide administrative leadership focused on Culture, Climate and Social and Emotional Learning.
- Develop and provided social and emotional learning education and training programs for parents and community.
- Establish and maintain effective working relationships with staff, parents, and the public.
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Disaggregate and synthesize data from multiple sources.
- Communicate effectively, both orally and in writing.
- Network and collaborate effectively with District departments and local, county, state and national agencies.
- Communicate effectively, both orally and in writing.
- Interpret, analyze, apply, and explain rules, regulations, policies, and procedures.
- Accurately and effectively analyze crisis situations, and adopt effective courses of action.
- Ability to organize work projects, establish priorities and meet deadlines in a timely manner.
- Establish and maintain effective working relationships with a diverse array of individuals and organizations.
- Prepare comprehensive narrative and statistical report.
- Operate a computer and related software.
- Supervise and evaluate the performance of assigned staff.
- Meet State and District standards of professional conduct as outlined in the Board Policy and Professional Code of Conduct.

**WORKING CONDITIONS:****SAMPLE ENVIRONMENT:**

Office and school site environment; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to exchange information and make presentations; dexterity of hands and fingers to generate reports, grand proposals, and correspondence utilizing a computer; see to monitor activities, read documents, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reaching overhead, above the shoulders, and horizontally to retrieve and store files and other items; and lift light objects.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits with District-offered plans.

*(Former Classification: Director, Professional Learning, Culture, Climate & SEL)*

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Position Description**

<b>TITLE:</b>	Project Manager, Facilities Design and Construction	<b>CLASSIFICATION:</b>	Non-Represented Management, Classified
<b>SERIES:</b>	Manager III	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Planning and Construction	<b>SALARY:</b>	Range 13 Salary Schedule A
<b>REPORTS TO:</b>	Assigned Supervisor	<b>BOARD APPROVAL:</b>	08-11-97
		<b>BOARD APPROVAL:</b>	07-27-98, 06-23-09, TBD
		<b>CABINET APPROVAL:</b>	8-19-24
		<b>HR APPROVAL:</b>	6-15-10, 8-19-24

**BASIC FUNCTION:**

Plan, organize, and manage the work in planning, design, and construction of assigned projects including but not limited to, new school buildings and facilities, and the alteration, relocation, deferred maintenance, and repair of existing buildings and structures; supervise and evaluate the performance of assigned staff.

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

Coordinate major construction, renovation projects of school facilities with architects and contractors represent the assigned project to district management over the course of the contract. **E**

Conduct preliminary construction concepts, and provide preliminary cost estimates for all capital improvement projects. **E**

Maintain project controls and recovery strategies in relation to budget, schedule, completion, and effects on the educational environment. **E**

Provide expert level documentation and archiving of all assigned work. **E**

Provide engineering design, analyses, and calculations, and develop construction specifications for all capital improvement projects. **E**

Evaluate and approve changes in scope of the project. **E**

Provide technical expertise, information, and assistance to assigned supervisor regarding assigned functions, unusual trends, or problems, and recommend appropriate corrective action. **E**

Perform various construction duties including contract administration, dispute resolution, and change order processing. **E**

Monitor, inspect, consult, and advise on construction site activities; assure construction projects comply with established rules and regulations, construction project drawings, and project specifications; assure timely completion of projects; resolve issues and conflicts. **E**

Maintain liaison with regulatory agencies at State and local levels, as necessary, to ensure compliance with all design and building codes. **E**

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Assist with the preparation of the annual budget; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines. **E**

Communicate and collaborate with other administrators, district personnel, outside organizations, and contractors to coordinate activities and programs, resolve issues and conflicts, and exchange information; model district standards of ethics and professionalism. **E**

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, correspondence, and files related to assigned services, activities, and operations; operate a computer. **E**

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 training of assigned staff. **E**

Perform related duties as assigned.

#### **TRAINING, EDUCATION, AND EXPERIENCE:**

Any combination equivalent to: bachelor's degree in engineering, architecture, or related discipline, and three years increasingly responsible experience in the planning, design, and construction of buildings and related structures in public works.

#### **LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license; provide personal automobile and proof of insurance.

#### **KNOWLEDGE AND ABILITIES:**

##### **KNOWLEDGE OF:**

- Construction management methods.
- Architectural methods and techniques.
- Research methods and report writing techniques.
- Laws, rules, and regulations related to assigned activities.
- Applicable sections of the State Education Code and other applicable laws.
- District organization, operations, and objectives.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Evaluation approaches, strategies, and techniques.
- Operation of a computer and related software.

##### **ABILITY TO:**

- Coordinate major construction projects
- Prioritize and schedule work.
- Maintain current knowledge of technological advances in the field.
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Establish and maintain cooperative and effective working relationships with others.
- Communicate effectively, both orally and in writing.
- Interpret, apply, and explain rules, regulations, policies, and procedures.

- Analyze situations accurately, and adopt an effective course of action.
- Read and interpret blueprints
- Plan and organize work to meet schedules and timelines.
- Prepare comprehensive narrative and statistical reports.
- Supervise and evaluate the performance of assigned staff.
- Operate a computer and related software.
- Attend continuous professional development courses and conferences
- Meet state and district standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Office and construction site environment; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; climb on ladders and scaffolding to inspect work; see to inspect work, read, prepare documents and reports, and view a computer monitor; walk, sit, or stand for extended periods of time; bend at the waist, stoop, and reach overhead, above the shoulders, and horizontally to inspect projects, and retrieve and store files; lift light objects.

**SAMPLE HAZARDS:**

Review projects during demolition; work at heights.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits through District-offered plans.

*(Former Classification: Facilities Project Manager III)*



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Payroll Retirement Analyst	<b>CLASSIFICATION:</b>	Classified Confidential
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Employee Compensation	<b>SALARY:</b>	Range 63 Salary Schedule F
<b>REPORTS TO:</b>	Assigned Supervisor	<b>BOARD APPROVAL:</b>	TBD
		<b>HR APPROVAL:</b>	8/26/2024, 6-1-10
		<b>CABINET APPROVAL:</b>	8/5/2024

**BASIC FUNCTION:**

Directly support the confidential activities of the payroll unit involving processing district’s retirement programs, and other related responsibilities as assigned. Under the general direction of the assigned supervisor, performs a variety of specialized and complex payroll duties in the review, auditing and processing of confidential payroll records, benefits, and retirement contributions for district employees. Serve as a confidential technical resource concerning assigned payroll functions and related retirement and benefits accounts and information. Prepare, maintain and audit a variety of financial and statistical payroll, benefits, and retirement data, records, statements and reports. Works independently on special retirement projects, confidential personnel projects, and provides input concerning department needs and the development and implementation of policies and procedures.

**DISTINGUISHING CHARACTERISTICS:**

The Payroll Retirement Analyst’s knowledge and capabilities encompass payroll and personnel, as well as an understanding of the systems on which these functions run. The Payroll Retirement Analyst has specialized knowledge in the areas of retirement plans related to CalSTRS and CalPERS.

The Payroll Retirement Analyst may perform in a team or project leader capacity on special projects assigned by the management. In this mode, the Payroll Retirement Analyst acts as a technical resource, and provides guidance to Fiscal Services Technicians and Lead Payroll Technicians; acts as a secondary technical resource to Fiscal Services Technicians.

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

Perform advanced payroll duties; balance and correct monthly retirement reports; assist in the distribution, coordination, and completion of retirement assignments; perform, analyze, and explain complex retirement transactions; acts as a resource to Fiscal Services Technicians; train and provide work direction to others; train and advise district staff on payroll procedures and processes. Perform thorough routine audits of payroll and retirement records to maintain accuracy and compliance. **E**

Support the distribution and coordination of payroll tasks; compile payroll reports, compile confidential personnel records, rectify retirement reporting errors, process grievances related to retirement, and maintain accurate payroll data essential for timely payroll preparation under strict deadlines;

Support senior management with confidential projects and initiatives. **E**

Reconcile and analyze payroll information related to retirement; check and correct monthly error reports generated from multiple payrolls; balance and resolve the more complex discrepancies in payrolls. **E**

Maintain records, and process all changes regarding employee retirement programs; closely monitor documents received from other departments; correctly interpret personnel information. **E**

Audit time sheets received from all district locations, make necessary information readily available, and correct when necessary. **E**

Prepare monthly electronic retirement reports for Sacramento County Office of Education under stringent time limits; research and enter corrections online for information received from retirement agencies and Sacramento County Office of Education. **E**

Prepare forms for service retirement verifying sick leave credits; prepare separation and advance information forms for disability retirement; research and prepare service credit for prior service forms. **E**

Prepare forms for former employees who have terminated, as well as miscellaneous forms sent by retirement agencies. **E**

Perform, analyze, and explain complex financial transactions and difficult mathematical work; perform complex, detailed, and accurate computer functions using the district's payroll/finance system, confidential personnel records; operate and understand system functions related to assigned duties. **E**

Interpret confidential union contracts within bargaining units, Memorandum of Understanding related to labor relation resolution, policies, and procedures related to payroll, retirement, and the application of sick leave. **E**

Prepare, audit, analyze, update, and adjust monthly retirement reports, including PERS information, with strict confidentiality. Ensure accurate completion of tax, STRS retirement plans, and other reports within specified deadlines. Review reports meticulously to verify accuracy before submission to the appropriate agencies or personnel within established timelines.

Test and recommend revisions of district software and procedures necessary to produce and account for district payrolls; learn and utilize computer database programs and other programs to produce reports and analyze data. **E**

Provide detailed and technical information and written reports concerning district policies, procedures, and established guidelines including confidential or sensitive issues; provide payroll training to sites and departments. **E**

Attend retirement agency workshops; maintain comprehensive records; prepare written reports; attend meetings; prepare and transmit information related to payroll and retirement. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Responsible for participating in audits conducted by CalSTRS and CalPERS and ensure adherence to regulatory requirements, meticulous examination of financial records, and verification of the proper management of retirement funds.

Perform related duties as assigned.

#### **TRAINING, EDUCATION, AND EXPERIENCE:**

Any combination equivalent to: associate's degree in related field supplemented by course work in business, finance, or a similar area, and four years of experience in payroll in a medium to large organization, preferably a California School District or County Office of Education.

#### **LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license; provide personal automobile and proof of insurance. Overall scores in computer software QWIZ testing program preferred as follows:

Keyboarding.....55 Correct WPM  
Word.....80% Overall Score

Excel or Access ..... 80% Overall Score  
 Payroll ..... 80% Overall Score

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- Methods and practices of payroll, retirement, and workers' compensation financial record keeping.
- Rules, regulations, laws, and policies governing payroll processing, preferably including California school districts.
- Methods and processes of statistical analysis and data reporting.
- Principles of providing training and work direction to others.
- Current business office procedures and equipment including 10-key and computer skills.
- Report writing methods and techniques.
- Applicable sections of State Education Code and other state and federal laws.
- Bargaining unit contracts, policies, and procedures.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Effective oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Operations, procedures, specific rules, and precedents of payroll, retirement, and workers' compensation processes and practices.
- Operation of a computer, related software, and standard office equipment.

#### **ABILITY TO:**

- Perform advanced payroll, retirement, workers' compensation, and financial analysis and record-keeping work.
- Independently analyze and learn complex state and district laws, regulations, rules, and policies.
- Maintain records and prepare, balance, and correct monthly reports.
- Assist in the distribution, coordination, and completion of retirement assignments.
- Perform, analyze, and explain complex payroll, retirement, and workers' compensation transactions.
- Train and provide work direction to others.
- Perform computational tasks with speed and accuracy.
- Work with computer systems and networks to perform a variety of specialized technical duties.
- Learn, understand, and use database management programs.
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Operate a computer, related software, and standard office equipment.
- Complete work with many interruptions; meet schedules and timelines.
- Understand and work within scope of authority.
- Work confidentially with discretion.
- Analyze situations, and adopt an effective course of action.
- Establish and maintain effective working relationships with school officials, administrators, and employees.
- Communicate effectively both orally and in writing.
- Meet state and district standards of professional conduct as outlined in Board Policy.

### **WORKING CONDITIONS:**

#### **SAMPLE ENVIRONMENT:**

Office environment; fast paced work with fixed deadlines; constant interruptions.

#### **SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard and 10-key calculator; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, reach overhead, above the shoulders, and horizontally to retrieve and store files; physical, mental and emotional stamina to endure long hours under sometimes stressful conditions; lift light objects.

**SAMPLE HAZARDS:**

Occasional contact with dissatisfied or abusive individuals.

*(Former Classification: Payroll Benefits Specialist)*

**NOTE:** This job class has been designated "Confidential" by the Board of Education in accordance with the Rodda Act.