

# FOUNTAIN VALLEY SCHOOL DISTRICT PERSONNEL COMMISSION

## Regular Meeting AGENDA

Fountain Valley School District  
10055 Slater Avenue  
Fountain Valley, CA 92708

November 16, 2017  
4:30 p.m.

Mrs. Carol Davis, Chairperson  
Mr. William Mullin, Vice Chairperson  
Rabbi Stephen Einstein, Member  
Mr. Ross Hessler, Director, Human Resources

- **CALL TO ORDER**
- **PLEDGE OF ALLEGIANCE**
- **ROLL CALL**
- **APPROVAL OF AGENDA**

### GENERAL FUNCTIONS

1. **Introduction of Guests**
2. **Introduction of Staff**
3. **Reading and Approval of Minutes - Regular Meeting of the Personnel Commission, October 26, 2017** *Action*  
(Attachment #1)
4. **Agenda, Special Meeting of the Board of Trustees, October 26, 2017** *Information*  
(Attachment #2)
5. **Agenda, Special Meeting of the Board of Trustees, November 9, 2017** *Information*  
(Attachment #3)
6. **Commissioners' Comments** *Information*
7. **Public Comments** *Information*  
Members of the community and staff are welcome to address the Personnel Commission on any item listed on the Agenda or Business or any other item or specific concern within the jurisdiction of the Personnel Commission. Speakers are requested to limit their presentation to four minutes.

## ADMINISTRATION

- 8. Classification Study Approval- Presentation by EMS** *Action*  
(Attachments #4-#90)
- 9. Eligibility Lists** *Action*  
(Bus Driver, Instructional Assistant, IA SH/PH, and IA Special Education)  
(Attachments #91-#94)

## PERSONNAL

- 10. Job Announcements** *Information*  
(Attachments #95)

## FINANCIAL

- 11. Nothing to Report**

## CLOSED SESSION

**12. Closed Session**

The Commission may discuss one or more of the following topics in Closed Session:

1. Personnel
2. Legal Advice

## NEXT MEETING

**13. The next meeting of the Personnel Commission will be:**

**December 14, 2017  
4:30 p.m.  
Board Room**

## ADJOURNMENT

**14. Adjournment**

**FOUNTAIN VALLEY SCHOOL DISTRICT**

**PERSONNEL DIVISION**

**MEMORANDUM**

TO: Personnel Commission

FROM: Ross M. Hessler, Director, Human Resources

SUBJECT: **MINUTES, PERSONNEL COMMISSION-REGULAR  
MEETING OF October 26, 2017**

DATE: November 7, 2017

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Attached for your approval are the minutes of the Personnel Commission regular meeting of October 26, 2017.

**RECOMMENDATION**

The Personnel Commission approve the minutes of the October 26, 2017 Personnel Commission regular meeting.

**Attachment #1**

**FOUNTAIN VALLEY SCHOOL DISTRICT  
PERSONNEL COMMISSION**

***REGULAR MEETING***

**MINUTES**

October 26, 2017

4:30 p.m.

Carol Davis called the Regular Meeting of the Personnel Commission to order at 4:35 p.m. in the PDC room, 10055 Slater Avenue, Fountain Valley, California. Mrs. Davis led the Pledge of Allegiance.

Present for the entire meeting:

Mrs. Carol Davis, Chairperson  
Mr. William Mullin, Vice Chairperson  
(Rabbi Einstein, Member-absent)  
Mr. Ross Hessler, Director, Human Resources

**GENERAL FUNCTIONS**

**Approval of Agenda**

Mr. Mullin moved to approve the agenda as presented. Automatic second used due to absence of Rabbi Einstein. Motion Carried.

**Introduction of Guests**

Mr. Tony McCombs and Ms. Connie Ramirez were in attendance.

**Introduction of Staff**

Ms. Lisa O'Cain was in attendance.

**Minutes, Regular Meeting of the Personnel Commission, September 27, 2017**

Mr. Mullin moved to approve the minutes. Automatic second. Motion carried.

**Minutes, Regular Meeting of the Board of Trustees, September 7, 2017**

Presented as an information item only.

**Agenda, Regular Meeting of the Board of Trustees, October 12, 2017**

Presented as an information item only.

**Director's Report**

Mr. Hessler stated classified employees had mandated reporter training and a select group provided safety training before the school year started. The schools also provide some opportunities for training through PTA. Mr. Hessler stated he held two New Employee orientation trainings today. They were not as well attended as hoped and looks forward to improved attendance in the future.

**Commissioners' Comments**

Mrs. Davis stated the Personnel Commission would like to see classified employees have staff development days. Mr. Mullin agreed. He would like to help find funding for more classified training if offered the opportunity. Mr. Mullin stated he remembers the opportunities for training that was provided in the past by the District.

### Public Comments

Ms. Ramirez stated her department does a wonderful job with training but would like to see more training for the noon duty aides and office people. Ms. Ramirez also stated that there are some concerns regarding the job descriptions and duties being expanded without any difference in pay or level.

## **ADMINISTRATION**

### Personnel Commission Annual Report 2016-2017, Review

Mr. Mullin moved to approve the Personnel Commission Annual Report 2016-2017 as presented. Automatic second. Motion Carried. Mr. Mullin asked to make sure copies were distributed to all the school sites. Ms. Ramirez asked to have the Personnel Commissioner's district emails listed.

### Classification Study Update

Mr. Hessler stated the notification letters went out to classified employees last week regarding draft recommendations of the consultant. They contained the current title, the proposed title, the current salary and the proposed salary. Employees will have the opportunity to request review by the steering committee next Friday. So far only two classifications have a concern and come forward. These meetings are to hear concerns and answer questions before the meeting on November 16<sup>th</sup>. Hopefully, this will avoid anything new being presented before the Commission at the meeting. Personnel Commissioners may approve the job descriptions and recommend salaries at the November 16 meeting; and the Board will have the salary changes to consider at the January meeting.

### Eligibility Lists

Mr. Mullin moved to approve the Eligibility Lists for Custodian, ESP Aide, ESP Instructor, Head Custodian, Preschool Aide, Preschool Instructor, and Senior Library Media Technician. Automatic second. Motion carried.

## **PERSONNEL**

### Job Announcements

Job postings were reviewed for Interdepartmental Transfers for Instructional Assistant – Special Education, Instructional Assistant – SH/PH (2 postings), and Preschool Aide. The open and promotional postings were reviewed for Instructional Assistant, Instructional Assistant – Special Education/ Instructional Assistant-SH/PH. The promotional posting for Senior Library/Media Technician was also reviewed.

## **FINANCIAL**

The 2017-2018 Personnel Commission Budget was reviewed. Mr. Mullin moved to authorize the reasonable and necessary expenses to attend the 2017 PTC-SC Conference. Automatic second. Motion carried.

## **CLOSED SESSION**

No closed session.

## **NEXT MEETING**

The next meeting of the Personnel Commission will be:

**Regular Meeting:  
November 16, 2017  
4:30 p.m.  
Board Room**

**ADJOURNMENT**

The October 26, 2017 regular meeting of the Personnel Commission was adjourned at 5:25 p.m.

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Mrs. Carol Davis, Chairperson

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Mr. Bill Mullin, Vice Chairperson

**FOUNTAIN VALLEY SCHOOL DISTRICT**

**PERSONNEL DIVISION**

**MEMORANDUM**

TO: Personnel Commission

FROM: Ross M. Hessler, Director, Human Resources

SUBJECT: **AGENDA, OF THE BOARD OF TRUSTEES SPECIAL  
MEETING OF OCTOBER 26, 2017**

DATE: November 7, 2017

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Attached for your information is the agenda of the Board of Trustees special meeting of October 26, 2017.



Fountain Valley School District

BOARD OF TRUSTEES  
SPECIAL MEETING

**AGENDA**

Board Room  
10055 Slater Avenue  
Fountain Valley, CA

**October 26, 2017**

- CALL TO ORDER: 5:30PM
- ROLL CALL
- APPROVAL OF AGENDA

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 2<sup>nd</sup> \_\_\_  
 V \_\_\_

- PLEDGE OF ALLEGIANCE
- PUBLIC COMMENTS

*Speakers may address the Board of Trustees on Closed Session Items. Please comply with procedures listed on the goldenrod form "For Persons Wishing to Address the Board of Trustees" and give the form to the Executive Assistant.*

- CLOSED SESSION

The Board of Trustees will retire into Closed Session to address the following:

- Personnel Matters: *Government Code 54957 and 54957.1*  
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Pupil Personnel: *Education Code 35146*
- Negotiations: *Government Code 54957.6*  
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.
- Conference with Real Property Negotiator: *Government Code Section 54956.8*  
Property:                   Approximately 2.10 acres of land improved with a 43,191 sq. ft. two-story commercial office building located at 265

*Our mission is to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community.*



S. Anita Drive, Orange, California (known generally as the Crossroads Office Park site) (“Property”).

Negotiating Parties: Fountain Valley School District (real property negotiators Christine Fullerton, Assistant Superintendent, Business Services, and District legal counsel) (potential Seller), and the County of Orange (potential Buyer).

Under Negotiation: Instruction to negotiators will concern price and terms of payment issues associated with the proposed sale of the Property to the potential Buyer.

- Conference with Real Property Negotiator: *Government Code Section 54956.8*  
Property: Approximately 12.9 acres of District land improved with approximately 40,073 sq. ft. of facilities located at 9790 Finch Avenue, Fountain Valley, California (former Fred Moiola School Site) (“Property”).

Negotiating Parties: Fountain Valley School District, real property negotiators Christine Fullerton, Assistant Superintendent, Business Services and District legal counsel (Lessor), and LePort Schools, Greg Marick, Vice President, Operations & Development (Lessee).

Under Negotiation: Instruction to negotiators will concern possible sublease under the existing lease agreement.

- OPEN SESSION: 7:00PM

## **BOARD WORKSHOPS**

### **1. DISCUSSION ON THE INVESTMENT INCOME FROM FUND 40-41**

Superintendent, Mark Johnson, Ed.D., and Assistant Superintendent, Business Services, Christine Fullerton, will join the Board for a discussion of the allocation of investment proceeds generated during the 2015-2016 fiscal year from Fund 40-41.

### **2. DISCUSSION OF ADDITION OF SCIENCE AND MUSIC ROOMS AT THREE MIDDLE SCHOOLS**

Assistant Superintendent, Business Services, Christine Fullerton, and Director of Maintenance and Facilities, Joe Hastie, will join the Board for a discussion of the addition of science rooms and a music room at each of the District’s three middle school campuses. The discussion will also include possible additional projects outside the scope of Measure O Bond funds, and potential alternative funding sources.

## **BOARD REPORTS AND COMMUNICATIONS**

Board Members will make the following reports and communicate information to fellow Board Members and staff.

### **PUBLIC COMMENTS**

*Members of the community and staff are welcome to address the Board of Trustees on any item listed on the Agenda of Business or any other item of specific concern. Speakers are requested to limit their presentation to four minutes unless the time is waived by a majority of the Board Members present. If a member of the audience requests a response to their comments, the Board of Trustees may ask the Superintendent/Staff to respond to them personally or in writing after the meeting, or direct that additional information be provided to the Board on a future agenda.*

**\*\*\* BOARD MEMBERS WHO WISH TO DISCUSS WITH STAFF ANY ITEMS LISTED UNDER LEGISLATIVE SESSION SHOULD INFORM THE BOARD PRESIDENT AT THIS TIME.**

### **LEGISLATIVE SESSION**

#### **Consent Items**

**3-A. CONTRACT FOR DIFFERENTIATED CURRICULUM AND INSTRUCTION PROFESSIONAL DEVELOPMENT SERVICES AT TALBERT MIDDLE SCHOOL PROVIDED BY KIMBERLY DODDS KERAN**

Superintendent's Comments: It is recommended that the Board of Trustees approves the contract for professional development services with Kimberly Dodds Keran.

**3-B. APPROVE THE RIGHT OF ENTRY AGREEMENT WITH THE COUNTY OF ORANGE FOR THE DISTRICT PROPERTY LOCATED AT 265 S. ANITA DRIVE, ORANGE, CA, KNOWN AS CROSSROADS OFFICE PARK**

Superintendent's Comments: It is recommended that the Board of Trustees approves the Right of Entry Agreement with the County of Orange for the District property located at 265 S. Anita Drive, Orange, CA, known as Crossroads Office Park.

### **SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS**

The Board President will receive any announcements concerning new items of business from board members or the superintendent.

- CLOSED SESSION
- APPROVAL TO ADJOURN

**The next regular meeting of the Fountain Valley School District Board of Trustees is on Thursday, November 9, 2017 at 7:00pm.**

*A copy of the Board Meeting agenda is posted on the District's web site ([www.fvsd.us](http://www.fvsd.us)). Materials related to this agenda submitted to the Board of Trustees less than 72 hours prior to the meeting are available for public inspection by contacting the Superintendent's Office at 10055 Slater Avenue, Fountain Valley, CA 92708 or by calling 714.843.3255 during normal business hours.*

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**FOUNTAIN VALLEY SCHOOL DISTRICT**

**PERSONNEL DIVISION**

**MEMORANDUM**

TO: Personnel Commission

FROM: Ross M. Hessler, Director, Human Resources

SUBJECT: **AGENDA, OF THE BOARD OF TRUSTEES REGULAR  
MEETING OF NOVEMBER 9, 2017**

DATE: November 7, 2017

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Attached for your information is the agenda of the Board of Trustees regular meeting of November 9, 2017.



Fountain Valley School District

BOARD OF TRUSTEES  
REGULAR MEETING

**AGENDA**

Board Room  
10055 Slater Avenue  
Fountain Valley, CA 92708

**November 9, 2017**

- CALL TO ORDER: 5:30PM
- ROLL CALL
- APPROVAL OF AGENDA

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**BOARD WORKSHOP**

**1. DISCUSSION ON THE INVESTMENT OF INCOME FROM FUND 40-41**

Superintendent, Mark Johnson, Ed.D., and Assistant Superintendent, Business Services, Christine Fullerton, will join the Board for a follow up discussion of the allocation of investment proceeds generated during the 2015-2016 fiscal year from Fund 40-41.

- PUBLIC COMMENTS

*Speakers may address the Board of Trustees on Closed Session Items. Please comply with procedures listed on the goldenrod form "For Persons Wishing to Address the Board of Trustees" and give the form to the Executive Assistant.*

- CLOSED SESSION

The Board of Trustees will retire into Closed Session to address the following:

- Personnel Matters: *Government Code 54957 and 54957.1*  
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Pupil Personnel: *Education Code 35146*
- Negotiations: *Government Code 54957.6*  
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.fvsd.us

*Our mission is to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community.*

- Conference with Legal Counsel—Existing Litigation: *Government Code Section 54956.9*  
(Subdivision (a) of Section 54956.9)

Name of case: Cal200 v. Apply Valley USD, et al.

- Conference with Real Property Negotiator: *Government Code Section 54956.8*  
Property: Approximately 2.10 acres of land improved with a 43,191 sq. ft. two-story commercial office building located at 265 S. Anita Drive, Orange, California (known generally as the Crossroads Office Park site) (“Property”).

Negotiating Parties: Fountain Valley School District (real property negotiators Christine Fullerton, Assistant Superintendent, Business Services, and District legal counsel) (potential Seller), and the County of Orange (potential Buyer).

Under Negotiation: Instruction to negotiators will concern price and terms of payment issues associated with the proposed sale of the Property to the potential Buyer.

- OPEN SESSION: 7:00PM
- PLEDGE OF ALLEGIANCE

**BOARD REPORTS AND COMMUNICATIONS**

Board Members will make the following reports and communicate information to fellow Board Members and staff.

**PUBLIC HEARINGS**

**2. PUBLIC HEARING ON INITIAL CONTRACT PROPOSALS BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND FOUNTAIN VALLEY EDUCATION ASSOCIATION FOR 2017-18**

A public hearing shall be held for the purpose of receiving public comment on the initial contract proposals between the Fountain Valley School District and the Fountain Valley Education Association for the 2017-18 school year. Public input is welcome.

**PUBLIC COMMENTS**

*Members of the community and staff are welcome to address the Board of Trustees on any item listed on the Agenda of Business or any other item of specific concern. Speakers are requested to limit their presentation to four minutes unless the time is*

*waived by a majority of the Board Members present. If a member of the audience requests a response to their comments, the Board of Trustees may ask the Superintendent/Staff to respond to them personally or in writing after the meeting, or direct that additional information be provided to the Board on a future agenda.*

**\*\*\* BOARD MEMBERS WHO WISH TO DISCUSS WITH STAFF ANY ITEMS LISTED UNDER LEGISLATIVE SESSION SHOULD INFORM THE BOARD PRESIDENT AT THIS TIME.**

**LEGISLATIVE SESSION**

- 3. APPROVAL OF 2017-18 MEMORANDUM OF UNDERSTANDING BETWEEN THE ORANGE COUNTY DEPARTMENT OF EDUCATION AND THE FOUNTAIN VALLEY SCHOOL DISTRICT FOR THE TEACHER INDUCTION PROGRAM CONSORTIUM** M \_\_\_  
2<sup>nd</sup> \_\_\_  
V \_\_\_

Teachers with Preliminary Teaching Credentials are required to participate in and successfully complete a state approved Induction Program in order to apply for a Professional Clear Teaching Credential. This Memorandum of Understanding maintains a formal working relationship between the Orange County Department of Education and participating parties, including the Fountain Valley School District, to provide new teacher induction.

Superintendent’s Recommendation: It is recommended that the Board of Trustees approves the 2017- 2018 Memorandum of Understanding between the Orange County Department of Education and Fountain Valley School District for the Orange County Department of Education Teacher Induction Program Consortium to continue the implementation of the Induction Program.

- 4. APPROVAL OF 2017-18 MEMORANDUM OF UNDERSTANDING BETWEEN THE ORANGE COUNTY DEPARTMENT OF EDUCATION PROGRAM CONSORTIUM AND THE FOUNTAIN VALLEY SCHOOL DISTRICT FOR THE EDUCATION SPECIALIST (ES) INDUCTION PROGRAM CONSORTIUM** M \_\_\_  
2<sup>nd</sup> \_\_\_  
V \_\_\_

Teachers with Preliminary Teaching Credentials are required to participate in and successfully complete a state approved Induction Program in order to apply for a Professional Clear Teaching Credential. This Memorandum of Understanding is to establish a formal working relationship between the Orange County Department of Education and participating parties, including the Fountain Valley School District, to provide new teacher induction.

Superintendent’s Recommendation: It is recommended that the Board of Trustees approves the 2017-2018 Memorandum of Understanding between the Orange County Department of Education and Fountain Valley School District for the Orange County Department of Education, Education Specialist (ES) Induction Program Consortium to continue the implementation of the Induction program.

**5. APPROVAL OF PURCHASE AND SALE AGREEMENT AND JOINT ESCROW INSTRUCTIONS BY AND BETWEEN THE FOUNTAIN VALLEY SCHOOL DISTRICT AND THE COUNTY OF ORANGE FOR DISTRICT PROPERTY LOCATED AT 265 S. ANITA, ORANGE, CA GENERALLY KNOWN AS CROSSROADS OFFICE PARK** M \_\_\_  
2<sup>nd</sup> \_\_\_  
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The District’s Board previously declared the real property located at 265 S. Anita Drive, Orange, CA, known generally as the Crossroads Office Park (the “Property”), surplus and directed staff to pursue selling the Property in accordance with the Education Code. The County of Orange (“County”) indicated its interest in the Property and the District and the County entered into good faith negotiations. Such negotiations have been fruitful, and the District and County representatives and their respective legal counsel have finalized a proposed Purchase Agreement now being presented to the Board for approval.

Superintendent’s Recommendation: It is recommended that the Board of Trustees approves the purchase and sale agreement and joint escrow instructions by and between the Fountain Valley School District and the County of Orange for the District property located at 265 S. Anita, Orange, CA, generally known as the Crossroads Office Park.

**6. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS** M \_\_\_  
2<sup>nd</sup> \_\_\_  
V \_\_\_

All items listed under the Consent Calendar and Routine Items of Business are considered by the Board of Trustees to be routine and will be enacted by the Board in one action. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Calendar.

Superintendent's Recommendation: The Board of Trustees approves all items listed under the Consent Calendar and Routine Items of Business in one action.

**Routine Items of Business**

- 6-A.** Board Meeting Minutes from October 12<sup>th</sup> regular meeting
- 6-B.** Board Meeting Minutes from October 26<sup>th</sup> special meeting
- 6-C.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 6-D.** Donations
- 6-E.** Warrants
- 6-F.** Purchase Order Listing
- 6-G.** Resolution 2018-11: Compensation to Trustee Jeanne Galindo for missed meeting due to illness

**Consent Items**

**6-H. ANNUAL ORGANIZATIONAL MEETING**



Superintendent’s Comments: It is recommended that the Board of Trustees selects Thursday, December 7, 2017 as the date of the annual organizational meeting, in accordance with the provisions of Education Code Sections 35143 and 72000. The meeting shall begin at 7pm.

**6-I. RECEIPT OF FOUNTAIN VALLEY EDUCATION ASSOCIATION’S INITIAL PROPOSAL FOR 2017-18**

Superintendent’s Comments: It is recommended that the Board of Trustees receives the 2017-18 initial contract proposals of the Fountain Valley Education Association.

**6-J. PRESENTATION OF FOUNTAIN VALLEY SCHOOL DISTRICT’S 2017-18 INITIAL CONTRACT PROPOSALS TO THE FOUNTAIN VALLEY EDUCATION ASSOCIATION**

Superintendent’s Comments: It is recommended that the Board of Trustees approves the 2017-18 initial contract proposals of the Fountain Valley School District to the Fountain Valley Education Association.

**6-K. SPECIAL ED SETTLEMENT AGREEMENT 2018-B**

Superintendent’s Comments: It is recommended that the Board of Trustees approves Special Ed Settlement Agreement 2018-B.

**6-L. APPROVAL OF CONTRACT BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT AND TURNITIN, LLC TO PROVIDE REVISION ASSISTANT TO A SMALL GROUP OF TEACHERS IN THE DISTRICT’S THREE MIDDLE SCHOOLS**

Superintendent’s Comments: It is recommended that the Board of Trustees approves the partial year contract between Fountain Valley School District and Turnitin, LLC to provide a small group of teachers the opportunity to pilot Revision Assistant.

**6-M. NON-PUBLIC AGENCY CONTRACTS**

Superintendent’s Comments: Under current consortium budget agreements, any unfunded cost of non-public school or non-public agency placement is a cost to the general fund of the resident district. It is recommended that the following non-public school/agency contracts/addendums be approved and that the West Orange County Consortium for Special Education be authorized to receive invoices and process payment.

Non-Public School/Agency	100% Contract Cost	Effective Dates
Del Sol School	\$35,716	10/30/2017-6/8/2018
Olive Crest Academy	\$37,158.40	10/11/2017-6/30/2018

**SUPERINTENDENT'S COMMENTS/NEW ITEMS OF BUSINESS**

The Board President will receive any announcements concerning new items of business from board members or the superintendent.

- CLOSED SESSION
- APPROVAL TO ADJOURN

**The annual organizational meeting of the Fountain Valley School District Board of Trustees is on Thursday, December 7, 2017 at 7:00pm.**

*A copy of the Board Meeting agenda is posted on the District's web site (). Materials related to this agenda submitted to the Board of Trustees less than 72 hours prior to the meeting are available for public inspection by contacting the Superintendent's Office at 10055 Slater Avenue, Fountain Valley, CA 92708 or calling 714.843.3255 during normal business hours.*

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**FOUNTAIN VALLEY SCHOOL DISTRICT**

**PERSONNEL DIVISION**

**MEMORANDUM**

TO: Personnel Commission

FROM: Ross M. Hessler, Director, Human Resources

SUBJECT: **CLASSIFICATION STUDY**

DATE: November 7, 2017

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Attached for your approval is the classification study information presented by EMS

**RECOMMENDATION**

The Personnel Commission approve the classification study recommendations as presented.

**Attachments #4 - #90**

**Classification and Compensation Study  
Report of Findings & Recommendations  
Fountain Valley School District**

**Contents of Report**

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# Classification and Compensation Study

## Report of Findings & Recommendations

### Fountain Valley School District

#### EXECUTIVE SUMMARY

The objective of this Study was to analyze the current compensation structure of the Fountain Valley School District as part of the goal of reviewing current jobs to maintain an equitable and competitive compensation structure for its employees over time. This included development of findings with recommendations that address both the internal equity and market competitiveness of the District's current compensation practices and can serve as the foundation for future decisions regarding wage and salary administration. Each of the District's current job classifications were categorized within organizational groups (job family), identified as **Administrative, Instructional or Classified Management** classifications. The structure of this Report incorporates references to each of these classes for the purpose of presenting the related findings and recommendations. The Study incorporated the following specific objectives:

- Development of updated job descriptions representative of the current positions in compliance with current best practices. This process, following the input of all current employees and their supervisors; identified the current functions, prerequisite job requirements and associated competencies of each position.
- Determination of the uniformity of the compensation structures within and across the groups of classifications within the job class. This process analyzed the structures of the salary schedule applicable to the current positions with regard to salary levels, steps, width of salary ranges, and related compensation factors.
- Identification of any job classifications that were placed in a salary range inconsistent with the salary ranges of other classifications requiring a similar level of skill, knowledge, ability and working conditions. This process analyzed the equity of the current salary structures based on a comparison of the job classifications' salary ranges in relationship to the computed "job value" of all classifications.
- The level of competitiveness of current salary and compensation practices. This process analyzed the level of market competitiveness of specific jobs and/or groups of jobs within a defined "competitive market".

#### PHASES OF STUDY AND RECOMMENDATIONS

The Study used a process grounded in valid methodology, employment case law and inclusion of employees performing in the analyzed job classifications and other stakeholders to the Study's outcomes. The Study's activities were grouped into the following phases:

**Job Analysis:** This phase identified the purpose, functions, prerequisite requirements and related competencies of each job of 86 classifications. Data gathered during this phase provided a foundation for development of updated job descriptions in compliance with the requirements of the Americans with Disabilities Act, determination of the appropriate overtime pay exemption category in accordance with current Fair Labor Standards Act (FLSA) guidelines, and data required for several of the Study's analytical processes. The data collection process included: collecting initial job related information from focus groups and/or individual interviews with employees that were identified as representative sample

of incumbents performing in the jobs; validation of the collected data with administrators/supervisors of the studied classifications; and distribution of drafts of the job descriptions to all current employees performing in the job classifications for additional feedback. The recommendation based on the findings of this process is:

**Recommendation:** Consolidate 2 job classifications into 1 individual job classifications with similar functions. In addition, change the titles of twelve (12) job classifications.

**Recommendation:** Develop 1 new classification with functions and levels of knowledge, skills and abilities which are varied from the current classification.

**Salary Schedule and Compensation Practices:** This phase provided for a review of the schedules that applies to the positions within the job classes of Administrative, Instructional and Classified Management. The current salary schedules labeled Classified, Confidential and Management were included. The analysis of these schedules determined the level of uniformity across and within the pay structures. This process was used to evaluate the fairness of the pay structures for the current job classifications as well as their suitability for implementation of any salary level recommendations resulting from the Study. The recommendation based on the findings of this process is:

**Recommendation:** Make adjustments on each of the individual Salary Schedules to adjust for any previous rounding areas to bring the salary schedules and ranges into a squared alignment.

**Job Valuation (Internal Equity):** This phase identified job classifications currently placed at a salary level inconsistent with their *job value* when compared to the job values and salary levels of other classifications within the same occupational groupings or subfamilies (e.g. Administrative Support, Financial Support, Maintenance and Operations, etc.) This process, commonly called an Internal Equity Analysis, resulted in a computed job value for each job classification based on the level of the prerequisite skills, knowledge, abilities, responsibilities, and working conditions associated with the classification. The classifications were then ranked by their associated job values and compared to the current schedule ranges at step 1 wage to determine any inconsistencies between a classification's salary range and job value. For a few job classifications the current salary range is not aligned with the salary range of jobs with a similar value. The recommendations based on the findings of this process are:

**Recommendation:** Reallocate three (3) job classifications to a higher grade and two (2) job classifications to a lower grade. It is additionally recommended that no current employee's salary, seniority and/or benefits be reduced as a result of implementing this recommendation.

**Market Analysis (External Equity):** This phase provided a perspective of the competitiveness of the District's salaries and was integrated with the findings of the Internal Equity Analysis to provide the basis for recommendations regarding salary range placement of the job classifications. In collaboration with the District salary and related compensation data was requested from the market sources on 47 of the 86 analyzed job classifications for the District (55% of all classifications). These 47 classifications were identified as *benchmark jobs* that were representative of the analyzed classifications across salary grades, within each of the subfamilies. Based on the information collected there are sufficient job matches for 46 of the classifications with one benchmark having only 2 matches which we consider insufficient data. Benchmarks include 31 Administrative, 11 Instructional and 5 Classified Management

classifications. Market data was collected on salaries for each job match. The recommendation based on the findings of this process is:

***Recommendation:*** While this finding is independent of the prior recommendations, the market analysis indicates several classifications within the subfamilies are outside the market. For variances of market greater than 5% above or below market survey data, adjustments are recommended. This finding needs to be reviewed and considered following actions that are taken that address the recommendations from this Report.

## **IMPLEMENTATION PLANNING**

It is recommended that no current employee's salary, seniority and/or benefits be reduced as a result from actions taken or for the implementation of any recommendation.

**Strategies:** A process has been outlined that identifies steps that will be required to fully implement the Study's recommendations. The implementation process needs to consider the established negotiation processes, financial resources, and level of communications that would be required to address the recommendations. The Study's findings and recommendations provide a "blueprint" for restructuring the District's compensation practices; and given the current economic climate it is not uncommon for the recommendations of a study of this scope to be implemented in stages over several years.

**Maintenance of Compensation Practices and Job Information:** It is important for the District to implement a process to ensure that the job information of its classifications and corresponding compensation schedules are maintained over time. Due to organizational changes, introduction of new technologies, regulatory changes, etc. job content has been found to significantly change every 3 to 5 years. A component of this Study is providing the District with *JobsPlus™*, proprietary software application designed to update job information and generate up-to-date job descriptions and other commonly required job-related documents.

Educational Management Solutions can further assist the District in the development of an *Implementation Plan* and ensuring job information and compensation practices are maintained in accordance with "best practices".

## PROCESS

This section is presented to provide an overview of the processes used in conducting the Study. The Study's phases were grouped into six areas: Project Planning, Job Analysis, Salary Schedule and Compensation Practices, Job Valuation, Market Analysis, and the Findings and Recommendations. EMS and the District worked jointly to assure acceptance of the process as one that reflected fairness. This Study used a process grounded in valid methodology, employment case law; and inclusion of both employees performing the job classifications under analysis and other stakeholders to the process. Following is a description of the Study's components:

### **PROJECT PLANNING**

This phase provided the opportunity to review the scope of the project, identify critical activities and timelines, and form a project advisory committee. The established committee served as the Study's Steering committee. The committee is composed of employees that are representative of the studied job classifications across the 3 identified job families of Administrative Services, Instructional Services, or Classified Management classifications. The committee was involved throughout the Study and received orientation of the Study's processes, provided input prior to initiation of each phase, reviewed the results of each phase, and served as a vehicle for expanded communication among employees regarding the progress of the Study.

### **JOB ANALYSIS**

This phase was used to determine the functions and job prerequisites of each job and to identify the essential functions of each of the studied classifications in accordance with the Americans with Disabilities Act (ADA) and related guidelines developed by the Equal Employment Opportunity Commission (EEOC). The gathered data was used as the basis for development of up-to-date job descriptions and determination of exemption for overtime pay in accordance with the Fair Labor Standards Act (FLSA). This information was also used to develop recommendations for new job titles and/or consolidation of existing titles. The job analysis process included the following phases.

**Focus Group Interviews:** A representative sample of incumbents (employees currently performing in the studied classifications) met with an EMS job analyst to review, in a structured interview process, their role, scope of job responsibilities, and related job information including the level of complexity, skill, knowledge, and working conditions required to successfully perform in the job. The resultant job analyses identified the "essential functions" and related prerequisite job requirements for each of the studied job classifications. This information resulted in the development of up-to-date job information for the following two phases.

**Validation of Information:** The information provided by the incumbents through the focus group process above was provided back to the participants' immediate supervisors for validation and feedback. In the cases where the same classification is placed under multiple supervisors at different District locations, a representative sample of supervisors was selected to participate in the validation process. This activity included review of each job's functions, prerequisite job requirements, specific competencies associated with the job requirements, and required certificates, licenses, clearances, etc.



**Draft of Job Description Review:** The above processes resulted in data that was used to develop draft job descriptions for each of the studied classifications. The draft job descriptions were distributed to all current employees within the studied classifications for additional feedback. Following this feedback, a final draft job description was developed for each of the recommended job classifications that identified the:

- Functions of each job in accordance with the standards defined by the Americans with Disabilities Act and guidelines of the Equal Employment Opportunity Commission.
- Determination of the appropriate designation overtime pay status (exempt or non-exempt) as defined by the Fair Labor Standards Act.
- Required levels of skills, knowledge, abilities, responsibility and working conditions required for an applicant to successfully perform the job.
- Competencies associated with the required job's skills, knowledge and abilities.
- Prerequisite experience, education, clearances and licenses required of a qualified applicant.
- Pre-employment and pre-placement testing required of a job applicant.
- Continuing Education required of a successful applicant.

### ***SALARY SCHEDULE AND COMPENSATION PRACTICES***

The current salary schedules used as a reference for the salary placement of employees within the studied classifications was analyzed. This activity is designed to identify any inconsistencies in the structure of the schedules and/or between schedules, as well as the feasibility of using the current schedules in addressing recommendations that may result from the Study's findings. The process also provided information used in comparing the structure of the schedules to those used by the identified competitive market sources. Specific analyses included:

- The number of ranges and steps of each schedule.
- The percentage differentials between ranges and steps.
- The width of salary ranges.
- The use of longevity steps.
- Practices in administering the schedules.

### ***JOB VALUATION***

This process, commonly referred to as an *Internal Equity Analysis*, provided for a defensible basis to determine the relative relationships between the studied classifications and independent of market conditions, identify those job classifications that might be misaligned with regard to their placement within the current salary schedule. The analyses involved application of a proprietary multi-level factor Job Evaluation System designed specifically for the field of education and conforming to the principles of the Equal Pay Act of 1963 and subsequent regulatory actions and court decisions regarding employment criteria to be used to establish a system of fair pay between classifications. Each classification was evaluated to determine its *job value* using a matrix of 33 factors that had been developed in collaboration with school districts and currently being used nationally for the determination of *job values* based on the level of prerequisite skills, knowledge, abilities, responsibility and working conditions associated with the classifications that were identified from the job analysis phase described above. This process determined a job value

for each classification. The job classifications were then ranked by job value within their occupational groups/subfamilies and compared to the ranking of current salary levels to provide the most accurate and comprehensive determination of internal wage equity and determine the appropriate number of salary bands required for the classifications.

### **MARKET ANALYSIS**

This process, commonly referenced as an *External Equity Analysis*, provided for an analysis of the competitiveness of the current salary schedules. Information was analyzed from a variety of local market sources identified in collaboration with the District with the input of the Study Stakeholder Committee. The organizations were solicited for their job, salary, and benefit information. The number of job classifications were selected as that representative of the salary levels of the studied classifications and perceived to be similar to positions within the surveyed organizations. These served as “benchmark” jobs.

The essential functions of the jobs were used to determine comparability between these benchmarks and the jobs of the surveyed organizations to validate a “job match”. While there was some uniformity of job titles and/or responsibilities of the jobs in the surveyed organizations, follow-up contact was routinely made to: (1) ensure the accuracy of salary and benefit data, (2) identify any factors such as organizational issues that would impact the reliability of the provided information, and (3) ensure the appropriateness of the job matches. The data gathered included job descriptions, salary schedules, descriptions of the structure of the organizational unit associated with the job classification, and benefit structure.

### **DEVELOPMENT OF RECOMMENDATIONS**

Based on the findings developed from the above processes, the findings and related preliminary recommendations were developed and reviewed with various representatives of the District for feedback and identification of any further activities required prior to preparation of specific recommendations and compilation of this report.

### **IMPLEMENTATION OF RECOMMENDATIONS**

Based on the scope of the recommendations, a step by step strategy has been developed that can guide the District in consideration and implementation of the recommendations.

## FINDINGS & RECOMMENDATIONS

Following are the findings and recommendations developed from the processes reviewed in the previous section - Study Processes.

### JOB ANALYSIS

As a component of the Study 86 job classifications were analyzed. These job classifications were categorized within occupational groups (*families*) and related *subfamilies* based on jobs with similar organizational roles. The Job Analysis provided a foundation for further analysis of the internal equity and market competitiveness of the job classifications within each of the following job classification categories.

<u>Administrative Classifications (52)</u>	<u>Instructional Classifications (24)</u>	<u>Management Classifications (10)</u>
Administrative Support (12)	Child Care Services (9)	Classified Management (10)
Confidential (5)	Instructional Support (11)	
Financial Support (5)	Professional/Technical (4)	
Technology Support (5)		
Maintenance & Operations (17)		
Nutritional Services (4)		
Transportation Services (4)		

A component of the Job Analysis phase was a review of the District's current structure of job titles for uniformity within each subfamily, across the organizational units and conformance with job titles commonly found within school systems. This phase also allowed for a review of the determinations of *exempt* and *non-exempt* relating to the requirement for overtime pay requirements in accordance with the Fair Labor Standards Act (FLSA) for each of the 86 analyzed job classifications.

### **Findings and Recommendations: Job Analysis**

**Finding #1:** Several jobs classifications have titles that reflects a lack of uniformity of title structure within and across the District's organization units and/or do not of align with job titles currently used within the field of education

**Recommendation:** Change the titles of twelve (12) job classifications.

**Finding #2:** Two job classifications within the Administrative Support sub-family shared similar functions. The requirements for knowledge, skills, abilities, education and experience were comparable for each of the classifications.

**Recommendation:** Consolidate 2 job classifications into 1 individual job classifications with similar functions.

<b>Current Job Title</b>	<b>Consolidated Job Classification</b>
School Office Manager - Elementary	School Office Manager
School Office Manager - Middle School	School Office Manager

**Finding #3:** One job classifications was found to have a variety of differing functions, knowledge, skills, abilities, education and experience requirements within the same classification.

Recommendation: Add one (1) new classification, Office Assistant - Department.

## SALARY SCHEDULE STRUCTURE & PRACTICES

The District has three (3) schedules for the analyzed job classifications. The analyzed schedules are structured as *step schedules* to provide for the determination of employees' initial salary and adjustments based on job related experience levels (years). The published schedules vary in the number of salary ranges and steps within the ranges. Each of the schedules was reviewed to determine the level of uniformity of structure within and between the salary ranges.

Following is an overview of the findings of this phase.

Salary Schedule	Description			
	Salary Levels	Salary Steps	Steps	Range Width
Classified	95 3 ranges used	5	4.9% - 5.1%	21.3% - 21.7%
Confidential	18 3 ranges used	5	4.8% - 4.9%	21.0% - 21.1%
Classified Management	13 7 ranges used	6	4.9% - 5.0%	15.4% - 15.5%

### Findings & Recommendations: Salary Structure & Practices

**Finding # 1:** While there is some variation between the structures of the schedules there is consistency within schedules for similar levels of job classifications. Several schedules have minor discrepancies due to rounding.

**Recommendation:** Adopt updated schedules based on the structure of the current schedules to provide uniformity of the percentage differential between ranges and steps.

**Finding # 2:** While there is some variation between the structures of the schedules there is consistency within schedules for similar levels of job classifications. Several salary grade levels are not consistent in the Classified Management Salary Schedule.

**Recommendation:** Adjust Classified Management Salary Schedule for appropriate sequential numbering and salary grade correlation; and in accordance with the Recommendation in Finding #1.

## INTERNAL EQUITY ANALYSIS

All classifications were evaluated using competency factors previously validated with school systems to identify a *job value* based on a job's prerequisite levels of complexity, responsibility, skills, knowledge and working conditions. This process resulted in a calculated job value for each classification. The job classifications were ranked by their respective job values within each of the occupational families/sub-families. The ranked job classifications were then compared to the current minimum wage of the jobs to determine any classifications that would need to be adjusted to a different salary range to maintain the "internal equity" of the associated salary schedule. Following is an overview of the findings from the analysis of the District's pay equity.

**Schedule Placement:** The findings indicated that some job classifications are currently placed at a salary level inconsistent with their job value when compared to the job values of other job classifications with the same salary band.

**Salary Ranges:** The analysis determined the number of salary bands (ranges) appropriate for the job classifications within each of the subfamilies. The number of salary ranges currently used and the number required based on the internal equity analysis, independent of application of the market analysis findings, varies from current practice. The following table reflects the recommended number of required salary bands.

**Fountain Valley School District Salary Band Findings**

Job Families/Subfamilies	Current Salary Levels	Recommended Levels
Administrative Support – 12 titles	7	6
Confidential – 5 titles	3	3
Financial Support – 5 titles	5	5
Technology Support – 5 titles	5	5
Maintenance & Operations – 17 titles	12	12
Nutritional Services – 4 titles	4	4
Transportation Services – 4 titles	4	4
<b>TOTAL Administrative – 52 titles</b>		
Child Care Services – 9 titles	6	6
Instructional Support – 11 titles	9	9
Professional/Technical – 4 titles	1	2
<b>TOTAL Instructional – 24 titles</b>		
Management – 10 titles	7	7

### **Finding & Recommendations: Internal Equity**

**Finding #1:** The analysis indicated that a few job classifications are not aligned with the salary range of jobs with a similar value.

**Recommendation:** Reallocate three (3) job classifications to a higher grade and two (2) job classifications to a lower grade. ***It is additionally recommended that no current employee's salary, seniority and/or benefits be reduced because of implementing this recommendation.***

## MARKET ANALYSIS

As a component of the Study a market analysis was conducted for the purpose of determining the competitiveness of the District’s compensation structure. The following 12 Elementary School Districts were identified in collaboration with the District as the “competitive market” and contacted for relevant compensation data in relation to the District’s classifications.

<b>Anaheim Elementary</b>	<b>Fullerton Elementary</b>	<b>Ocean View Elementary</b>
<b>Buena Park Elementary</b>	<b>Huntington Beach Elementary</b>	<b>Savanna Elementary</b>
<b>Centralia Elementary</b>	<b>La Habra City Elementary</b>	<b>Westminster Elementary</b>
<b>Cypress Elementary</b>	<b>Magnolia Elementary</b>	

For purpose of this phase, salary and related compensation data was requested from the market sources on 47 of the 86 analyzed job classifications for the District. These 47 classifications accounted for 55% of total analyzed classifications and were identified as *benchmark jobs* that were representative of the analyzed classifications across the salary grades and job classifications within each of the subfamilies. Based on the information collected there are sufficient job matches for 46 of the 47 selected classifications. Market data was collected on salaries for each job match. Additionally, information was collected from the market sources on their Health & Leave Benefits, Salary Schedule Structures and Compensation Practices to *determine the District’s competitive position based on total compensation*.

**Benefits:** The District’s scope of benefits is sufficiently comparable to the benefits provided by the market school systems. While there are some slight variations in benefit packages, they were not deemed significant to consider as a factor in development of recommendations regarding the competitiveness of District salary structure. The requirement for the employee to contribute some portion of the cost of health insurance is becoming a common practice among California school systems.

**Salary Schedule Structure:** The District salary schedules were compared to those of the market sources based on the type of schedule; the basis for establishing an employee’s initial salary; and increases granted beyond a basic schedule. While the structure of the salary schedules of the market sources vary, the analysis of the information gathered from the market sources to-date is summarized as follows:

Types of Schedules – All the market sources use Step salary schedules. While the number of steps and salary range (salary minimum to maximum prior to longevity increases) varies among the market sources for job matches, the overall structures of the schedules are considered similar with the market.

Longevity Steps – The market sources provide or increases for targeted additional years of consecutive service beyond their schedule maximum is like the District. The number of longevity increases of the market sources varies from 4 to 5 (one with 11 increases). The first longevity increase begins for most of the sources after 10 years of consecutive services. This compares to the District’s practice of granting 6 longevity increase upon completing 10, 15, 20, 25, 30, and 35 years of service. The District’s practice of 6 longevity increases is very competitive.

**Salaries:** The competitive market impacts the ability to recruit and retain qualified employees. For the purpose of this analysis the classifications not specifically included in the market survey were placed on the salary schedule based on their internal equity relationship to the recommended placement of the benchmark classifications. For the purpose of analysis, the District's salary range minimum and maximum of each of the benchmark job classifications were compared to the median of the reported salaries from the market sources as well as their ranking to the market salaries. Salaries that fall within +/- 5% of the market median are considered complete. The District's salaries in relation to the market finding are summarized as follows:

#### Relation of Benchmark Classification Salaries to Market Median

	At Market Minimum			At Market Maximum		
	# above median	# within median	# below median	# above median	# below median	# below median
Administrative Classifications – 32 benchmarks	4 of 31	25 of 31	2 of 31	3 of 31	24 of 31	4 of 31
Instructional Classifications – 11 benchmarks	1 of 11	8 of 11	2 of 11	1 of 11	8 of 11	2 of 11
Management Classifications - 5 benchmarks	0 of 5	1 of 5	4 of 5	0 of 5	1 of 5	4 of 5

#### ***Findings & Recommendations: Market Analysis***

**Finding # 1:** The analysis indicates that the current salary ranges (within +/- 5% of the market calculated median salaries) are mostly competitive with a few individual classifications below market.

***Recommendation:*** Adjust the salary range of those classifications that currently are 7% and 13% under market to bring them closer to a competitive range.

*Details of the collected and analyzed data can be found in the Exhibits section of this report.*



## Maintenance of Compensation Practices & Implementation

Implementation of the recommendations would place the compensation structure in a competitive position as defined by the median of market. To remain in this relative position, the District will need to adopt practices to ensure that the issues of internal and external equity are periodically addressed with a uniform and defensible process over time. It is suggested that the District consider the following:

**Periodic Review:** Maintenance of the job information is critical as functions and related job requirements change as a result of the normal evolution of jobs. A structured review process can address this need and is essential for reinforcing the “fairness” of the outcomes of this Study and maintenance of job information over time. Such a process should be based on review of the essential functions of the job, established job evaluation factors, and market data. This same process can be integrated into the District’s operations to address reclassification requests.

**Monitoring of Market:** Putting a system in place to monitor general increases granted by the organizations considered part of the District’s competitive market. The increases of the other organizations will need to be monitored periodically to determine their overall impact on the continued competitiveness of the District’s compensation structure over time.

**Updating Job Class Descriptions:** Job Descriptions are generally considered to be out of date within three (3) to five (5) years, dependent on the field. The rapid advancements in the use of technology, shifts in funding patterns, changes in the demographics of the student population, etc. all affect the nature, scope, and qualification of jobs that the District requires. Continuing to scheduling a review of a portion of the District’s classifications each year will address this issue. This practice ensures that job information upon which employment decisions are being made is current and reduces the frequency of reclassification requests.

**Use of Software Applications:** *JobsPlus™* software will be licensed to the District as a component of this Study. The applications will be updated with the information developed during the course of the Study. Ongoing use of this software by District staff can ensure that the job information is kept current and can be utilized for a wide variety of human resource uses.

## Glossary of Terms

**Americans with Disabilities Act (ADA):** Federal legislation signed into law on July 26, 1990. The purpose of the law is to provide a clear, comprehensive, consistent and enforceable national mandate for the elimination of discrimination against individuals with disabilities. Among other aspects, the ADA requires that employers document the essential functions of jobs and provide reasonable accommodation to disabled employees.

**Benchmark Jobs:** A subset of an organization's job classifications identified as representing a cross-section of the classifications within job families, sub-families and/or salary ranges.

**Competitive Market:** Determined by the organization and composed of those employers that are seen as the most "competitive" with the organization for recruitment and retention of qualified personnel. The market is usually composed of employers that are geographically in close proximity and /or of similar size or scope of services. The identified employers are the source of compensation information upon which the External Equity Analysis is based.

**Equal Pay Principles:** This refers to the areas derived from the principles of equal pay as established in the Equal Pay act of 1963 and subsequent court decisions regarding employment discrimination with regard to pay.

**External Equity Analysis:** An analysis (also identified as a Market Compensation Analysis) determines the competitiveness of the organization's current salary and benefit structure(s). The analysis based on a comparison of the compensation structure for identified "benchmark jobs" to that of "like" jobs within the competitive market. The analysis provides information relative to the organization's overall competitive position within defined market as well as allowing for evaluating the relative competitiveness of different groups of an organization's subset of jobs (e.g. job families, sub-families, departments, etc.) to each other.

**Fair Labor Standards Act (FLSA):** Federal legislation amended in 2004 that redefined the criteria an employer is to use to make a determination of which job classifications are exempt from overtime pay.

**Focus Group:** A meeting in structured interview setting of a sample of incumbents within the studied job classification that are representative (experience in job, race, sex, work sites) of all employees currently performing in the job classification. The purpose of the Focus Group process, which has been determined to be the most valid source of information, is to gather information about a job's functions and requirements from incumbents,

**Incumbents:** Individuals that are currently performing the duties of the job classification.

**Internal Equity Analysis:** An analysis (also identified as *Job Valuation Analysis*) determines the overall "fairness" or equity of the current salary structure upon which the salaries of the studied classifications are based. Each job classification has a calculated point value determined resulting from the findings of the job analysis process. The job classifications are placed in rank order base on their respective job values and compared to the corresponding salary ranges for the job classifications under study. This process identifies job classifications that misaligned within in the current salary schedule structure and may need to be placed at a different range of the schedule to maintain the internal equity of the organization's pay structure.

**Job Analysis:** A Systematic process for the identification of information about a job. The information that needs to be gathered is dependent on the intended use of the information. Typically the specific functions, skills, knowledge, abilities, responsibilities, working conditions, licenses, certifications, etc. that are associated with the job classification being analyzed is gathered during this process.

**Job Classes:** Groups of job classifications that are typically differentiated within an organization to distinguish different groups of employees based on pay structures, employee associations and/or bargaining units. Examples of job classes commonly found in school systems include certificated employees, classified employees, supervisorial and administration, etc. The specific labeling of job classes is often based on local and/or regional practices.

**Job Classification:** A specific job that represents the functions and prerequisite requirements associated with the overall purpose of the job and is documented with a formal job description. A job classification is distinct from a *position* that is based on the specific assignment of an employee within the job classification.

**Job Families:** A group of job classifications considered to provide a range of services that have the same or similar role in the in delivering the organization's services. Examples of job families include Administrative, Instructional, Transportation, Maintenance, etc.

**Job Sub-Families:** A designation for a group of job classifications within a "job family" that, often related to a departmental structure, and typically can be compared to jobs with specific occupational categories. For example within an administrative job family, jobs may be grouped in the sub-families of administrative support, financial support, technology support, management, etc.

**Job Validation:** A process designed to validate information gathered about a studied job. Typically the valuation is conducted through a series of meetings with immediate supervisors and/or administrators of the studied job classifications to validate the findings of the Job Analysis process.

**Market Sources:** Composed of those entities that were identified as the most comparable and competitive to the organization. The market is usually composed of entities (usually other Districts) that are in geographic proximity and/or similar in size, reputation and/or appeal. These entities are perceived to be competition for the organization's labor pool and/or competition for its employees.

**Median of Market:** The middle salary of a series of salaries, i.e. the value where  $\frac{1}{2}$  of the reported market salaries for the specific benchmark job are higher and  $\frac{1}{2}$  of the entries are lower regardless of absolute values.

**Position:** The position or assignment of an employee specific within a job classification. Often documented by a *position* description as distinct from a *job* description that documents the functions and related requirement of the job classification under which the employee is hired. For example an employee may be hired and paid for the job classification of Principal's Secretary but assigned to the position of Principal's Secretary at Anytown Elementary. A position description is typically developed for an analysis under workers compensation or determination if a position is significantly different from an employee's job classification to require development of a new classification and accompanying job description

**Project Team:** A reference to the staff of Educational Management Solutions that are assigned to the project and serve in the in the roles of Project Manager, Job Analysts and support staff as required to perform the specific activities of the Study.

**Reallocate:** Move from an existing salary grade to a new salary grade based on job internal equity (job valuation) and/or external equity (market survey) findings

**Recommended Title Changes:** Changes in job titles can be recommended based on a variety of factors including: developing consistency within job families, titles consistent with community perception, uniformity within the organization, hierarchy of titles, etc. This report uses the current “official” title for the job classification, usually from the published salary schedule and a “recommended” title when appropriate.

**Salary Schedule Analysis:** A process to determine the structure of the established schedules. Each current schedule is analyzed in both percent and dollar amounts to determine the level of uniformity throughout the schedule(s) from the lowest possible salary to the highest possible salary. An outcome from this process may be a recommendation for modification of and/or development of a new schedule to provide for greater uniformity in the pay structure of the respective job classifications.

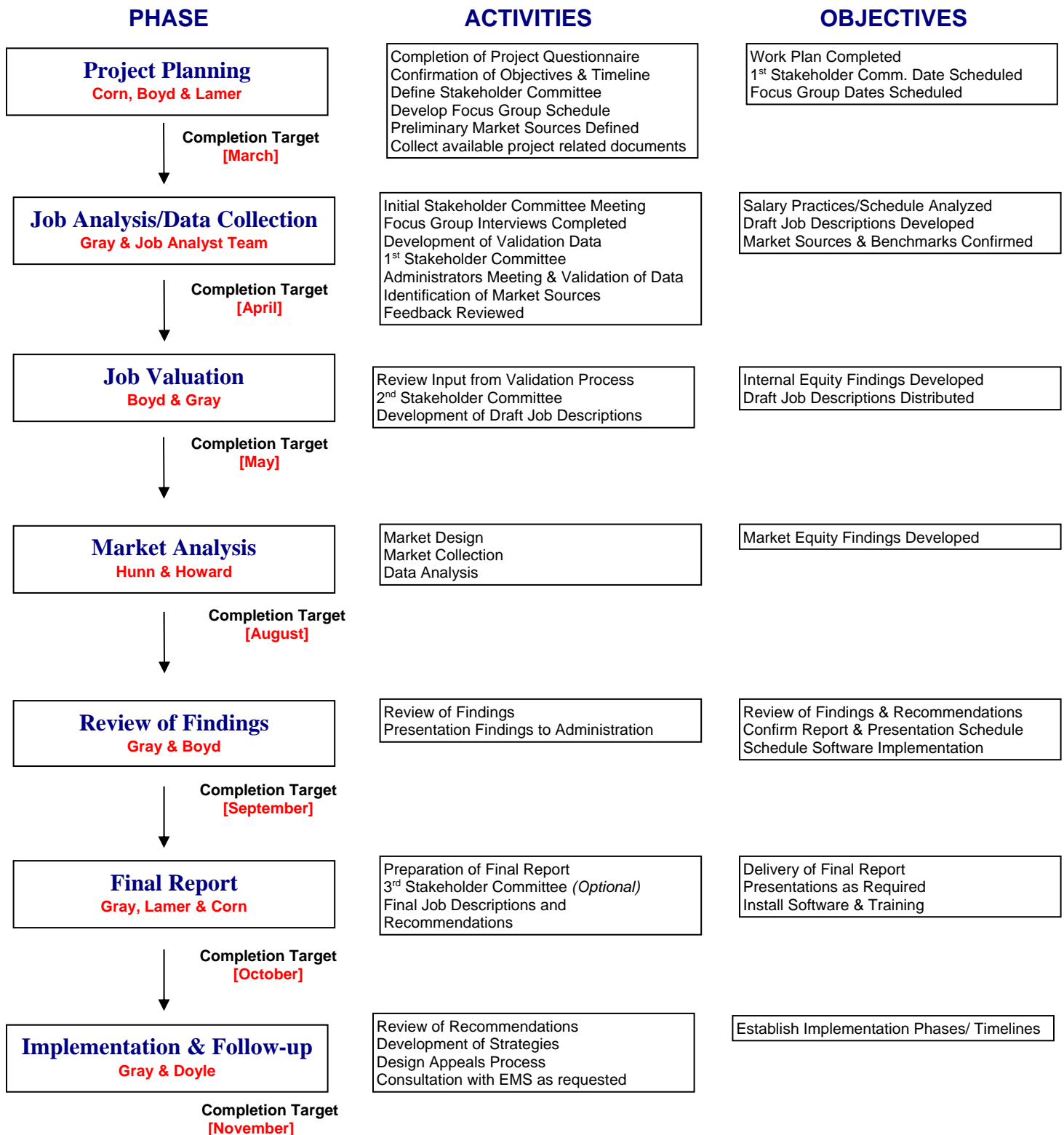
**School System:** Terminology identifying school systems varies by State. The reference of “school system” used in this report is synonymous with the term of School District, School Corporation, Board of Education, etc.

**Steering Committee:** A group of employees that are representative of job classifications being studied as well as inclusive of other stakeholders that need to have input and/or may be impacted by a studies outcomes. The purpose of the Committee is to serve in a monitoring and advisory capacity as the Study is conducted. Dependent on the organization other terms may be used to describe this group such as Advisory Committee, Task Force, etc.

**Y-Rate (Frozen):** An expression used to indicate that the recommended salary level for a job classification exceeds the current level on the salary schedule and incumbents within the classification typically have their salary frozen at the current level until adjustments have been made to the schedule that allows movement to a higher salary. Other commonly used terms for this process include “red circle” and “grandfather”.

# CLASSIFICATION & COMPENSATION STUDY FLOW CHART

Project Management: Randy D Lamer  
 Project Coordination: Betty Gray and Fred Corn



# Job Title Recommendations

Fountain Valley School District

Job Title	Proposed Job Title *Red Indicates Change
<b>Administrative Services</b>	
<b>Administrative Support</b>	
Administrative Assistant	Administrative Assistant
Assessment/Data Technician	Assessment/Data Technician
Child Care Program Assistant	Child Care Program Technician
Child Care Program Technician	Child Care Program Specialist
Duplicating Operator	Duplicating Operator
Health Assistant	Health Assistant
Office Assistant	Office Assistant - School
Office Assistant - Department *NEW	Office Assistant - Department
School Office Manager - Elementary	School Office Manager
School Office Manager - Middle School	School Office Manager
Senior Office Assistant	Personnel Technician
Substitute Services Technician	Substitute Services Technician
<b>Confidential</b>	
Certificated Personnel Technician	Certificated Personnel Technician
Classified Personnel Technician	Classified Personnel Technician
Executive Assistant	Executive Assistant
Insurance Benefits Technician	Insurance Benefits Technician
Senior Administrative Assistant	Senior Administrative Assistant
<b>Financial Support</b>	
Accountant	Accountant
Payroll Clerk	Payroll Clerk
Purchasing Technician	Purchasing Technician
Senior Accounting Assistant	Senior Accounting Assistant
Senior Payroll Technician	Senior Payroll Technician
<b>Technology Support</b>	
Application Specialist	Application Specialist
Computer/Network Specialist II	Computer/Network Specialist
Field Support Help Desk Technician	Field Support Help Desk Technician
Technology Support Specialist	Technology Support Specialist
Website/Social Media Technician	Website/Social Media Technician
<b>Maintenance &amp; Operations</b>	
<b>Custodial Services</b>	
Custodian	Custodian
Head Custodian	Head Custodian
Warehouse Operator/Delivery Driver	Warehouse Operator/Delivery Driver
<b>Grounds Maintenance</b>	
Groundskeeper	Groundskeeper
Irrigation Technician	Irrigation Technician
Mower Operator	Mower Operator
Skilled Groundskeeper/Equipment Operator	Skilled Groundskeeper/Equipment Operator

# Job Title Recommendations

Fountain Valley School District

<b>Job Title</b>	<b>Proposed Job Title *Red Indicates Change</b>
<b>Maintenance</b>	
A/V Communications Repair Technician	A/V Communications Repair Technician
Electrician	Electrician
Heating and Ventilation Technician	Heating and Ventilation Technician
Locksmith	Locksmith
Maintenance Worker I	Maintenance Worker I
Maintenance Worker II	Maintenance Worker II
Maintenance Worker III	Maintenance Worker III
Material Expeditor	Material Expeditor
Painter	Painter
Plumber	Plumber
<b>Nutritional Services</b>	
<b>Child Nutrition</b>	
Food Services Delivery Driver	Food Services Delivery Driver
Food Services Field Operations Coordinator	Food Services Field Operations Coordinator
Food Services Worker	Food Services Worker
Food Services Technician	Food Services Technician
<b>Transportation Services</b>	
<b>Student Transportation</b>	
Bus Aide - Special Education	Bus Aide - Special Education
Bus Driver	Bus Driver
Lead Heavy Duty Mechanic	<b>Senior Heavy Duty Mechanic</b>
Senior Bus Driver/Trainer	Senior Bus Driver/Trainer
<b>Instructional Services</b>	
<b>Child Care Services</b>	
Assistant Recreation Coordinator	Assistant Recreation Coordinator
ESP Aide	<b>ESP Assistant</b>
ESP Instructor	ESP Instructor
ESP Lead Instructor	<b>ESP Coordinator</b>
Lead Preschool Instructor	Lead Preschool Instructor
Preschool Aide	<b>Preschool Assistant</b>
Preschool Instructor	Preschool Instructor
Recreation Coordinator	Recreation Coordinator
Recreation Leader	Recreation Leader
<b>Instructional Support</b>	
Behavior Intervention Assistant	Behavior Intervention Assistant
Bilingual Testing Technician	Bilingual Testing Technician
Bilingual Translator ( <i>previous title Community Liaison</i> )	Bilingual Translator
Instructional Assistant	Instructional Assistant
Instructional Assistant - Bilingual	Instructional Assistant - Bilingual
Instructional Assistant - Discrete Trial Training (DTT)	<b>Instructional Assistant - Applied Behavior Analysis</b>
Instructional Assistant - Special Education	<b>Instructional Assistant - Mild/Moderate</b>
Instructional Assistant - Special Education (SH/PH)	<b>Instructional Assistant - Moderate/Severe</b>
Instructional Science Materials Assistant	Instructional Science Materials Assistant
Library/Media Technician	Library/Media Technician
Senior Library Media Technician	Senior Library Media Technician

# Job Title Recommendations

Fountain Valley School District

## Job Title

## Proposed Job Title \*Red Indicates Change

### Professional/Technical

Certified Occupational Therapy Assistant  
Health Technician/LVN  
Licensed Vocational Nurse  
Speech/Language Pathology Assistant

Certified Occupational Therapy Assistant  
Health Technician/LVN  
Licensed Vocational Nurse  
Speech/Language Pathology Assistant

### Classified Management

#### Management

Custodial & Warehouse Supervisor/Energy Conservation Manager  
Director Child Care (& Recreation) Programs  
Director Fiscal Services  
Director Food Services  
Director Human Resources  
Director Maintenance, Operations & Facilities  
Grounds Supervisor  
Information Technology Supervisor  
Maintenance Supervisor  
Transportation Supervisor

**Operations Supervisor**  
Director Child Care (& Recreation) Programs  
Director Fiscal Services  
Director Food Services  
Director Human Resources  
Director Maintenance, Operations & Facilities  
Grounds Supervisor  
Information Technology Supervisor  
Maintenance Supervisor  
Transportation Supervisor



Salary Schedule Analysis - Classified

Range Level	Salary Step Adjustments					Range Width
	1	2	3	4	5	
1	\$13.61	\$14.29	\$15.01	\$15.76	\$16.55	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	NA	NA	NA	NA	NA	
2	\$13.78	\$14.46	\$15.19	\$15.95	\$16.74	21.5%
Step Differential	NA	4.9%	5.0%	5.0%	5.0%	
Range Level Differential	1.2%	1.2%	1.2%	1.2%	1.1%	
3	\$13.96	\$14.66	\$15.41	\$16.16	\$16.96	21.5%
Step Differential	NA	5.0%	5.1%	4.9%	5.0%	
Range Level Differential	1.3%	1.4%	1.4%	1.3%	1.3%	
4	\$14.05	\$14.76	\$15.49	\$16.27	\$17.09	21.6%
Step Differential	NA	5.1%	4.9%	5.0%	5.0%	
Range Level Differential	0.6%	0.7%	0.5%	0.7%	0.8%	
5	\$14.23	\$14.93	\$15.68	\$16.46	\$17.29	21.5%
Step Differential	NA	4.9%	5.0%	5.0%	5.0%	
Range Level Differential	1.3%	1.2%	1.2%	1.2%	1.2%	
6	\$14.34	\$15.05	\$15.81	\$16.61	\$17.43	21.5%
Step Differential	NA	5.0%	5.0%	5.1%	4.9%	
Range Level Differential	0.8%	0.8%	0.8%	0.9%	0.8%	
7	\$14.50	\$15.23	\$15.99	\$16.80	\$17.63	21.6%
Step Differential	NA	5.0%	5.0%	5.1%	4.9%	
Range Level Differential	1.1%	1.2%	1.1%	1.1%	1.1%	
8	\$14.64	\$15.38	\$16.15	\$16.95	\$17.79	21.5%
Step Differential	NA	5.1%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	0.9%	0.9%	
9	\$14.82	\$15.56	\$16.34	\$17.16	\$18.02	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.2%	1.2%	1.2%	1.2%	1.3%	
10	\$14.95	\$15.70	\$16.47	\$17.31	\$18.18	21.6%
Step Differential	NA	5.0%	4.9%	5.1%	5.0%	
Range Level Differential	0.9%	0.9%	0.8%	0.9%	0.9%	
11	\$15.10	\$15.86	\$16.66	\$17.50	\$18.36	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	4.9%	
Range Level Differential	1.0%	1.0%	1.2%	1.1%	1.0%	
12	\$15.26	\$16.02	\$16.83	\$17.67	\$18.56	21.6%
Step Differential	NA	5.0%	5.1%	5.0%	5.0%	
Range Level Differential	1.1%	1.0%	1.0%	1.0%	1.1%	
13	\$15.41	\$16.17	\$16.97	\$17.82	\$18.73	21.5%
Step Differential	NA	4.9%	4.9%	5.0%	5.1%	
Range Level Differential	1.0%	0.9%	0.8%	0.8%	0.9%	
14	\$15.53	\$16.31	\$17.13	\$17.98	\$18.88	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	0.8%	0.9%	0.9%	0.9%	0.8%	
15	\$15.72	\$16.50	\$17.34	\$18.20	\$19.12	21.6%
Step Differential	NA	5.0%	5.1%	5.0%	5.1%	
Range Level Differential	1.2%	1.2%	1.2%	1.2%	1.3%	
16	\$15.84	\$16.64	\$17.48	\$18.34	\$19.26	21.6%
Step Differential	NA	5.1%	5.0%	4.9%	5.0%	
Range Level Differential	0.8%	0.8%	0.8%	0.8%	0.7%	
17	\$16.02	\$16.83	\$17.67	\$18.56	\$19.50	21.7%
Step Differential	NA	5.1%	5.0%	5.0%	5.1%	
Range Level Differential	1.1%	1.1%	1.1%	1.2%	1.2%	
18	\$16.20	\$17.02	\$17.87	\$18.76	\$19.69	21.5%
Step Differential	NA	5.1%	5.0%	5.0%	5.0%	
Range Level Differential	1.1%	1.1%	1.1%	1.1%	1.0%	
19	\$16.35	\$17.18	\$18.04	\$18.95	\$19.89	21.7%
Step Differential	NA	5.1%	5.0%	5.0%	5.0%	
Range Level Differential	0.9%	0.9%	1.0%	1.0%	1.0%	
20	\$16.52	\$17.35	\$18.22	\$19.13	\$20.09	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	0.9%	1.0%	
21	\$16.70	\$17.54	\$18.42	\$19.34	\$20.32	21.7%
Step Differential	NA	5.0%	5.0%	5.0%	5.1%	
Range Level Differential	1.1%	1.1%	1.1%	1.1%	1.1%	
22	\$16.83	\$17.68	\$18.56	\$19.50	\$20.47	21.6%
Step Differential	NA	5.1%	5.0%	5.1%	5.0%	
Range Level Differential	0.8%	0.8%	0.8%	0.8%	0.7%	
23	\$17.05	\$17.89	\$18.78	\$19.71	\$20.69	21.3%
Step Differential	NA	4.9%	5.0%	5.0%	5.0%	
Range Level Differential	1.3%	1.2%	1.2%	1.1%	1.1%	
24	\$17.17	\$18.03	\$18.93	\$19.87	\$20.88	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.1%	
Range Level Differential	0.7%	0.8%	0.8%	0.8%	0.9%	
25	\$17.35	\$18.22	\$19.13	\$20.09	\$21.08	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	4.9%	
Range Level Differential	1.0%	1.1%	1.1%	1.1%	1.0%	
26	\$17.53	\$18.42	\$19.32	\$20.30	\$21.31	21.6%
Step Differential	NA	5.1%	4.9%	5.1%	5.0%	
Range Level Differential	1.0%	1.1%	1.0%	1.0%	1.1%	
27	\$17.70	\$18.59	\$19.52	\$20.49	\$21.53	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.1%	
Range Level Differential	1.0%	0.9%	1.0%	0.9%	1.0%	
28	\$17.90	\$18.79	\$19.72	\$20.71	\$21.75	21.5%
Step Differential	NA	5.0%	4.9%	5.0%	5.0%	
Range Level Differential	1.1%	1.1%	1.0%	1.1%	1.0%	
29	\$18.05	\$18.96	\$19.91	\$20.90	\$21.95	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	0.8%	0.9%	1.0%	0.9%	0.9%	
30	\$18.27	\$19.17	\$20.13	\$21.14	\$22.19	21.5%
Step Differential	NA	4.9%	5.0%	5.0%	5.0%	
Range Level Differential	1.2%	1.1%	1.1%	1.1%	1.1%	
31	\$18.45	\$19.37	\$20.35	\$21.35	\$22.43	21.6%
Step Differential	NA	5.0%	5.1%	4.9%	5.1%	
Range Level Differential	1.0%	1.0%	1.1%	1.0%	1.1%	
32	\$18.59	\$19.53	\$20.50	\$21.53	\$22.61	21.6%
Step Differential	NA	5.1%	5.0%	5.0%	5.0%	
Range Level Differential	0.8%	0.8%	0.7%	0.8%	0.8%	

Salary Schedule Analysis - Classified

Range Level	Salary Step Adjustments					Range Width
	1	2	3	4	5	
<b>33</b>	<b>\$18.81</b>	<b>\$19.76</b>	<b>\$20.75</b>	<b>\$21.78</b>	<b>\$22.87</b>	21.6%
Step Differential	NA	5.1%	5.0%	5.0%	5.0%	
Range Level Differential	1.2%	1.2%	1.2%	1.2%	1.1%	
<b>34</b>	<b>\$19.00</b>	<b>\$19.95</b>	<b>\$20.95</b>	<b>\$22.00</b>	<b>\$23.10</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Grade Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>35</b>	<b>\$19.16</b>	<b>\$20.12</b>	<b>\$21.13</b>	<b>\$22.17</b>	<b>\$23.28</b>	21.5%
Step Differential	NA	5.0%	5.0%	4.9%	5.0%	
Range Level Differential	0.8%	0.9%	0.9%	0.8%	0.8%	
<b>36</b>	<b>\$19.34</b>	<b>\$20.31</b>	<b>\$21.33</b>	<b>\$22.40</b>	<b>\$23.51</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	0.9%	0.9%	0.9%	1.0%	1.0%	
<b>37</b>	<b>\$19.55</b>	<b>\$20.52</b>	<b>\$21.56</b>	<b>\$22.63</b>	<b>\$23.76</b>	21.5%
Step Differential	NA	5.0%	5.1%	5.0%	5.0%	
Range Level Differential	1.1%	1.0%	1.1%	1.0%	1.1%	
<b>38</b>	<b>\$19.76</b>	<b>\$20.75</b>	<b>\$21.78</b>	<b>\$22.87</b>	<b>\$24.02</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.1%	1.1%	1.0%	1.1%	1.1%	
<b>39</b>	<b>\$19.96</b>	<b>\$20.96</b>	<b>\$22.00</b>	<b>\$23.10</b>	<b>\$24.25</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>40</b>	<b>\$20.16</b>	<b>\$21.17</b>	<b>\$22.24</b>	<b>\$23.35</b>	<b>\$24.52</b>	21.6%
Step Differential	NA	5.0%	5.1%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.1%	1.1%	1.1%	
<b>41</b>	<b>\$20.39</b>	<b>\$21.40</b>	<b>\$22.46</b>	<b>\$23.60</b>	<b>\$24.76</b>	21.4%
Step Differential	NA	5.0%	5.0%	5.1%	4.9%	
Range Level Differential	1.1%	1.1%	1.0%	1.1%	1.0%	
<b>42</b>	<b>\$20.56</b>	<b>\$21.60</b>	<b>\$22.67</b>	<b>\$23.81</b>	<b>\$25.01</b>	21.6%
Step Differential	NA	5.1%	5.0%	5.0%	5.0%	
Range Level Differential	0.8%	0.9%	0.9%	0.9%	1.0%	
<b>43</b>	<b>\$20.78</b>	<b>\$21.81</b>	<b>\$22.89</b>	<b>\$24.04</b>	<b>\$25.25</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.1%	1.0%	1.0%	1.0%	1.0%	
<b>44</b>	<b>\$20.98</b>	<b>\$22.03</b>	<b>\$23.14</b>	<b>\$24.28</b>	<b>\$25.50</b>	21.5%
Step Differential	NA	5.0%	5.0%	4.9%	5.0%	
Range Level Differential	1.0%	1.0%	1.1%	1.0%	1.0%	
<b>45</b>	<b>\$21.18</b>	<b>\$22.25</b>	<b>\$23.36</b>	<b>\$24.53</b>	<b>\$25.76</b>	21.6%
Step Differential	NA	5.1%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>46</b>	<b>\$21.40</b>	<b>\$22.46</b>	<b>\$23.60</b>	<b>\$24.76</b>	<b>\$26.00</b>	21.5%
Step Differential	NA	5.0%	5.1%	4.9%	5.0%	
Range Level Differential	1.0%	0.9%	1.0%	0.9%	0.9%	
<b>47</b>	<b>\$21.62</b>	<b>\$22.70</b>	<b>\$23.83</b>	<b>\$25.03</b>	<b>\$26.28</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	NA	NA	NA	NA	NA	
<b>48</b>	<b>\$21.84</b>	<b>\$22.93</b>	<b>\$24.08</b>	<b>\$25.29</b>	<b>\$26.55</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>49</b>	<b>\$22.06</b>	<b>\$23.17</b>	<b>\$24.31</b>	<b>\$25.54</b>	<b>\$26.82</b>	21.6%
Step Differential	NA	5.0%	4.9%	5.1%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>50</b>	<b>\$22.28</b>	<b>\$23.39</b>	<b>\$24.57</b>	<b>\$25.79</b>	<b>\$27.08</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	0.9%	1.1%	1.0%	1.0%	
<b>51</b>	<b>\$22.52</b>	<b>\$23.65</b>	<b>\$24.83</b>	<b>\$26.08</b>	<b>\$27.37</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	4.9%	
Range Level Differential	1.1%	1.1%	1.1%	1.1%	1.1%	
<b>52</b>	<b>\$22.73</b>	<b>\$23.87</b>	<b>\$25.07</b>	<b>\$26.33</b>	<b>\$27.62</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	4.9%	
Range Level Differential	0.9%	0.9%	1.0%	1.0%	0.9%	
<b>53</b>	<b>\$22.96</b>	<b>\$24.11</b>	<b>\$25.32</b>	<b>\$26.58</b>	<b>\$27.91</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	0.9%	1.0%	
<b>54</b>	<b>\$23.21</b>	<b>\$24.35</b>	<b>\$25.58</b>	<b>\$26.88</b>	<b>\$28.22</b>	21.6%
Step Differential	NA	4.9%	5.1%	5.1%	5.0%	
Range Level Differential	1.1%	1.0%	1.0%	1.1%	1.1%	
<b>55</b>	<b>\$23.43</b>	<b>\$24.60</b>	<b>\$25.83</b>	<b>\$27.12</b>	<b>\$28.48</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	0.9%	1.0%	1.0%	0.9%	0.9%	
<b>56</b>	<b>\$23.65</b>	<b>\$24.83</b>	<b>\$26.08</b>	<b>\$27.37</b>	<b>\$28.74</b>	21.5%
Step Differential	NA	5.0%	5.0%	4.9%	5.0%	
Range Level Differential	0.9%	0.9%	1.0%	0.9%	0.9%	
<b>57</b>	<b>\$23.89</b>	<b>\$25.08</b>	<b>\$26.34</b>	<b>\$27.64</b>	<b>\$29.04</b>	21.6%
Step Differential	NA	5.0%	5.0%	4.9%	5.1%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>58</b>	<b>\$24.13</b>	<b>\$25.32</b>	<b>\$26.60</b>	<b>\$27.92</b>	<b>\$29.33</b>	21.5%
Step Differential	NA	4.9%	5.1%	5.0%	5.1%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>59</b>	<b>\$24.35</b>	<b>\$25.58</b>	<b>\$26.88</b>	<b>\$28.22</b>	<b>\$29.63</b>	21.7%
Step Differential	NA	5.1%	5.1%	5.0%	5.0%	
Range Level Differential	0.9%	1.0%	1.1%	1.1%	1.0%	
<b>60</b>	<b>\$24.58</b>	<b>\$25.81</b>	<b>\$27.09</b>	<b>\$28.44</b>	<b>\$29.87</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	0.9%	0.9%	0.8%	0.8%	0.8%	
<b>61</b>	<b>\$24.85</b>	<b>\$26.10</b>	<b>\$27.41</b>	<b>\$28.78</b>	<b>\$30.21</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.1%	1.1%	1.2%	1.2%	1.1%	
<b>62</b>	<b>\$25.10</b>	<b>\$26.36</b>	<b>\$27.68</b>	<b>\$29.06</b>	<b>\$30.52</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>63</b>	<b>\$25.36</b>	<b>\$26.64</b>	<b>\$27.97</b>	<b>\$29.37</b>	<b>\$30.83</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.1%	1.0%	1.1%	1.0%	
<b>64</b>	<b>\$25.61</b>	<b>\$26.90</b>	<b>\$28.24</b>	<b>\$29.65</b>	<b>\$31.13</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	

Salary Schedule Analysis - Classified

Range Level	Salary Step Adjustments					Range Width
	1	2	3	4	5	
<b>65</b>	<b>\$25.84</b>	<b>\$27.14</b>	<b>\$28.50</b>	<b>\$29.92</b>	<b>\$31.41</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	0.9%	0.9%	0.9%	0.9%	0.9%	
<b>66</b>	<b>\$26.12</b>	<b>\$27.42</b>	<b>\$28.79</b>	<b>\$30.23</b>	<b>\$31.73</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.1%	1.0%	1.0%	1.0%	1.0%	
<b>67</b>	<b>\$26.37</b>	<b>\$27.69</b>	<b>\$29.07</b>	<b>\$30.53</b>	<b>\$32.06</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>68</b>	<b>\$26.65</b>	<b>\$27.98</b>	<b>\$29.38</b>	<b>\$30.85</b>	<b>\$32.40</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.1%	1.0%	1.1%	1.0%	1.1%	
<b>69</b>	<b>\$26.91</b>	<b>\$28.26</b>	<b>\$29.67</b>	<b>\$31.14</b>	<b>\$32.70</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	0.9%	0.9%	
<b>70</b>	<b>\$27.17</b>	<b>\$28.54</b>	<b>\$29.96</b>	<b>\$31.46</b>	<b>\$33.04</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>71</b>	<b>\$27.47</b>	<b>\$28.84</b>	<b>\$30.28</b>	<b>\$31.80</b>	<b>\$33.39</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.1%	1.1%	1.1%	1.1%	1.1%	
<b>72</b>	<b>\$27.74</b>	<b>\$29.12</b>	<b>\$30.57</b>	<b>\$32.10</b>	<b>\$33.70</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	0.9%	0.9%	
<b>73</b>	<b>\$27.98</b>	<b>\$29.38</b>	<b>\$30.85</b>	<b>\$32.40</b>	<b>\$34.02</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	0.9%	0.9%	0.9%	0.9%	0.9%	
<b>74</b>	<b>\$28.27</b>	<b>\$29.67</b>	<b>\$31.16</b>	<b>\$32.71</b>	<b>\$34.36</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>75</b>	<b>\$28.55</b>	<b>\$29.98</b>	<b>\$31.50</b>	<b>\$33.06</b>	<b>\$34.72</b>	21.6%
Step Differential	NA	5.0%	5.1%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.1%	1.1%	1.0%	
<b>76</b>	<b>\$28.83</b>	<b>\$30.30</b>	<b>\$31.82</b>	<b>\$33.40</b>	<b>\$35.08</b>	21.7%
Step Differential	NA	5.1%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.1%	1.0%	1.0%	1.0%	
<b>77</b>	<b>\$29.13</b>	<b>\$30.59</b>	<b>\$32.11</b>	<b>\$33.72</b>	<b>\$35.40</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	0.9%	1.0%	0.9%	
<b>78</b>	<b>\$29.41</b>	<b>\$30.87</b>	<b>\$32.43</b>	<b>\$34.04</b>	<b>\$35.75</b>	21.6%
Step Differential	NA	5.0%	5.1%	5.0%	5.0%	
Range Level Differential	1.0%	0.9%	1.0%	0.9%	1.0%	
<b>79</b>	<b>\$29.73</b>	<b>\$31.21</b>	<b>\$32.77</b>	<b>\$34.41</b>	<b>\$36.14</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.1%	1.1%	1.0%	1.1%	1.1%	
<b>80</b>	<b>\$29.99</b>	<b>\$31.50</b>	<b>\$33.07</b>	<b>\$34.72</b>	<b>\$36.46</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	0.9%	0.9%	0.9%	0.9%	0.9%	
<b>81</b>	<b>\$30.31</b>	<b>\$31.82</b>	<b>\$33.42</b>	<b>\$35.08</b>	<b>\$36.84</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.1%	1.0%	1.1%	1.0%	1.0%	
<b>82</b>	<b>\$30.61</b>	<b>\$32.13</b>	<b>\$33.74</b>	<b>\$35.43</b>	<b>\$37.21</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>83</b>	<b>\$30.90</b>	<b>\$32.46</b>	<b>\$34.07</b>	<b>\$35.78</b>	<b>\$37.58</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	0.9%	1.0%	1.0%	1.0%	1.0%	
<b>84</b>	<b>\$31.23</b>	<b>\$32.78</b>	<b>\$34.43</b>	<b>\$36.15</b>	<b>\$37.95</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.1%	1.0%	1.1%	1.0%	1.0%	
<b>85</b>	<b>\$31.55</b>	<b>\$33.12</b>	<b>\$34.78</b>	<b>\$36.51</b>	<b>\$38.34</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>86</b>	<b>\$31.86</b>	<b>\$33.47</b>	<b>\$35.13</b>	<b>\$36.88</b>	<b>\$38.73</b>	21.6%
Step Differential	NA	5.1%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.1%	1.0%	1.0%	1.0%	
<b>87</b>	<b>\$32.17</b>	<b>\$33.78</b>	<b>\$35.47</b>	<b>\$37.24</b>	<b>\$39.09</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	0.9%	1.0%	1.0%	0.9%	
<b>88</b>	<b>\$32.49</b>	<b>\$34.11</b>	<b>\$35.81</b>	<b>\$37.61</b>	<b>\$39.49</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>89</b>	<b>\$32.81</b>	<b>\$34.45</b>	<b>\$36.17</b>	<b>\$37.99</b>	<b>\$39.89</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>90</b>	<b>\$33.15</b>	<b>\$34.80</b>	<b>\$36.53</b>	<b>\$38.37</b>	<b>\$40.28</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>91</b>	<b>\$33.48</b>	<b>\$35.15</b>	<b>\$36.91</b>	<b>\$38.73</b>	<b>\$40.68</b>	21.5%
Step Differential	NA	5.0%	5.0%	4.9%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	0.9%	1.0%	
<b>92</b>	<b>\$33.81</b>	<b>\$35.49</b>	<b>\$37.28</b>	<b>\$39.14</b>	<b>\$41.09</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.1%	1.0%	
<b>93</b>	<b>\$34.14</b>	<b>\$35.86</b>	<b>\$37.64</b>	<b>\$39.52</b>	<b>\$41.49</b>	21.5%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>94</b>	<b>\$34.49</b>	<b>\$36.21</b>	<b>\$38.04</b>	<b>\$39.93</b>	<b>\$41.93</b>	21.6%
Step Differential	NA	5.0%	5.1%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.1%	1.0%	1.1%	
<b>95</b>	<b>\$34.83</b>	<b>\$36.58</b>	<b>\$38.41</b>	<b>\$40.32</b>	<b>\$42.34</b>	21.6%
Step Differential	NA	5.0%	5.0%	5.0%	5.0%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	

Salary Schedule Analysis - Confidential

Range	Salary Step Adjustments					Range Width
	1	2	3	4	5	
<b>38</b>	<b>\$4,544.00</b>	<b>\$4,767.00</b>	<b>\$4,999.00</b>	<b>\$5,241.00</b>	<b>\$5,499.00</b>	21.0%
Step Differential	NA	4.9%	4.9%	4.8%	4.9%	
Range Level Differential	NA	NA	NA	NA	NA	
<b>39</b>	<b>\$4,589.44</b>	<b>\$4,814.67</b>	<b>\$5,048.99</b>	<b>\$5,293.41</b>	<b>\$5,553.99</b>	21.0%
Step Differential	NA	4.9%	4.9%	4.8%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>40</b>	<b>\$4,636.00</b>	<b>\$4,863.00</b>	<b>\$5,099.00</b>	<b>\$5,349.00</b>	<b>\$5,612.00</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	NA	NA	NA	NA	
<b>41</b>	<b>\$4,682.36</b>	<b>\$4,911.63</b>	<b>\$5,149.99</b>	<b>\$5,402.49</b>	<b>\$5,668.12</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>42</b>	<b>\$4,729.18</b>	<b>\$4,960.75</b>	<b>\$5,201.49</b>	<b>\$5,456.51</b>	<b>\$5,724.80</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>43</b>	<b>\$4,776.48</b>	<b>\$5,010.35</b>	<b>\$5,253.50</b>	<b>\$5,511.08</b>	<b>\$5,782.05</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>44</b>	<b>\$4,824.24</b>	<b>\$5,060.46</b>	<b>\$5,306.04</b>	<b>\$5,566.19</b>	<b>\$5,839.87</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>45</b>	<b>\$4,872.48</b>	<b>\$5,111.06</b>	<b>\$5,359.10</b>	<b>\$5,621.85</b>	<b>\$5,898.27</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>46</b>	<b>\$4,921.21</b>	<b>\$5,162.17</b>	<b>\$5,412.69</b>	<b>\$5,678.07</b>	<b>\$5,957.25</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>47</b>	<b>\$4,970.42</b>	<b>\$5,213.79</b>	<b>\$5,466.82</b>	<b>\$5,734.85</b>	<b>\$6,016.82</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>48</b>	<b>\$5,020.12</b>	<b>\$5,265.93</b>	<b>\$5,521.49</b>	<b>\$5,792.20</b>	<b>\$6,076.99</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>49</b>	<b>\$5,070.32</b>	<b>\$5,318.59</b>	<b>\$5,576.70</b>	<b>\$5,850.12</b>	<b>\$6,137.76</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>50</b>	<b>\$5,121.03</b>	<b>\$5,371.78</b>	<b>\$5,632.47</b>	<b>\$5,908.62</b>	<b>\$6,199.14</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>51</b>	<b>\$5,172.24</b>	<b>\$5,425.50</b>	<b>\$5,688.79</b>	<b>\$5,967.71</b>	<b>\$6,261.13</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>52</b>	<b>\$5,223.96</b>	<b>\$5,479.75</b>	<b>\$5,745.68</b>	<b>\$6,027.39</b>	<b>\$6,323.74</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>53</b>	<b>\$5,276.20</b>	<b>\$5,534.55</b>	<b>\$5,803.14</b>	<b>\$6,087.66</b>	<b>\$6,386.98</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>54</b>	<b>\$5,328.96</b>	<b>\$5,589.89</b>	<b>\$5,861.17</b>	<b>\$6,148.54</b>	<b>\$6,450.85</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	1.0%	1.0%	1.0%	1.0%	1.0%	
<b>55</b>	<b>\$5,339.00</b>	<b>\$5,599.00</b>	<b>\$5,873.00</b>	<b>\$6,163.00</b>	<b>\$6,467.00</b>	21.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	0.2%	0.2%	0.2%	0.2%	0.3%	

Current Levels In Use

CLASSIFIED MANAGEMENT SALARY SCHEDULE (2016-17)

Range	Salary Steps						Range Width
	A	B	C	D	E	F	
<b>06A</b>	<b>\$5,018.00</b>	<b>\$5,265.00</b>	<b>\$5,521.00</b>	<b>\$5,792.00</b>	<b>\$6,076.00</b>	<b>\$6,381.00</b>	27.2%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	5.0%	
Range Level Differential	NA	NA	NA	NA	NA	NA	
<b>07A</b>	<b>\$5,265.00</b>	<b>\$5,521.00</b>	<b>\$5,791.00</b>	<b>\$6,076.00</b>	<b>\$6,375.00</b>	<b>\$6,693.00</b>	27.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	5.0%	
Range Level Differential	4.9%	4.9%	4.9%	4.9%	4.9%	4.9%	
<b>8</b>	<b>\$5,521.00</b>	<b>\$5,791.00</b>	<b>\$6,076.00</b>	<b>\$6,375.00</b>	<b>\$6,685.00</b>	<b>\$7,022.00</b>	27.2%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	5.0%	
Range Level Differential	4.9%	4.9%	4.9%	4.9%	4.9%	4.9%	
<b>9</b>	<b>\$5,797.05</b>	<b>\$6,081.11</b>	<b>\$6,379.08</b>	<b>\$6,691.65</b>	<b>\$7,019.55</b>	<b>\$7,363.50</b>	27.0%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	5.0%	5.0%	5.0%	5.0%	5.0%	4.9%	
<b>7</b>	<b>\$6,110.00</b>	<b>\$6,409.00</b>	<b>\$6,724.00</b>	<b>\$7,051.00</b>	<b>\$7,398.00</b>	<b>\$7,768.00</b>	27.1%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	5.0%	
Range Level Differential	5.4%	5.4%	5.4%	5.4%	5.4%	5.5%	
<b>10</b>	<b>\$6,415.50</b>	<b>\$6,729.86</b>	<b>\$7,059.62</b>	<b>\$7,405.54</b>	<b>\$7,768.42</b>	<b>\$8,149.07</b>	27.0%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	5.0%	10.7%	10.7%	10.7%	10.7%	10.7%	
<b>11</b>	<b>\$6,736.28</b>	<b>\$7,066.35</b>	<b>\$7,412.60</b>	<b>\$7,775.82</b>	<b>\$8,156.84</b>	<b>\$8,556.52</b>	27.0%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	
<b>12</b>	<b>\$6,687.00</b>	<b>\$7,016.00</b>	<b>\$7,361.00</b>	<b>\$7,723.00</b>	<b>\$8,105.00</b>	<b>\$8,510.00</b>	27.3%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	5.0%	
Range Level Differential	-0.7%	-0.7%	-0.7%	-0.7%	-0.6%	-0.5%	
<b>13</b>	<b>\$7,021.35</b>	<b>\$7,365.40</b>	<b>\$7,726.30</b>	<b>\$8,104.89</b>	<b>\$8,502.03</b>	<b>\$8,918.63</b>	27.0%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	5.0%	5.0%	5.0%	4.9%	4.9%	4.8%	
<b>14</b>	<b>\$7,373.00</b>	<b>\$7,735.00</b>	<b>\$8,115.00</b>	<b>\$8,516.00</b>	<b>\$8,935.00</b>	<b>\$9,382.00</b>	27.2%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	5.0%	
Range Level Differential	5.0%	5.0%	5.0%	5.1%	5.1%	5.2%	
<b>15</b>	<b>\$7,741.65</b>	<b>\$8,120.99</b>	<b>\$8,518.92</b>	<b>\$8,936.35</b>	<b>\$9,374.23</b>	<b>\$9,833.56</b>	27.0%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	5.0%	5.0%	5.0%	4.9%	4.9%	4.8%	
<b>16</b>	<b>\$8,128.73</b>	<b>\$8,527.04</b>	<b>\$8,944.87</b>	<b>\$9,383.16</b>	<b>\$9,842.94</b>	<b>\$10,325.24</b>	27.0%
Step Differential	NA	4.9%	4.9%	4.9%	4.9%	4.9%	
Range Level Differential	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	
<b>17</b>	<b>\$8,504.00</b>	<b>\$8,925.00</b>	<b>\$9,362.00</b>	<b>\$9,824.00</b>	<b>\$10,313.00</b>	<b>\$10,827.00</b>	27.3%
Step Differential	NA	5.0%	4.9%	4.9%	5.0%	5.0%	
Range Level Differential	4.6%	4.7%	4.7%	4.7%	4.8%	4.9%	

Current Levels In Use

# Job Valuation Factors

The following factors were developed with input from public school districts for the purpose of developing an education-based point-factor Job Evaluation Scale. This scale, incorporated into the compensation module of *JobsPlus™*, is used in the valuation of jobs and analysis of the internal equity of an organization's compensation schedules. Thirty-three separate factors are evaluated that provide the basis of a job's valuation.

## Complexity

Complexity addresses the prerequisite abilities required to deal with the complexity of the job in terms of the variety of tasks required to complete the job functions, the extent the tasks are standardized and the variables involved in the judgment required to perform the functions. Four factors, Diversity, Coordination, Flexibility and Problem Solving, are evaluated which in combination define Complexity. Each of these factors is evaluated in relation to the job's prerequisite abilities required in working with People, Data and Equipment that result in 12 separate ratings each evaluated on a 5- level scale.

## Knowledge

Knowledge is usually acquired through formal education but may include experience and self-study. Four factors are evaluated which in combination define Knowledge. These factors include the prerequisite level of Language, Math and Reasoning required to perform the job as well as the level of formal Education to meet the job's eligibility requirement. These four sub-factors in combination define the overall prerequisite level of Knowledge associated with the job. Education is evaluated on a 7-level scale and the other three factors on a 5- level scale.

## Responsibility

Responsibility addresses both the type and scope of oversight necessary for an employee to perform the job functions. Five factors are evaluated which in combination define the overall Responsibility of the job. The factors address the degree to which the job functions require an employee to be responsible for people, projects, programs and/or financial resources of the organization. These factors also evaluate the impact of the job functions to the organization's ability to provide services. Factors evaluated include: Consequences of Errors, Scope of Resources to complete assignments, Financial Control, Supervision of Others and Supervision by Others. These five sub-factors in combination define the overall prerequisite level of Responsibility associated with the job. Each of the five sub-factors is evaluated on a 7-level scale.

## Skills

Skills are usually acquired through a combination of education and experience. Three sub-factors address the Experience, Expertise and the need to periodically Upgrade Skills to continue to successfully perform the job's functions. These sub-factors in combination define the overall prerequisite level of Skill to meet the minimum performance standards of the job functions. Expertise and the need to Upgrade Skills are evaluated on a 5-level scale and Experience on is evaluated on a 7-level scale.

## Working Conditions

Working Conditions evaluate the general conditions under which the job's functions are performed. This includes both the conditions under which the job is performed that may be unpleasant and physical demands involved in performing the job functions. Factors address a combination of Environmental Conditions and Physical Demands associated with the job. The five sub-factors of Temperature/Moisture, Exposure to Hazards, Atmospheric Conditions, Potential for Injury and the likely Impact of Injury address environmental conditions. The four sub-factors of Strength/Endurance, Coordination, Body Movement and Upper Extremity Demands address physical demand of the job. Each of the nine sub-factors is evaluated on a 4-level scale.

# Internal Equity Analysis (Salary Bands)

Fountain Valley School District

Job Title	Schedule	Grade	Min Salary
<b>Administrative Services</b>			
<b>Administrative Support</b>			
Health Assistant	Classified Salary Schedule	30	18.27
Duplicating Operator	Classified Salary Schedule	32	18.59
Office Assistant	Classified Salary Schedule	36	19.34
Office Assistant - Department *NEW			
Senior Office Assistant	Classified Salary Schedule	41	20.39
Substitute Services Technician	Classified Salary Schedule	41	20.39
Child Care Program Assistant	Classified Salary Schedule	41	20.39
Child Care Program Technician	Classified Salary Schedule	46	21.40
Administrative Assistant	Classified Salary Schedule	51	22.52
Assessment/Data Technician	Classified Salary Schedule	61	24.85
School Office Manager - Elementary	Classified Salary Schedule	51	22.52
School Office Manager - Middle School	Classified Salary Schedule	51	22.52
<b>Confidential</b>			
Insurance Benefits Technician	Confidential Employees	38	54,528.00
Certificated Personnel Technician	Confidential Employees	40	55,632.00
Classified Personnel Technician	Confidential Employees	40	55,632.00
Senior Administrative Assistant	Confidential Employees	40	55,632.00
Executive Assistant	Confidential Employees	55	64,068.00
<b>Financial Support</b>			
Payroll Clerk	Classified Salary Schedule	47	21.62
Senior Accounting Assistant	Classified Salary Schedule	52	22.73
Purchasing Technician	Classified Salary Schedule	56	23.65
Senior Payroll Technician	Classified Salary Schedule	66	26.12
Accountant	Classified Salary Schedule	83	30.90
<b>Technology Support</b>			
Field Support Help Desk Technician	Classified Salary Schedule	45	21.18
Website/Social Media Technician	Classified Salary Schedule	71	27.47
Application Specialist	Classified Salary Schedule	75	28.55
Technology Support Specialist	Classified Salary Schedule	80	29.99
Computer/Network Specialist II	Classified Salary Schedule	95	34.83

# Internal Equity Analysis (Salary Bands)

Fountain Valley School District

Job Title	Schedule	Grade	Min Salary
<b>Maintenance &amp; Operations</b>			
<b>Custodial Services</b>			
Custodian	Classified Salary Schedule	39	19.96
Warehouse Operator/Delivery Driver	Classified Salary Schedule	50	22.28
Head Custodian	Classified Salary Schedule	52	22.73
<b>Grounds Maintenance</b>			
Groundskeeper	Classified Salary Schedule	45	21.18
Mower Operator	Classified Salary Schedule	48	21.84
Skilled Groundskeeper/Equipment Operator	Classified Salary Schedule	56	23.65
Irrigation Technician	Classified Salary Schedule	58	24.13
<b>Maintenance</b>			
Maintenance Worker I	Classified Salary Schedule	46	21.40
Maintenance Worker II	Classified Salary Schedule	54	23.21
A/V Communications Repair Technician	Classified Salary Schedule	62	25.10
Locksmith	Classified Salary Schedule	62	25.10
Maintenance Worker III	Classified Salary Schedule	62	25.10
Painter	Classified Salary Schedule	64	25.61
Plumber	Classified Salary Schedule	66	26.12
Heating and Ventilation Technician	Classified Salary Schedule	66	26.12
Electrician	Classified Salary Schedule	66	26.12
Material Expeditor	Classified Salary Schedule	66	26.12
<b>Nutritional Services</b>			
<b>Child Nutrition</b>			
Food Services Worker	Classified Salary Schedule	10	14.95
Food Services Delivery Driver	Classified Salary Schedule	48	21.84
Food Services Technician	Classified Salary Schedule	51	22.52
Food Services Field Operations Coordinator	Classified Salary Schedule	56	23.65
<b>Transportation Services</b>			
<b>Student Transportation</b>			
Bus Aide - Special Education	Classified Salary Schedule	21	16.70
Bus Driver	Classified Salary Schedule	43	20.78
Senior Bus Driver/Trainer	Classified Salary Schedule	54	23.21
Lead Heavy Duty Mechanic	Classified Salary Schedule	74	28.27



# Internal Equity Analysis (Salary Bands)

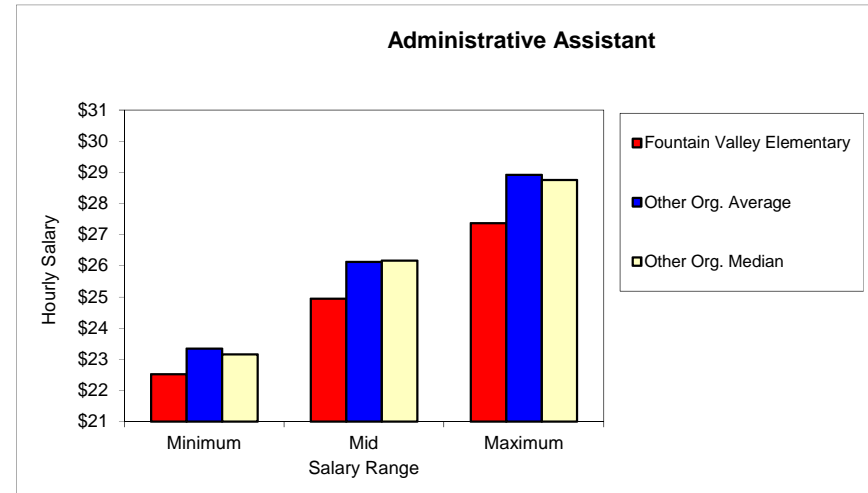
Fountain Valley School District

Job Title	Schedule	Grade	Min Salary
<b>Instructional Services</b>			
<b>Child Care Services</b>			
Recreation Leader	Classified Salary Schedule	13	15.41
ESP Aide	Classified Salary Schedule	13	15.41
Preschool Aide	Classified Salary Schedule	18	16.20
ESP Instructor	Classified Salary Schedule	25	17.35
Assistant Recreation Coordinator	Classified Salary Schedule	25	17.35
Preschool Instructor	Classified Salary Schedule	29	18.05
Lead Preschool Instructor	Classified Salary Schedule	39	19.96
Recreation Coordinator	Classified Salary Schedule	40	20.16
ESP Lead Instructor	Classified Salary Schedule	40	20.16
<b>Instructional Support</b>			
Instructional Assistant	Classified Salary Schedule	21	16.70
Instructional Science Materials Assistant	Classified Salary Schedule	21	16.70
Instructional Assistant - Special Education	Classified Salary Schedule	25	17.35
Instructional Assistant - Bilingual	Classified Salary Schedule	28	17.90
Instructional Assistant - Special Education (SH/PH)	Classified Salary Schedule	30	18.27
Instructional Assistant - Discrete Trial Training (DTT)	Classified Salary Schedule	34	19.00
Bilingual Translator ( <i>previous title Community Liaison</i> )	Classified Salary Schedule	36	19.34
Bilingual Testing Technician	Classified Salary Schedule	36	19.34
Library/Media Technician	Classified Salary Schedule	38	19.76
Senior Library Media Technician	Classified Salary Schedule	43	20.78
Behavior Intervention Assistant	Classified Salary Schedule	44	20.98
<b>Professional/Technical</b>			
Speech/Language Pathology Assistant	Classified Salary Schedule	56	23.65
Certified Occupational Therapy Assistant	Classified Salary Schedule	56	23.65
Health Technician/LVN	Classified Salary Schedule	56	23.65
Licensed Vocational Nurse	Classified Salary Schedule	56	23.65
<b>Management</b>			
<b>Management</b>			
Grounds Supervisor	Classified Management	06A	60,216.00
Custodial & Warehouse Supervisor/Energy Conservation Manager	Classified Management	07A	63,180.00
Transportation Supervisor	Classified Management	8	66,252.00
Maintenance Supervisor	Classified Management	8	66,252.00
Director Food Services	Classified Management	7	73,320.00
Information Technology Supervisor	Classified Management	12	80,244.00
Director Maintenance, Operations & Facilities	Classified Management	14	88,476.00
Director Child Care (& Recreation) Programs	Classified Management	14	88,476.00
Director Human Resources	Classified Management	17	102,048.00
Director Fiscal Services	Classified Management	17	102,048.00

## Comparison Charts - All Sources

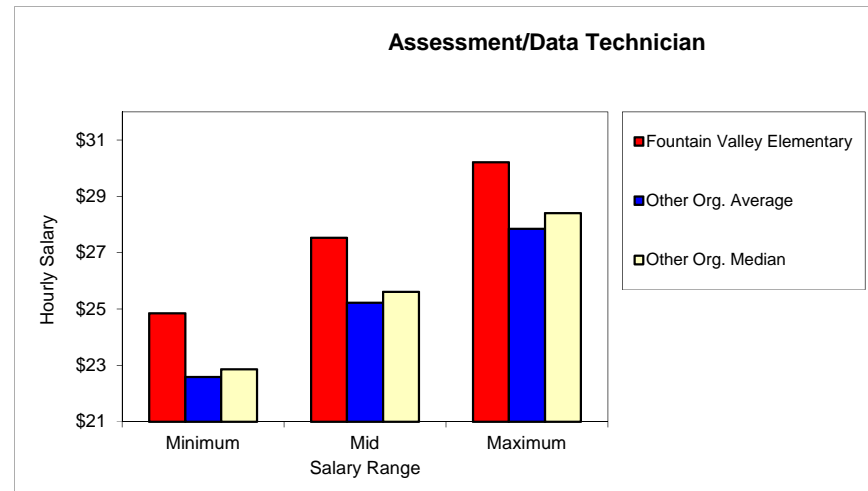
### Administrative Assistant

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>22.52</b>	<b>24.95</b>	<b>27.37</b>
Other Org. Average	23.34	26.13	28.92
Other Org. Median	23.16	26.17	28.75



### Assessment/Data Technician

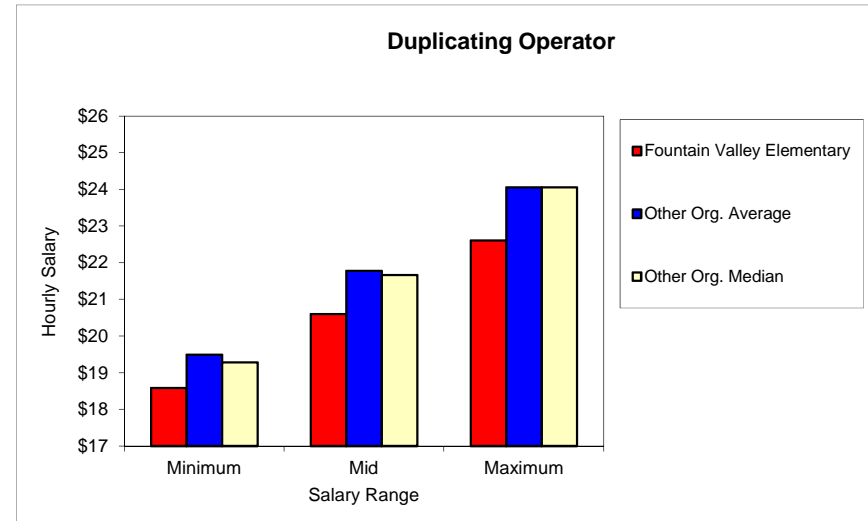
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>24.85</b>	<b>27.53</b>	<b>30.21</b>
Other Org. Average	22.60	25.22	27.85
Other Org. Median	22.87	25.61	28.40



## Comparison Charts - All Sources

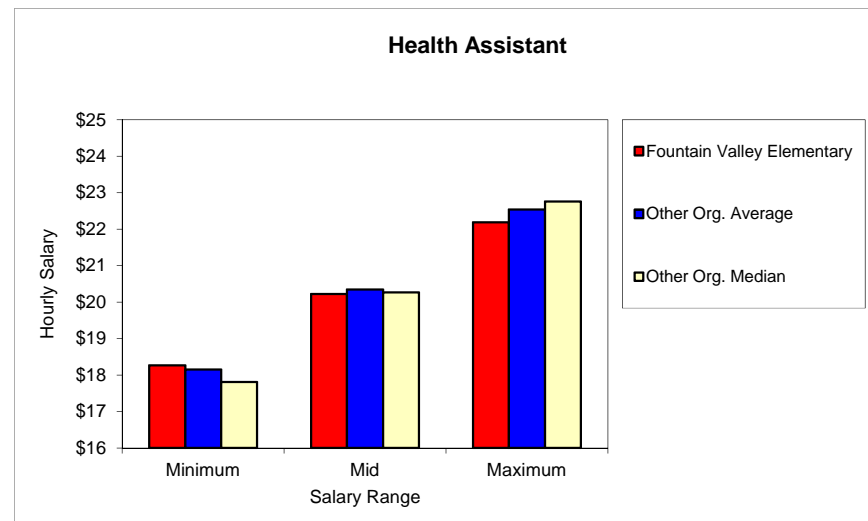
### Duplicating Operator

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>18.59</b>	<b>20.60</b>	<b>22.61</b>
Other Org. Average	19.50	21.78	24.06
Other Org. Median	19.28	21.67	24.06



### Health Assistant

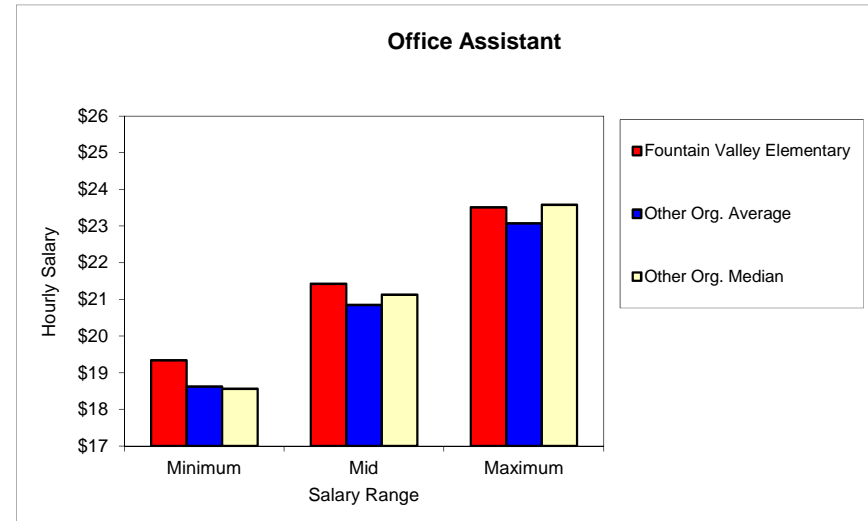
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>18.27</b>	<b>20.23</b>	<b>22.19</b>
Other Org. Average	18.16	20.35	22.54
Other Org. Median	17.81	20.27	22.76



## Comparison Charts - All Sources

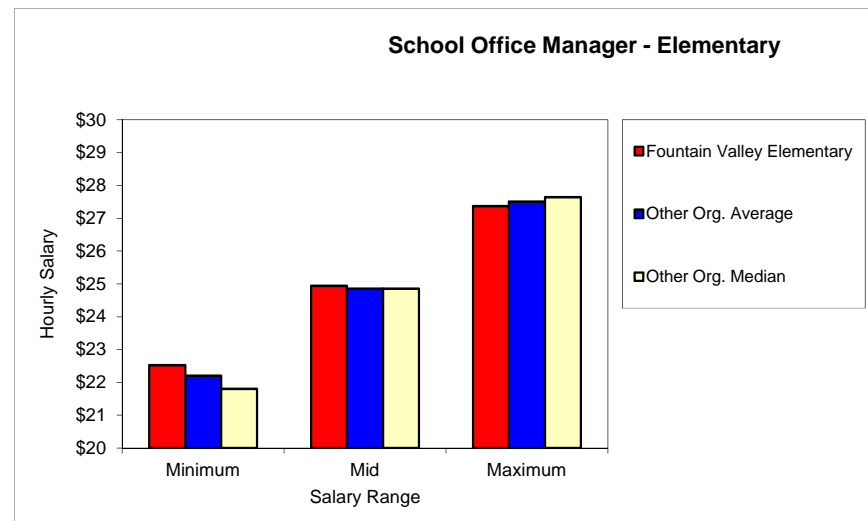
### Office Assistant

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>19.34</b>	<b>21.43</b>	<b>23.51</b>
Other Org. Average	18.62	20.85	23.08
Other Org. Median	18.56	21.13	23.58



### School Office Manager - Elementary

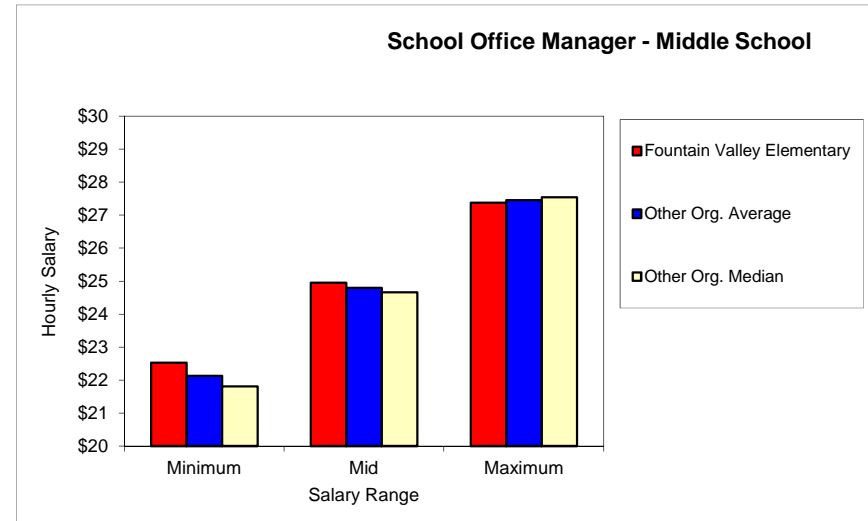
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>22.52</b>	<b>24.95</b>	<b>27.37</b>
Other Org. Average	22.21	24.86	27.51
Other Org. Median	21.80	24.86	27.64



## Comparison Charts - All Sources

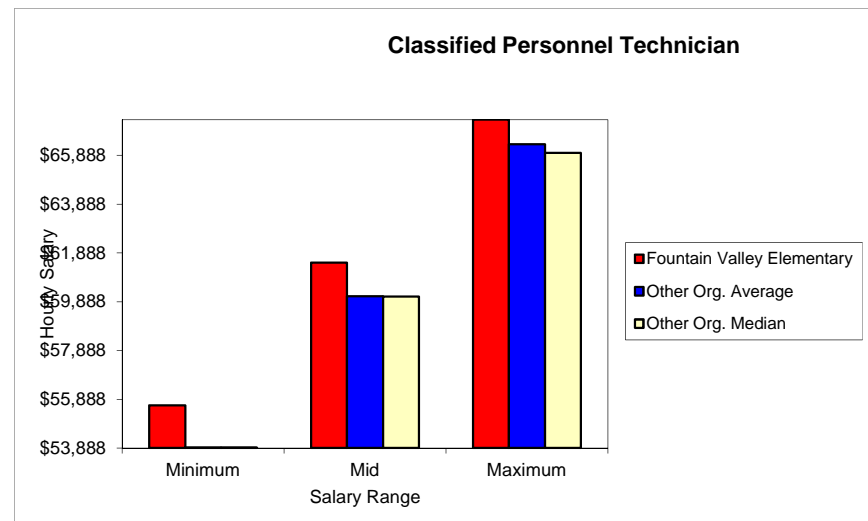
### School Office Manager - Middle School

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>22.52</b>	<b>24.95</b>	<b>27.37</b>
Other Org. Average	22.13	24.79	27.45
Other Org. Median	21.80	24.66	27.54



### Classified Personnel Technician

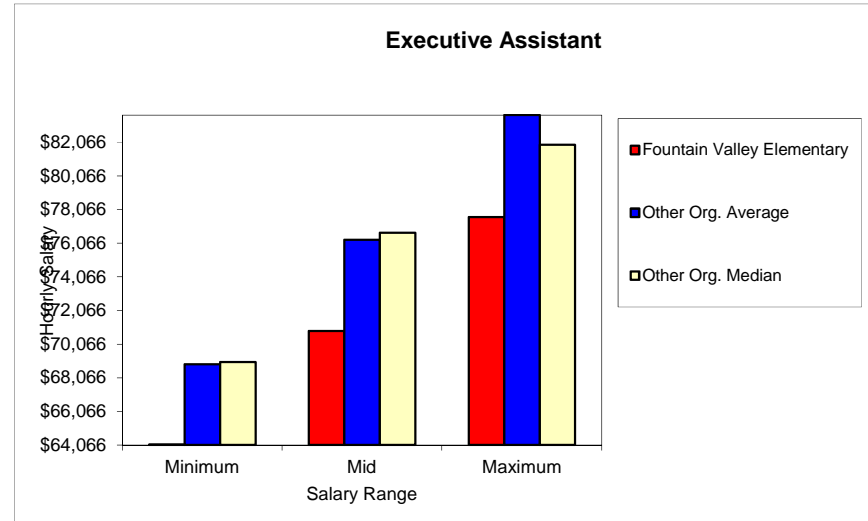
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>55,632.00</b>	<b>61,488.00</b>	<b>67,344.00</b>
Other Org. Average	53,889.71	60,113.00	66,336.29
Other Org. Median	53,892.00	60,090.00	65,988.00



## Comparison Charts - All Sources

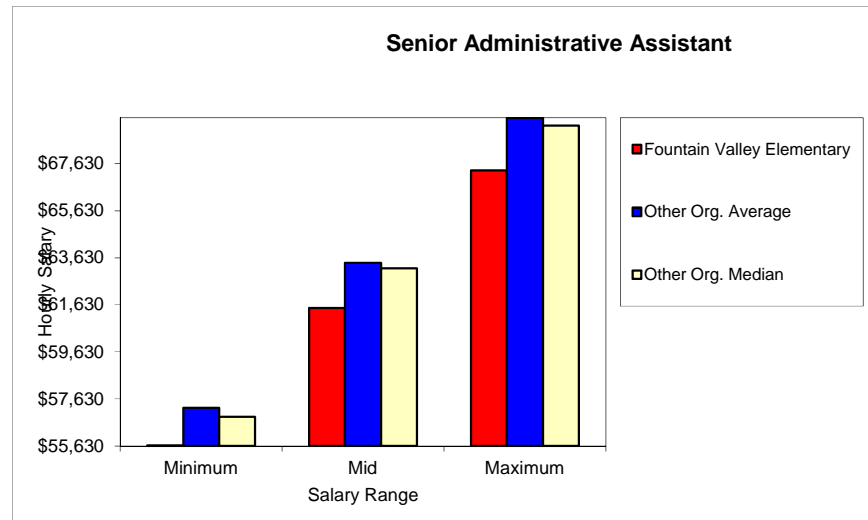
### Executive Assistant

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>64,068.00</b>	<b>70,836.00</b>	<b>77,604.00</b>
Other Org. Average	68,854.50	76,264.84	83,675.17
Other Org. Median	68,988.00	76,686.00	81,902.88



### Senior Administrative Assistant

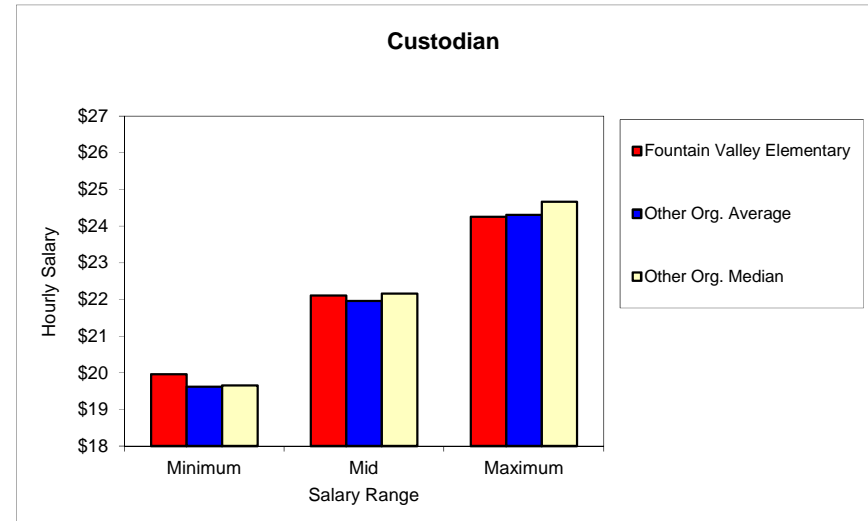
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>55,632.00</b>	<b>61,488.00</b>	<b>67,344.00</b>
Other Org. Average	57,249.69	63,412.91	69,576.13
Other Org. Median	56,868.00	63,180.00	69,240.00



## Comparison Charts - All Sources

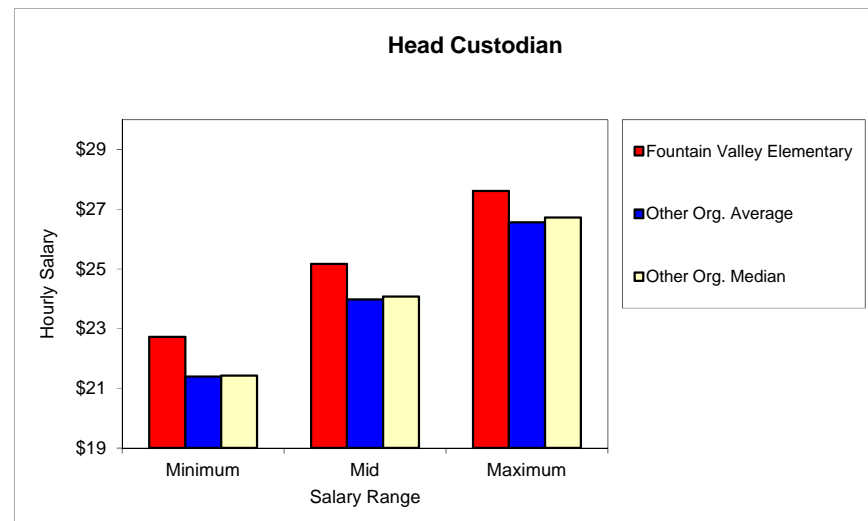
### Custodian

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>19.96</b>	<b>22.11</b>	<b>24.25</b>
Other Org. Average	19.62	21.96	24.30
Other Org. Median	19.65	22.16	24.66



### Head Custodian

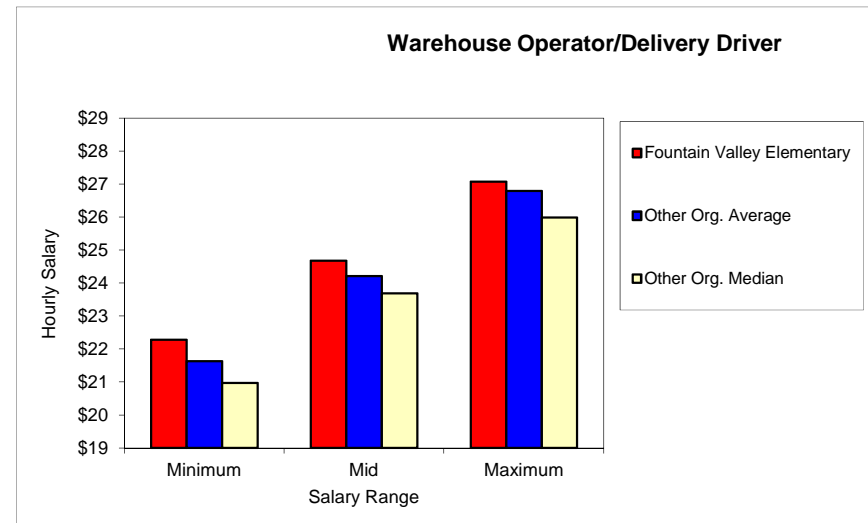
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>22.73</b>	<b>25.18</b>	<b>27.62</b>
Other Org. Average	21.40	23.98	26.57
Other Org. Median	21.43	24.08	26.72



## Comparison Charts - All Sources

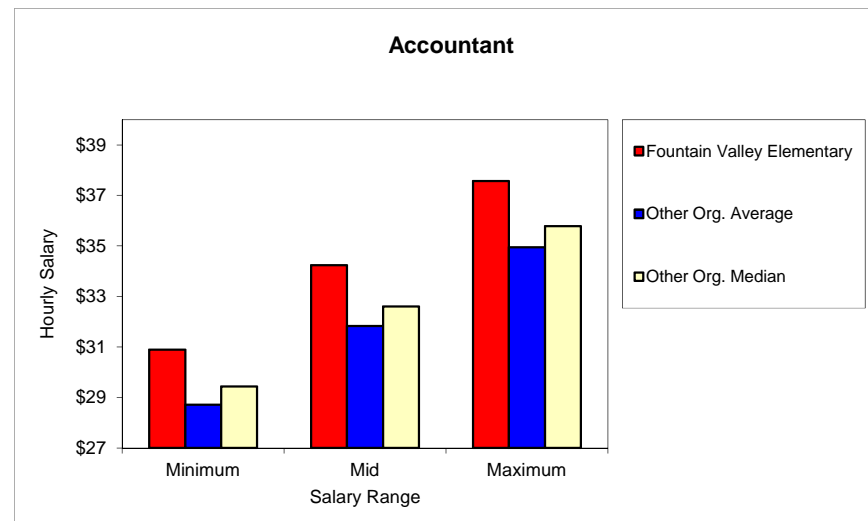
### Warehouse Operator/Delivery Driver

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>22.28</b>	<b>24.68</b>	<b>27.08</b>
Other Org. Average	21.63	24.21	26.80
Other Org. Median	20.97	23.69	25.99



### Accountant

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>30.90</b>	<b>34.24</b>	<b>37.58</b>
Other Org. Average	28.72	31.84	34.95
Other Org. Median	29.44	32.62	35.79

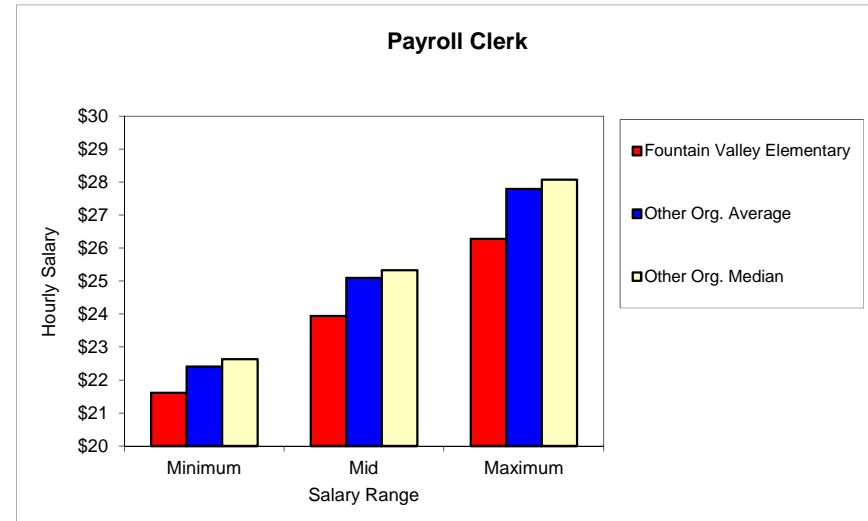




## Comparison Charts - All Sources

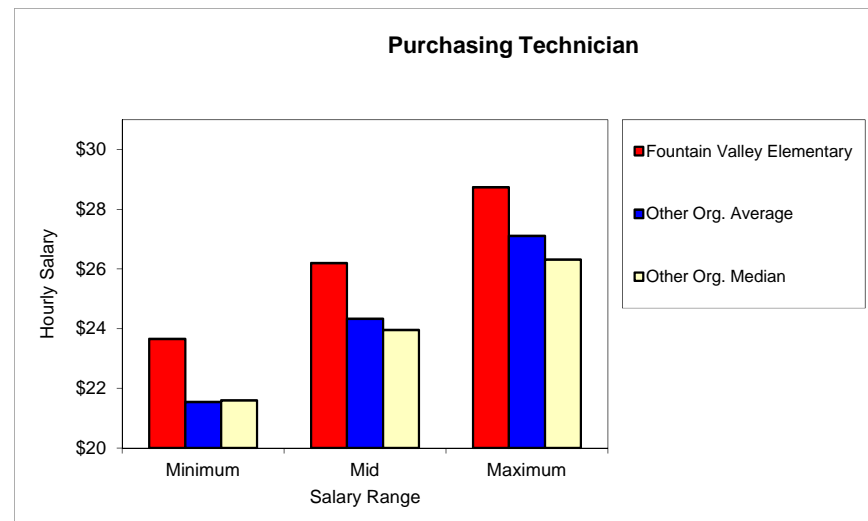
### Payroll Clerk

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>21.62</b>	<b>23.95</b>	<b>26.28</b>
Other Org. Average	22.41	25.10	27.80
Other Org. Median	22.64	25.33	28.08



### Purchasing Technician

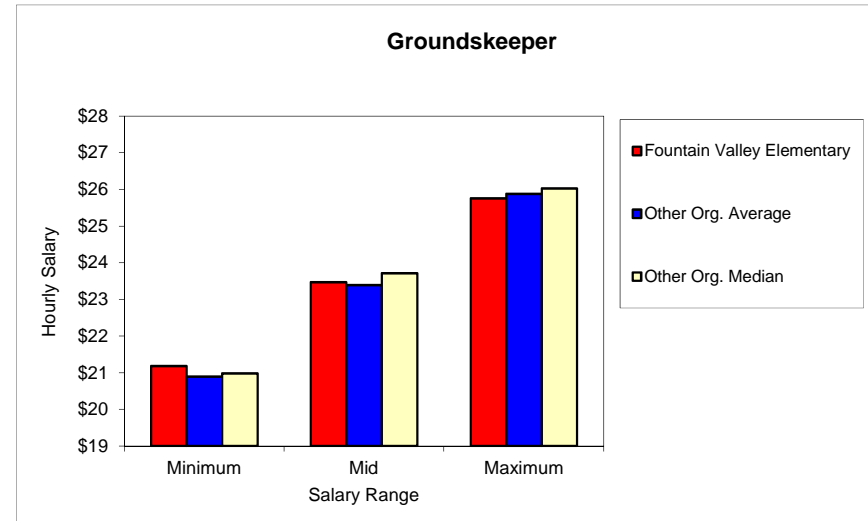
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>23.65</b>	<b>26.20</b>	<b>28.74</b>
Other Org. Average	21.55	24.33	27.11
Other Org. Median	21.60	23.96	26.31



## Comparison Charts - All Sources

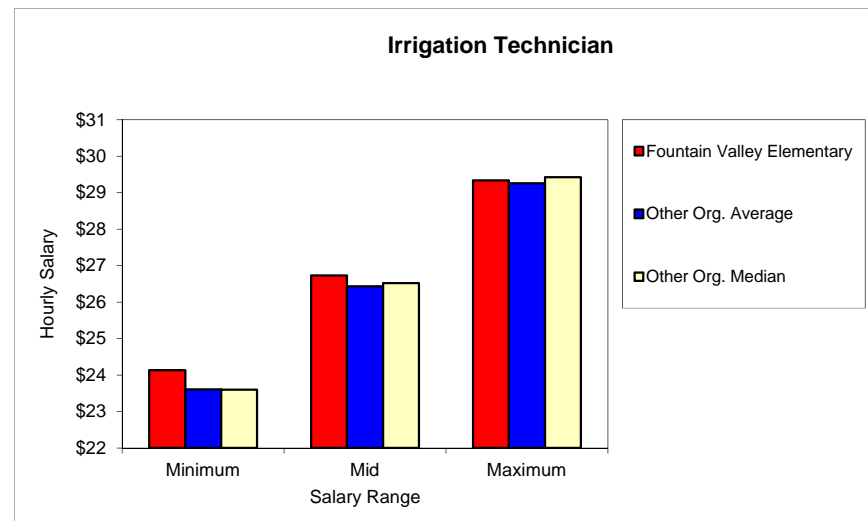
### Groundskeeper

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>21.18</b>	<b>23.47</b>	<b>25.76</b>
Other Org. Average	20.90	23.39	25.88
Other Org. Median	20.98	23.71	26.03



### Irrigation Technician

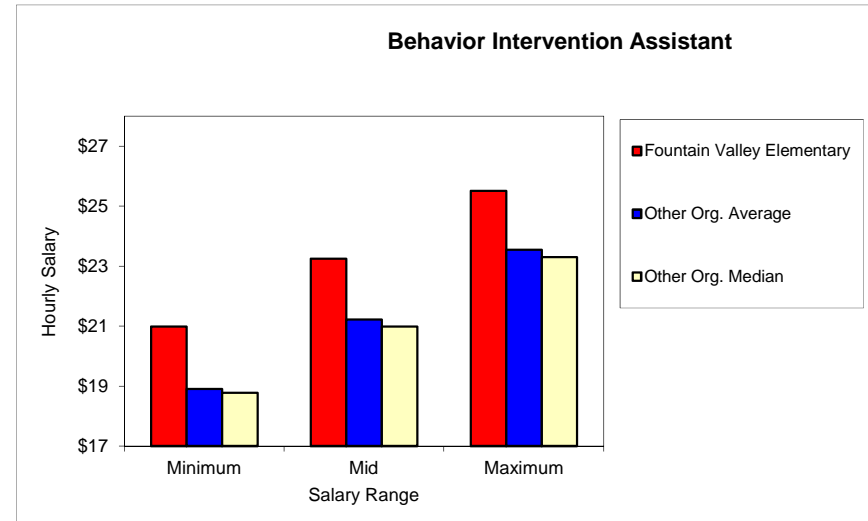
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>24.13</b>	<b>26.73</b>	<b>29.33</b>
Other Org. Average	23.61	26.43	29.26
Other Org. Median	23.60	26.52	29.42



## Comparison Charts - All Sources

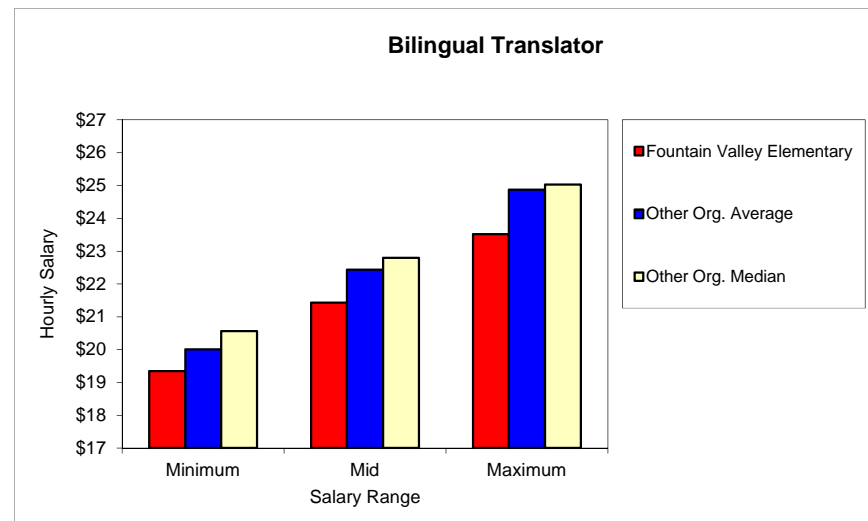
### Behavior Intervention Assistant

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>20.98</b>	<b>23.24</b>	<b>25.50</b>
Other Org. Average	18.90	21.22	23.54
Other Org. Median	18.77	20.98	23.30



### Bilingual Translator

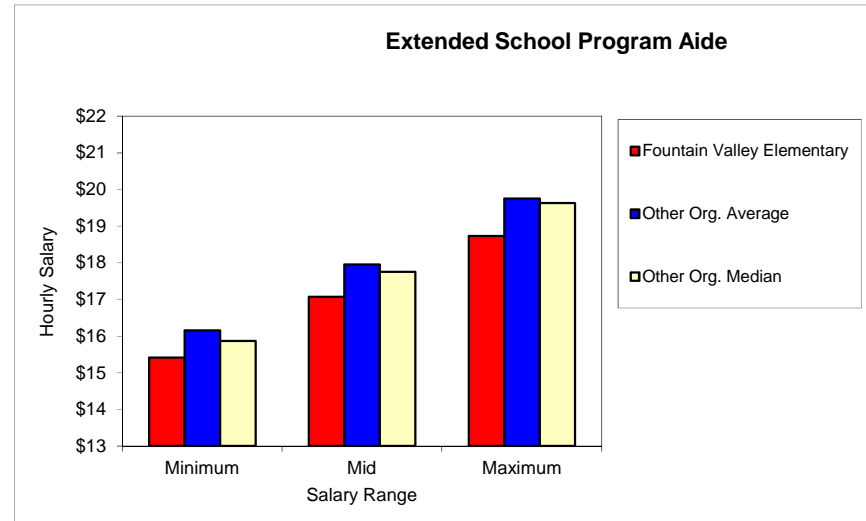
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>19.34</b>	<b>21.43</b>	<b>23.51</b>
Other Org. Average	20.00	22.43	24.87
Other Org. Median	20.56	22.79	25.02



## Comparison Charts - All Sources

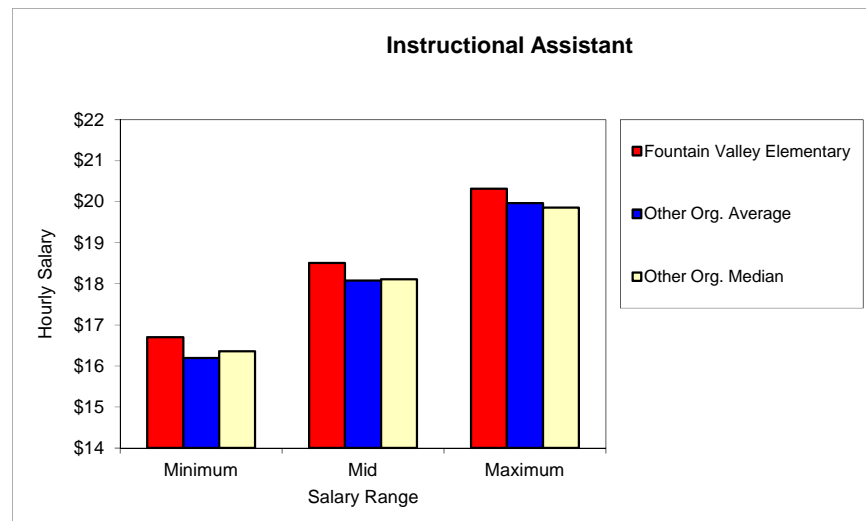
### Extended School Program Aide

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>15.41</b>	<b>17.07</b>	<b>18.73</b>
Other Org. Average	16.15	17.95	19.75
Other Org. Median	15.87	17.75	19.63



### Instructional Assistant

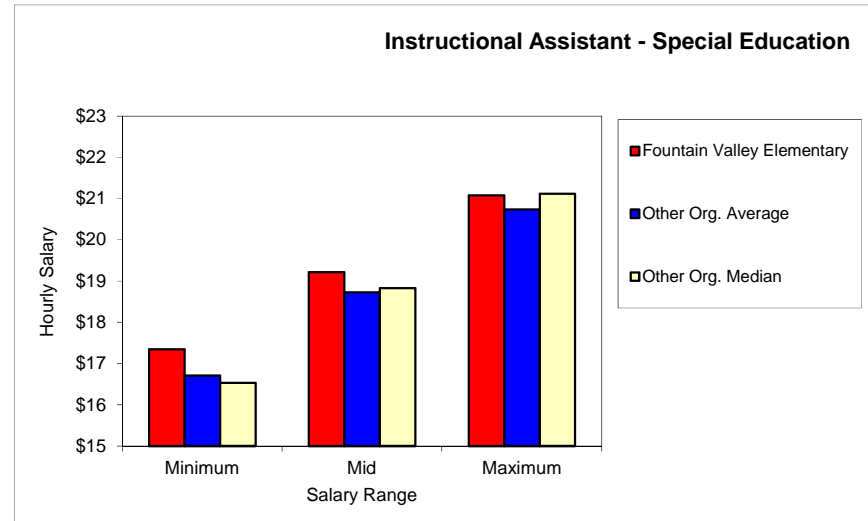
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>16.70</b>	<b>18.51</b>	<b>20.32</b>
Other Org. Average	16.19	18.08	19.97
Other Org. Median	16.36	18.11	19.86



## Comparison Charts - All Sources

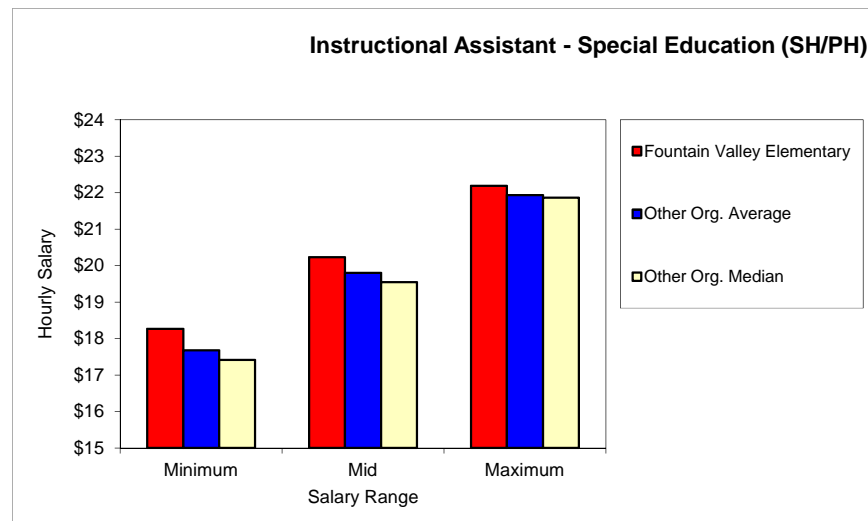
### Instructional Assistant - Special Education

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>17.35</b>	<b>19.22</b>	<b>21.08</b>
Other Org. Average	16.72	18.73	20.74
Other Org. Median	16.54	18.83	21.12



### Instructional Assistant - Special Education (SH/PH)

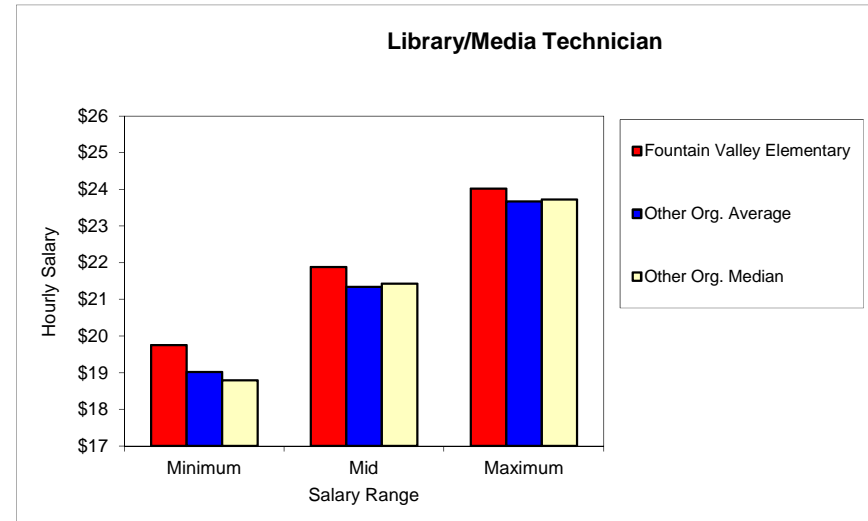
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>18.27</b>	<b>20.23</b>	<b>22.19</b>
Other Org. Average	17.68	19.81	21.94
Other Org. Median	17.42	19.55	21.87



## Comparison Charts - All Sources

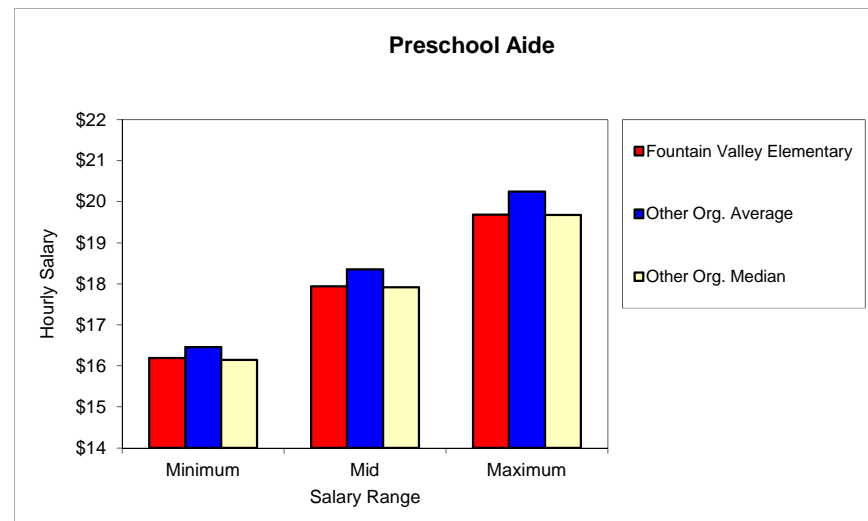
### Library/Media Technician

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>19.76</b>	<b>21.89</b>	<b>24.02</b>
Other Org. Average	19.02	21.35	23.68
Other Org. Median	18.80	21.43	23.73



### Preschool Aide

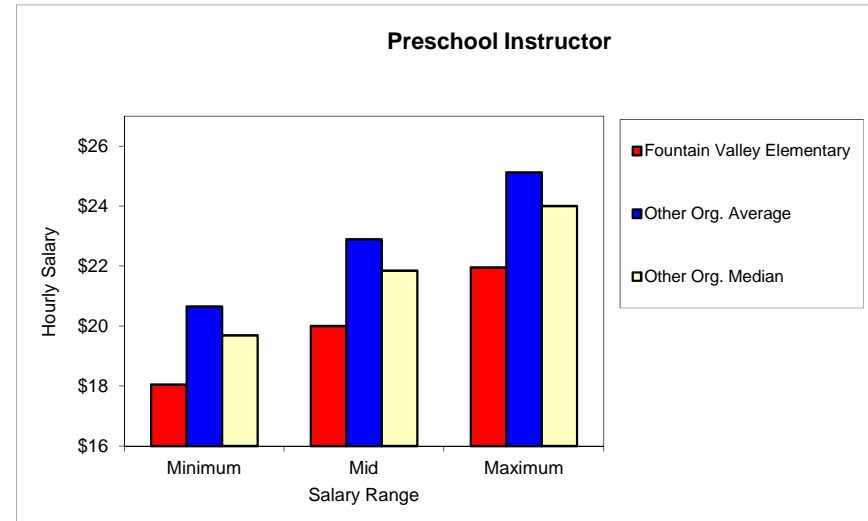
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>16.20</b>	<b>17.95</b>	<b>19.69</b>
Other Org. Average	16.47	18.36	20.26
Other Org. Median	16.15	17.92	19.69



## Comparison Charts - All Sources

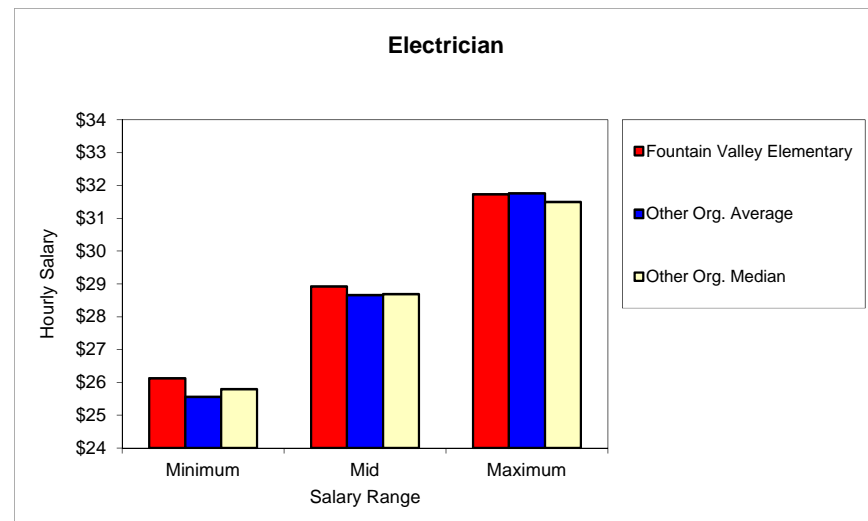
### Preschool Instructor

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>18.05</b>	<b>20.00</b>	<b>21.95</b>
Other Org. Average	20.65	22.89	25.13
Other Org. Median	19.70	21.85	24.00



### Electrician

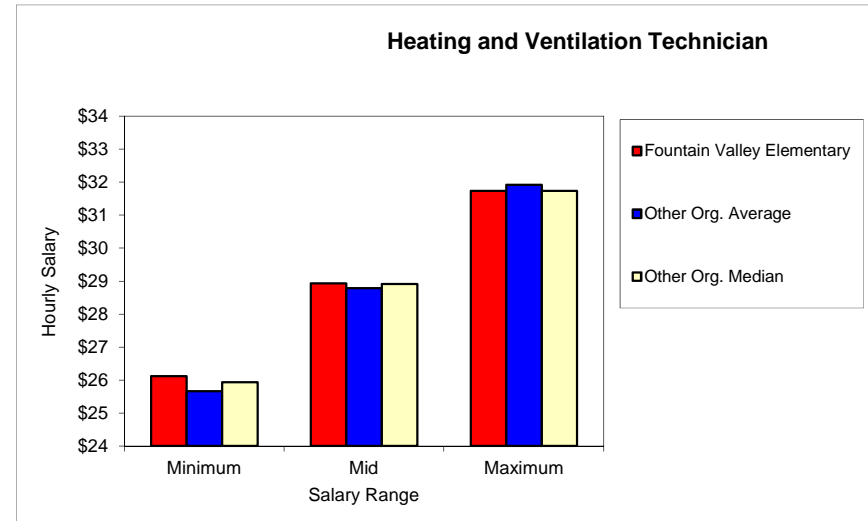
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>26.12</b>	<b>28.93</b>	<b>31.73</b>
Other Org. Average	25.56	28.66	31.76
Other Org. Median	25.80	28.69	31.50



## Comparison Charts - All Sources

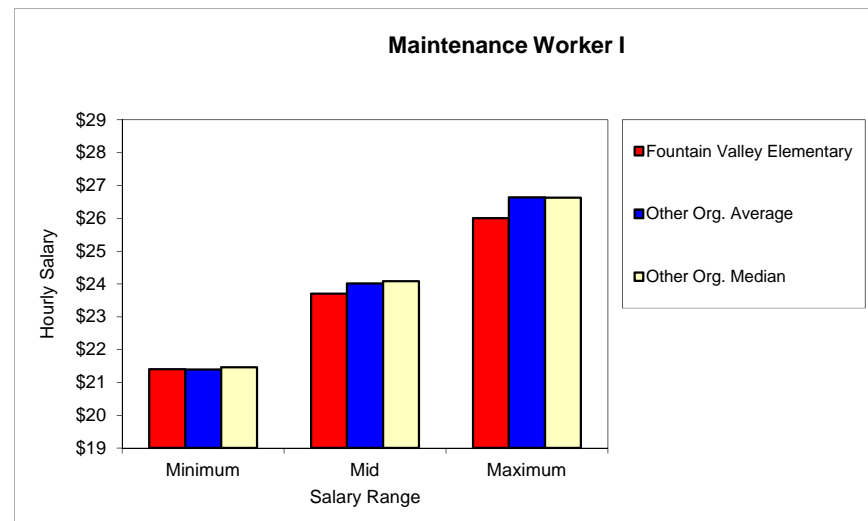
### Heating and Ventilation Technician

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>26.12</b>	<b>28.93</b>	<b>31.73</b>
Other Org. Average	25.66	28.78	31.91
Other Org. Median	25.93	28.91	31.73



### Maintenance Worker I

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>21.40</b>	<b>23.70</b>	<b>26.00</b>
Other Org. Average	21.39	24.01	26.63
Other Org. Median	21.46	24.08	26.63

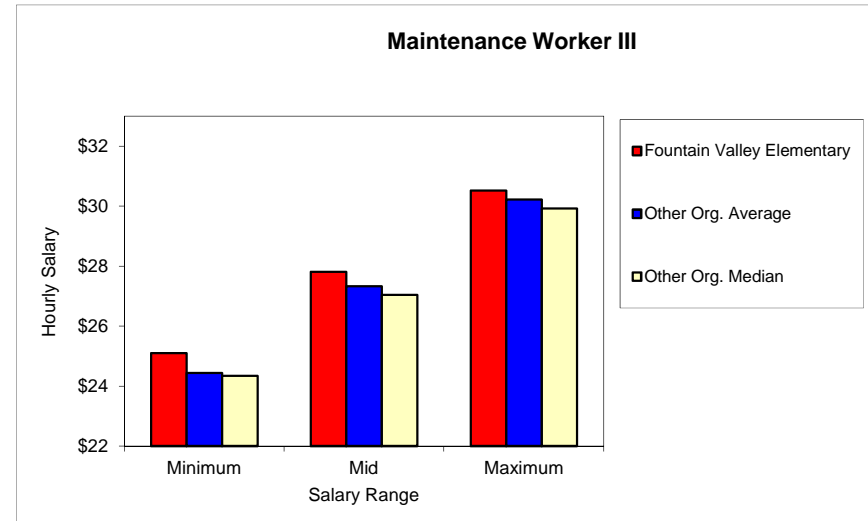




## Comparison Charts - All Sources

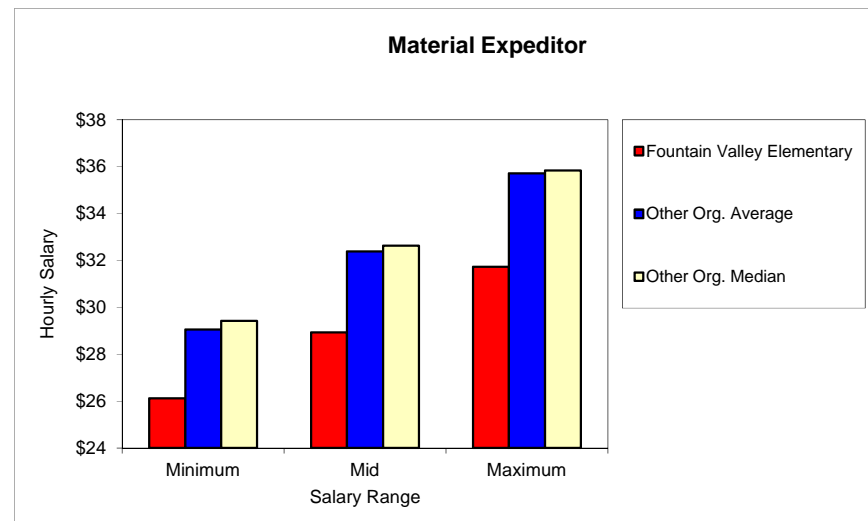
### Maintenance Worker III

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>25.10</b>	<b>27.81</b>	<b>30.52</b>
Other Org. Average	24.44	27.33	30.22
Other Org. Median	24.34	27.04	29.92



### Material Expeditor

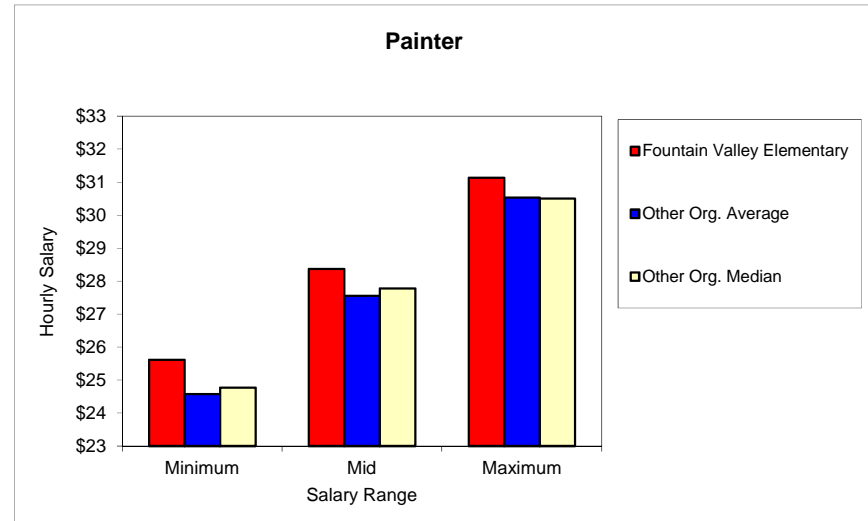
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>26.12</b>	<b>28.93</b>	<b>31.73</b>
Other Org. Average	29.05	32.38	35.71
Other Org. Median	29.42	32.63	35.84



## Comparison Charts - All Sources

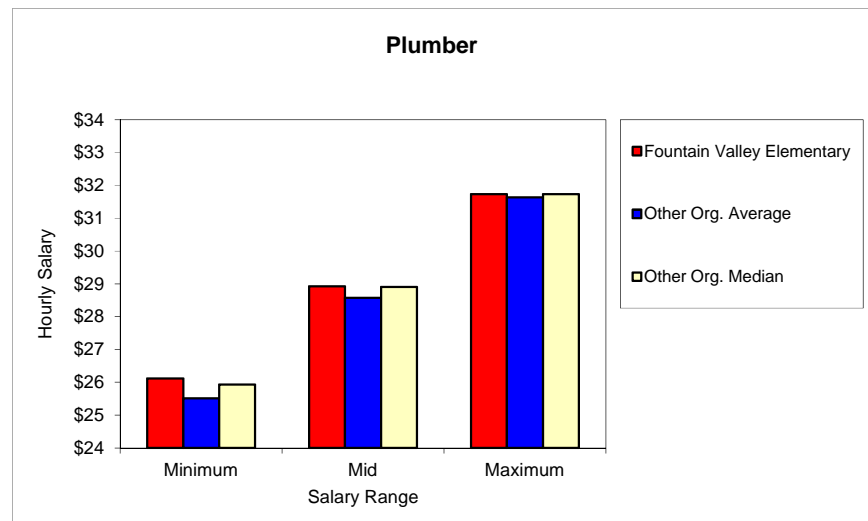
### Painter

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>25.61</b>	<b>28.37</b>	<b>31.13</b>
Other Org. Average	24.58	27.55	30.53
Other Org. Median	24.77	27.78	30.51



### Plumber

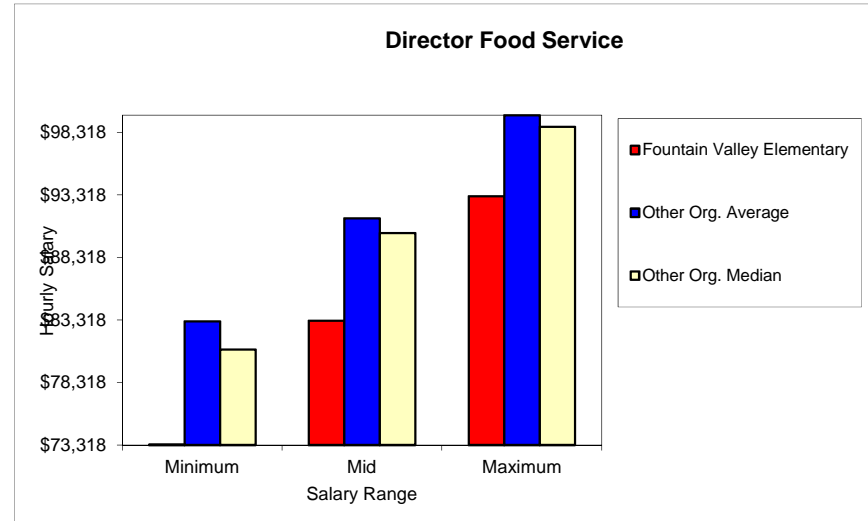
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>26.12</b>	<b>28.93</b>	<b>31.73</b>
Other Org. Average	25.52	28.58	31.63
Other Org. Median	25.93	28.91	31.73



## Comparison Charts - All Sources

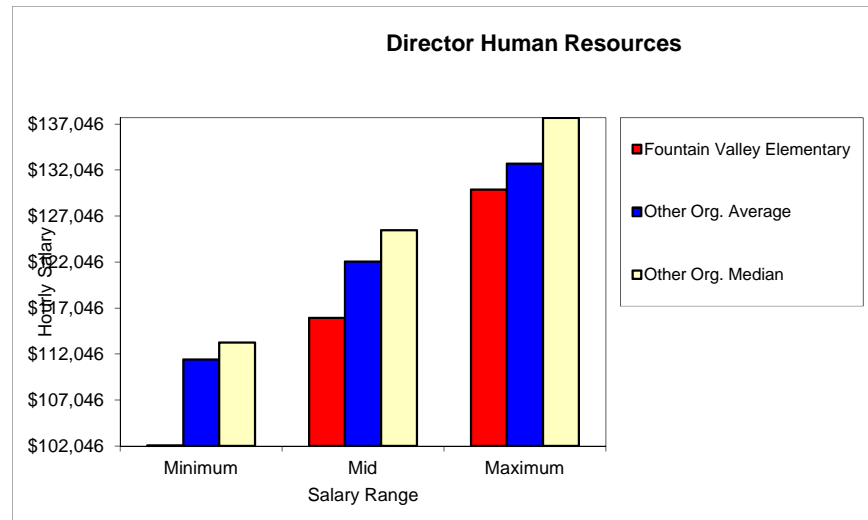
### Director Food Service

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>73,320.00</b>	<b>83,268.00</b>	<b>93,216.00</b>
Other Org. Average	83,220.24	91,461.55	99,702.86
Other Org. Median	80,968.00	90,288.75	98,763.50



### Director Human Resources

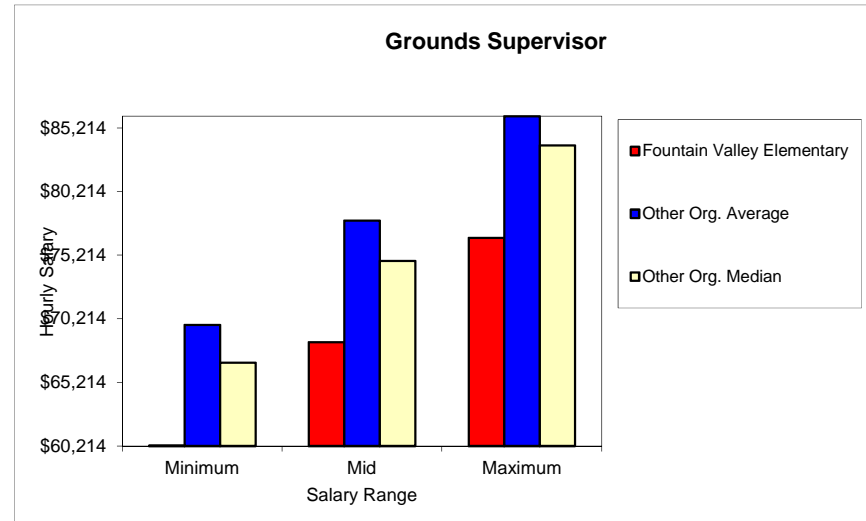
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>102,048.00</b>	<b>115,986.00</b>	<b>129,924.00</b>
Other Org. Average	111,471.86	122,107.14	132,742.43
Other Org. Median	113,316.00	125,526.00	137,736.00



## Comparison Charts - All Sources

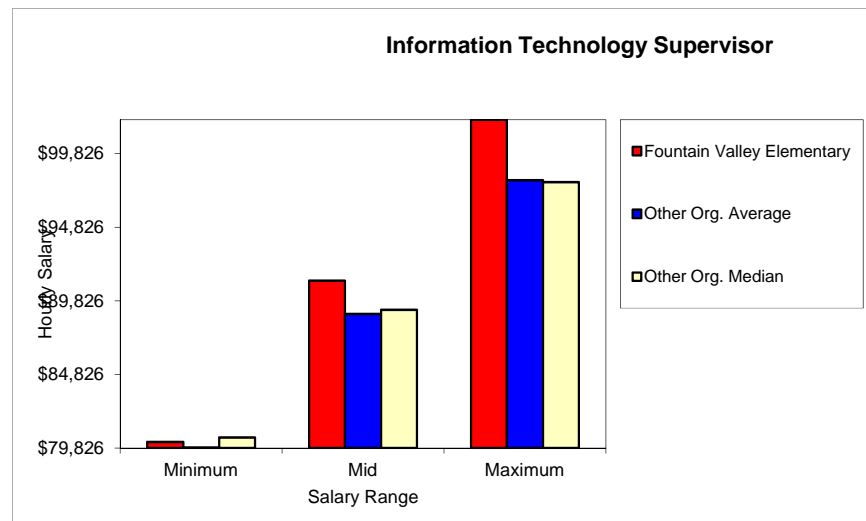
### Grounds Supervisor

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>60,216.00</b>	<b>68,394.00</b>	<b>76,572.00</b>
Other Org. Average	69,728.00	77,934.00	86,140.00
Other Org. Median	66,768.00	74,778.00	83,856.00



### Information Technology Supervisor

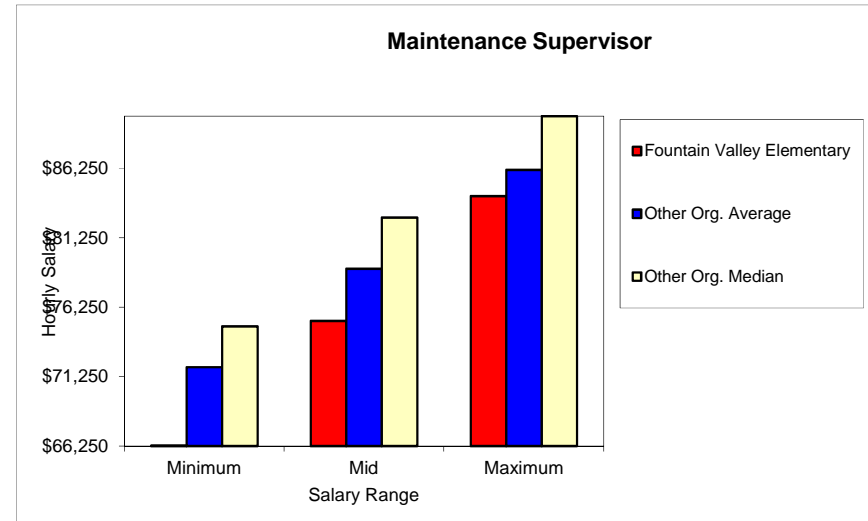
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>80,244.00</b>	<b>91,182.00</b>	<b>102,120.00</b>
Other Org. Average	79,828.00	88,918.00	98,008.00
Other Org. Median	80,544.00	89,214.00	97,884.00



## Comparison Charts - All Sources

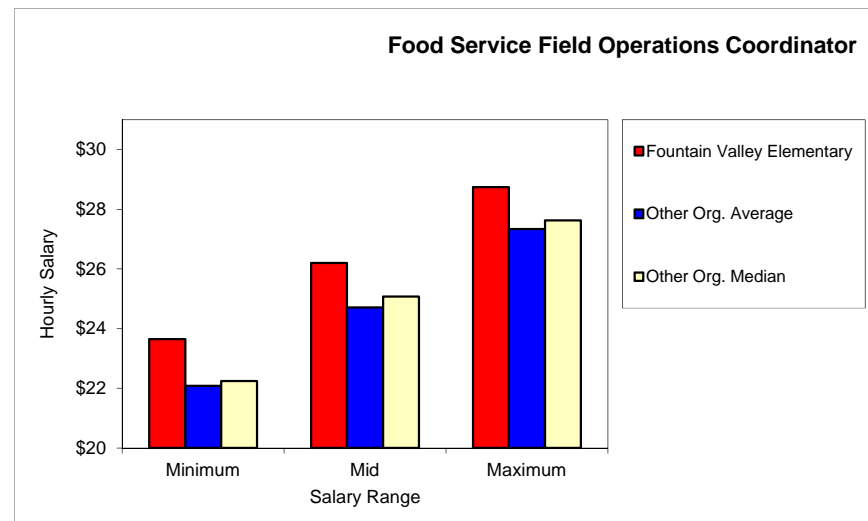
### Maintenance Supervisor

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>66,252.00</b>	<b>75,258.00</b>	<b>84,264.00</b>
Other Org. Average	71,923.50	79,033.33	86,143.17
Other Org. Median	74,884.50	82,711.00	90,021.50



### Food Service Field Operations Coordinator

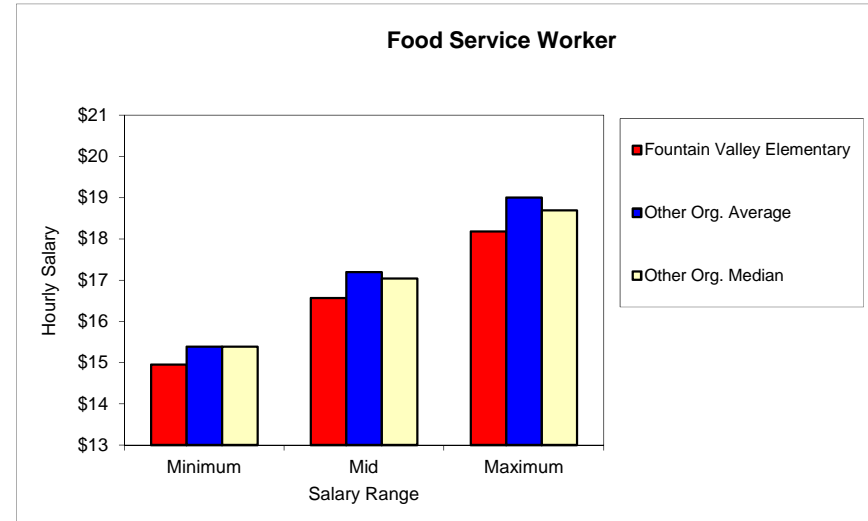
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>23.65</b>	<b>26.20</b>	<b>28.74</b>
Other Org. Average	22.08	24.71	27.33
Other Org. Median	22.24	25.07	27.62



## Comparison Charts - All Sources

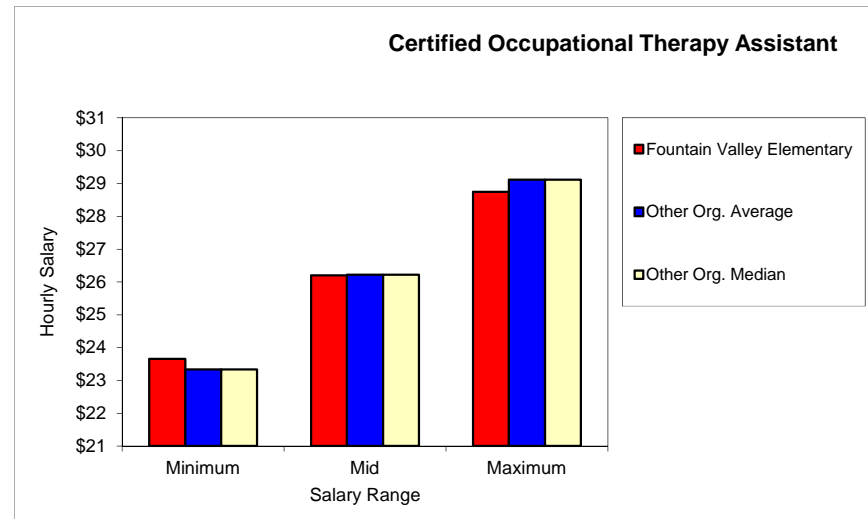
### Food Service Worker

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>14.95</b>	<b>16.57</b>	<b>18.18</b>
Other Org. Average	15.39	17.19	19.00
Other Org. Median	15.38	17.04	18.69



### Certified Occupational Therapy Assistant

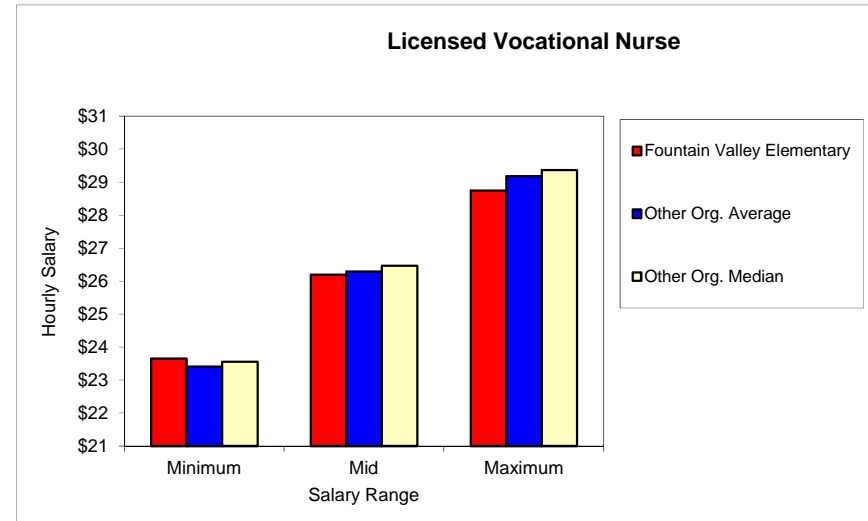
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>23.65</b>	<b>26.20</b>	<b>28.74</b>
Other Org. Average	23.33	26.22	29.11
Other Org. Median	23.33	26.22	29.11



## Comparison Charts - All Sources

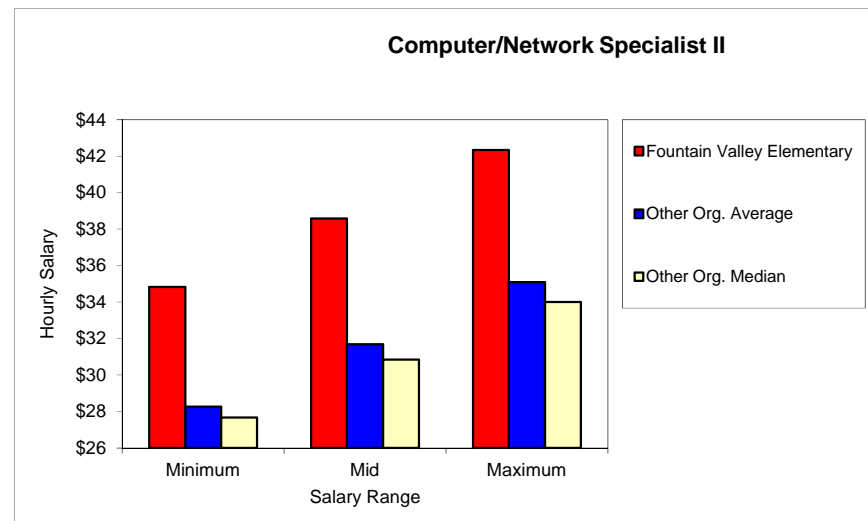
### Licensed Vocational Nurse

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>23.65</b>	<b>26.20</b>	<b>28.74</b>
Other Org. Average	23.41	26.29	29.18
Other Org. Median	23.56	26.46	29.37



### Computer/Network Specialist II

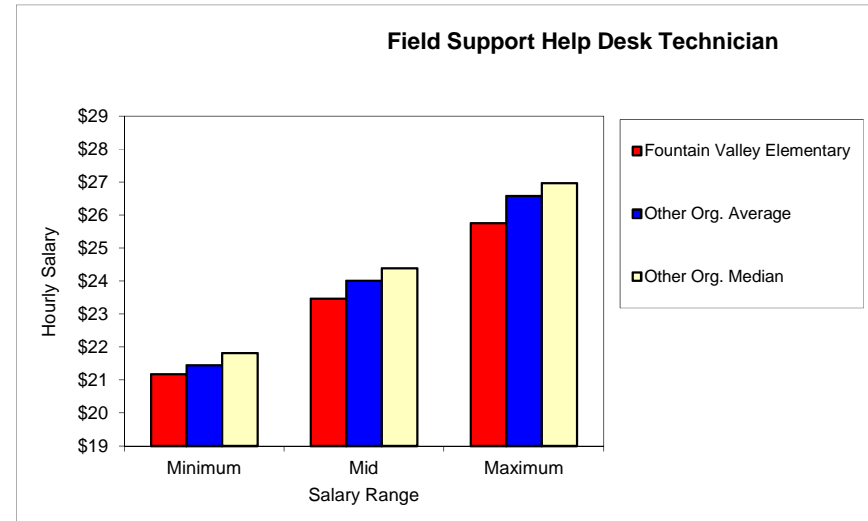
	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>34.83</b>	<b>38.59</b>	<b>42.34</b>
Other Org. Average	28.27	31.68	35.09
Other Org. Median	27.68	30.84	34.01



## Comparison Charts - All Sources

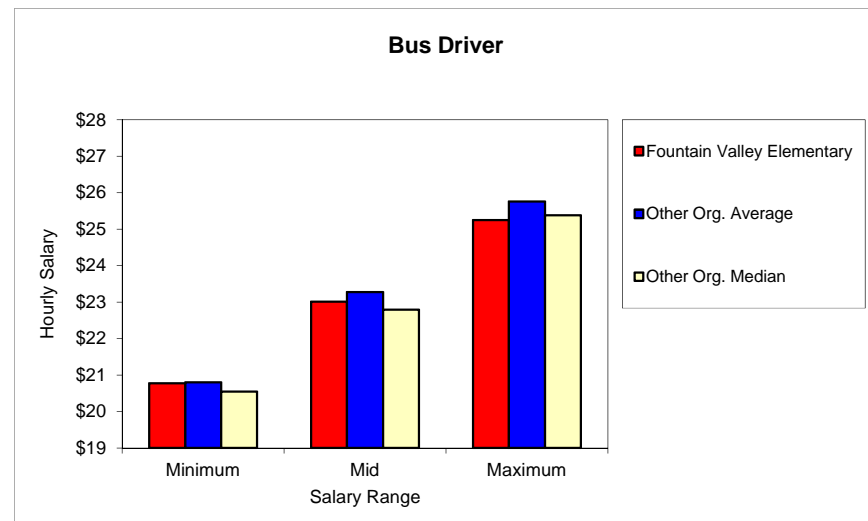
### Field Support Help Desk Technician

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>21.18</b>	<b>23.47</b>	<b>25.76</b>
Other Org. Average	21.45	24.01	26.58
Other Org. Median	21.82	24.39	26.97



### Bus Driver

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>20.78</b>	<b>23.02</b>	<b>25.25</b>
Other Org. Average	20.80	23.28	25.76
Other Org. Median	20.55	22.80	25.38

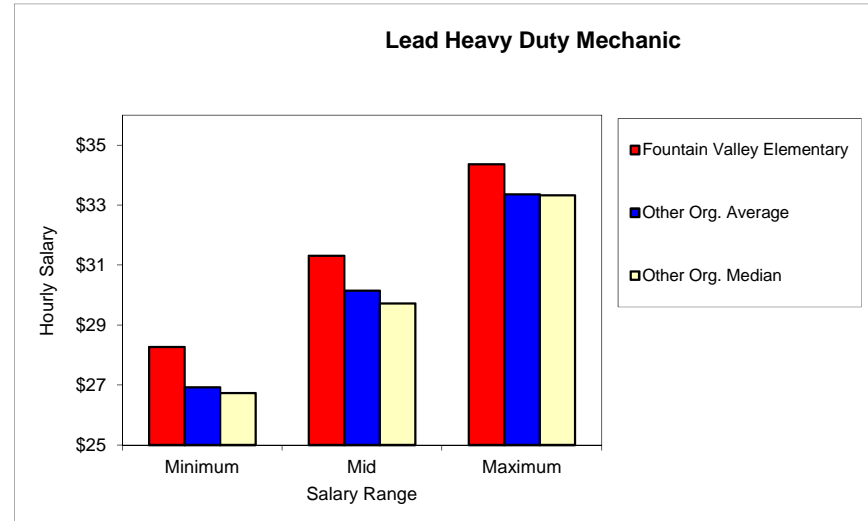




## Comparison Charts - All Sources

### Lead Heavy Duty Mechanic

	<i>Minimum</i>	<i>Mid</i>	<i>Maximum</i>
<b>Fountain Valley Elementary</b>	<b>28.27</b>	<b>31.32</b>	<b>34.36</b>
Other Org. Average	26.93	30.15	33.37
Other Org. Median	26.74	29.73	33.33



# Market Summary

## All Sources

Job	Source	# Sources	Minimum	Mid	Maximum	%Width	District's Relationship to Market					
							At Minimum		At Mid-Point		At Maximum	
							Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Administrative Assistant</b>												
<i>EMS Benchmark: Administrative Assistant</i>		11										
	<b>Fountain Valley Elementary</b>		<b>22.52</b>	<b>24.95</b>	<b>27.37</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		23.34	26.13	28.92	24%	-0.82	-3.6%	-1.18	-4.7%	-1.55	-5.7%
	Other Org. Median		23.16	26.17	28.75	24%	-0.64	-2.8%	-1.22	-4.9%	-1.38	-5.0%
	Rank		9	10	10							
<b>Assessment/Data Technician</b>												
<i>EMS Benchmark: Assessment/Data Technician</i>		6										
	<b>Fountain Valley Elementary</b>		<b>24.85</b>	<b>27.53</b>	<b>30.21</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		22.60	25.22	27.85	23%	2.25	9.1%	2.31	8.4%	2.36	7.8%
	Other Org. Median		22.87	25.61	28.40	24%	1.99	8.0%	1.92	7.0%	1.81	6.0%
	Rank		1	1	1							
<b>Duplicating Operator</b>												
<i>EMS Benchmark: Duplicating Operator</i>		6										
	<b>Fountain Valley Elementary</b>		<b>18.59</b>	<b>20.60</b>	<b>22.61</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		19.50	21.78	24.06	23%	-0.91	-4.9%	-1.18	-5.7%	-1.45	-6.4%
	Other Org. Median		19.28	21.67	24.06	25%	-0.69	-3.7%	-1.07	-5.2%	-1.45	-6.4%
	Rank		6	6	6							
<b>Health Assistant</b>												
<i>EMS Benchmark: Health Assistant</i>		10										
	<b>Fountain Valley Elementary</b>		<b>18.27</b>	<b>20.23</b>	<b>22.19</b>	<b>21%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		18.16	20.35	22.54	24%	0.11	0.6%	-0.12	-0.6%	-0.35	-1.6%
	Other Org. Median		17.81	20.27	22.76	28%	0.46	2.5%	-0.04	-0.2%	-0.57	-2.6%
	Rank		5	6	8							
<b>Office Assistant</b>												
<i>EMS Benchmark: Office Assistant</i>		11										
	<b>Fountain Valley Elementary</b>		<b>19.34</b>	<b>21.43</b>	<b>23.51</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		18.62	20.85	23.08	24%	0.72	3.7%	0.57	2.7%	0.43	1.8%
	Other Org. Median		18.56	21.13	23.58	27%	0.78	4.0%	0.30	1.4%	-0.07	-0.3%
	Rank		5	6	7							

## Market Summary

### All Sources

Job	Source	# Sources	Minimum	Mid	Maximum	%Width	At Minimum		At Mid-Point		At Maximum	
							Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>School Office Manager - Elementary</b>												
<i>EMS Benchmark: School Office Manager - Elementary</i>		11										
	<b>Fountain Valley Elementary</b>		<b>22.52</b>	<b>24.95</b>	<b>27.37</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		22.21	24.86	27.51	24%	0.31	1.4%	0.09	0.4%	-0.14	-0.5%
	Other Org. Median		21.80	24.86	27.64	27%	0.72	3.2%	0.09	0.4%	-0.27	-1.0%
	Rank		6	6	8							
<b>School Office Manager - Middle School</b>												
<i>EMS Benchmark: School Office Manager - Middle School</i>		10										
	<b>Fountain Valley Elementary</b>		<b>22.52</b>	<b>24.95</b>	<b>27.37</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		22.13	24.79	27.45	24%	0.39	1.7%	0.16	0.6%	-0.08	-0.3%
	Other Org. Median		21.80	24.66	27.54	26%	0.72	3.2%	0.29	1.2%	-0.16	-0.6%
	Rank		5	5	7							
<b>Classified Personnel Technician</b>												
<i>EMS Benchmark: Classified Personnel Technician (Conf.)</i>		7										
	<b>Fountain Valley Elementary</b>		<b>55,632.00</b>	<b>61,488.00</b>	<b>67,344.00</b>	<b>21%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		53,889.71	60,113.00	66,336.29	23%	1742.29	3.1%	1375.00	2.2%	1007.71	1.5%
	Other Org. Median		53,892.00	60,090.00	65,988.00	22%	1740.00	3.1%	1398.00	2.3%	1356.00	2.0%
	Rank		3	3	4							
<b>Executive Assistant</b>												
<i>EMS Benchmark: Executive Assistant (Conf.)</i>		11										
	<b>Fountain Valley Elementary</b>		<b>64,068.00</b>	<b>70,836.00</b>	<b>77,604.00</b>	<b>21%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		68,854.50	76,264.84	83,675.17	22%	-4786.50	-7.5%	-5428.84	-7.7%	-6071.17	-7.8%
	Other Org. Median		68,988.00	76,686.00	81,902.88	19%	-4920.00	-7.7%	-5850.00	-8.3%	-4298.88	-5.5%
	Rank		10	10	10							
<b>Senior Administrative Assistant</b>												
<i>EMS Benchmark: Senior Administrative Assistant (Conf.)</i>		11										
	<b>Fountain Valley Elementary</b>		<b>55,632.00</b>	<b>61,488.00</b>	<b>67,344.00</b>	<b>21%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		57,249.69	63,412.91	69,576.13	22%	-1617.69	-2.9%	-1924.91	-3.1%	-2232.13	-3.3%
	Other Org. Median		56,868.00	63,180.00	69,240.00	22%	-1236.00	-2.2%	-1692.00	-2.8%	-1896.00	-2.8%
	Rank		9	10	10							
<b>Custodian</b>												
<i>EMS Benchmark: Custodian</i>		11										
	<b>Fountain Valley Elementary</b>		<b>19.96</b>	<b>22.11</b>	<b>24.25</b>	<b>21%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		19.62	21.96	24.30	24%	0.34	1.7%	0.15	0.7%	-0.05	-0.2%
	Other Org. Median		19.65	22.16	24.66	25%	0.31	1.6%	-0.05	-0.2%	-0.41	-1.7%
	Rank		6	7	7							

## Market Summary All Sources

Job	Source	# Sources	Minimum	Mid	Maximum	%Width	At Minimum		At Mid-Point		At Maximum	
							Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Head Custodian</b>												
<i>EMS Benchmark: Head Custodian</i>		<b>10</b>										
	<b>Fountain Valley Elementary</b>		<b>22.73</b>	<b>25.18</b>	<b>27.62</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		21.40	23.98	26.57	24%	1.33	5.9%	1.19	4.7%	1.06	3.8%
	Other Org. Median		21.43	24.08	26.72	25%	1.30	5.7%	1.10	4.4%	0.90	3.3%
	Rank		3	4	4							
<b>Warehouse Operator/Delivery Driver</b>												
<i>EMS Benchmark: Warehouse Operator/Delivery Driver</i>		<b>11</b>										
	<b>Fountain Valley Elementary</b>		<b>22.28</b>	<b>24.68</b>	<b>27.08</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		21.63	24.21	26.80	24%	0.65	2.9%	0.47	1.9%	0.28	1.0%
	Other Org. Median		20.97	23.69	25.99	24%	1.31	5.9%	0.99	4.0%	1.09	4.0%
	Rank		5	5	5							
<b>Accountant</b>												
<i>EMS Benchmark: Accountant</i>		<b>3</b>										
	<b>Fountain Valley Elementary</b>		<b>30.90</b>	<b>34.24</b>	<b>37.58</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		28.72	31.84	34.95	22%	2.18	7.0%	2.40	7.0%	2.63	7.0%
	Other Org. Median		29.44	32.62	35.79	22%	1.46	4.7%	1.62	4.7%	1.79	4.8%
	Rank		1	1	1							
<b>Payroll Clerk</b>												
<i>EMS Benchmark: Payroll Clerk</i>		<b>10</b>										
	<b>Fountain Valley Elementary</b>		<b>21.62</b>	<b>23.95</b>	<b>26.28</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		22.41	25.10	27.80	24%	-0.79	-3.6%	-1.15	-4.8%	-1.52	-5.8%
	Other Org. Median		22.64	25.33	28.08	24%	-1.02	-4.7%	-1.38	-5.8%	-1.80	-6.8%
	Rank		9	9	10							
<b>Purchasing Technician</b>												
<i>EMS Benchmark: Purchasing Technician</i>		<b>5</b>										
	<b>Fountain Valley Elementary</b>		<b>23.65</b>	<b>26.20</b>	<b>28.74</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		21.55	24.33	27.11	26%	2.10	8.9%	1.87	7.1%	1.63	5.7%
	Other Org. Median		21.60	23.96	26.31	22%	2.05	8.7%	2.24	8.6%	2.43	8.5%
	Rank		1	2	2							
<b>Groundskeeper</b>												
<i>EMS Benchmark: Groundskeeper</i>		<b>11</b>										
	<b>Fountain Valley Elementary</b>		<b>21.18</b>	<b>23.47</b>	<b>25.76</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		20.90	23.39	25.88	24%	0.28	1.3%	0.08	0.3%	-0.12	-0.5%
	Other Org. Median		20.98	23.71	26.03	24%	0.20	0.9%	-0.24	-1.0%	-0.27	-1.0%
	Rank		6	7	7							

## Market Summary

### All Sources

Job	Source	# Sources	Minimum	Mid	Maximum	%Width	At Minimum		At Mid-Point		At Maximum	
							Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Irrigation Technician</b>												
<i>EMS Benchmark: Irrigation Technician</i>		<b>8</b>										
	<b>Fountain Valley Elementary</b>		<b>24.13</b>	<b>26.73</b>	<b>29.33</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		23.61	26.43	29.26	24%	0.53	2.2%	0.30	1.1%	0.07	0.3%
	Other Org. Median		23.60	26.52	29.42	25%	0.53	2.2%	0.21	0.8%	-0.09	-0.3%
	Rank		3	4	5							
<b>Behavior Intervention Assistant</b>												
<i>EMS Benchmark: Behavior Intervention Assistant</i>		<b>8</b>										
	<b>Fountain Valley Elementary</b>		<b>20.98</b>	<b>23.24</b>	<b>25.50</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		18.90	21.22	23.54	25%	2.08	9.9%	2.02	8.7%	1.96	7.7%
	Other Org. Median		18.77	20.98	23.30	24%	2.21	10.5%	2.26	9.7%	2.21	8.6%
	Rank		2	2	2							
<b>Bilingual Translator</b>												
<i>EMS Benchmark: Bilingual Translator</i>		<b>7</b>										
	<b>Fountain Valley Elementary</b>		<b>19.34</b>	<b>21.43</b>	<b>23.51</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		20.00	22.43	24.87	24%	-0.66	-3.4%	-1.01	-4.7%	-1.36	-5.8%
	Other Org. Median		20.56	22.79	25.02	22%	-1.22	-6.3%	-1.37	-6.4%	-1.51	-6.4%
	Rank		6	6	6							
<b>Extended School Program Aide</b>												
<i>EMS Benchmark: Extended School Program Aide</i>		<b>3</b>										
	<b>Fountain Valley Elementary</b>		<b>15.41</b>	<b>17.07</b>	<b>18.73</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		16.15	17.95	19.75	22%	-0.74	-4.8%	-0.88	-5.1%	-1.02	-5.4%
	Other Org. Median		15.87	17.75	19.63	24%	-0.46	-3.0%	-0.68	-4.0%	-0.90	-4.8%
	Rank		4	4	4							
<b>Instructional Assistant</b>												
<i>EMS Benchmark: Instructional Assistant</i>		<b>11</b>										
	<b>Fountain Valley Elementary</b>		<b>16.70</b>	<b>18.51</b>	<b>20.32</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		16.19	18.08	19.97	23%	0.51	3.0%	0.43	2.3%	0.35	1.7%
	Other Org. Median		16.36	18.11	19.86	21%	0.34	2.0%	0.40	2.2%	0.46	2.3%
	Rank		4	6	6							
<b>Instructional Assistant - Special Education</b>												
<i>EMS Benchmark: Instructional Assistant - Special Educ</i>		<b>10</b>										
	<b>Fountain Valley Elementary</b>		<b>17.35</b>	<b>19.22</b>	<b>21.08</b>	<b>21%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		16.72	18.73	20.74	24%	0.64	3.7%	0.49	2.5%	0.34	1.6%
	Other Org. Median		16.54	18.83	21.12	28%	0.82	4.7%	0.39	2.0%	-0.04	-0.2%
	Rank		5	5	6							

## Market Summary All Sources

Job	Source	# Sources	Minimum	Mid	Maximum	%Width	At Minimum		At Mid-Point		At Maximum	
							Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Instructional Assistant - Special Education (SH/PH)</b>												
<i>EMS Benchmark: Instructional Assistant - Special Educ</i> <b>10</b>												
	<b>Fountain Valley Elementary</b>		<b>18.27</b>	<b>20.23</b>	<b>22.19</b>	<b>21%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		17.68	19.81	21.94	24%	0.59	3.2%	0.42	2.1%	0.25	1.1%
	Other Org. Median		17.42	19.55	21.87	26%	0.85	4.7%	0.68	3.4%	0.32	1.5%
	Rank		4	5	5							
<b>Library/Media Technician</b>												
<i>EMS Benchmark: Library/Media Technician</i> <b>9</b>												
	<b>Fountain Valley Elementary</b>		<b>19.76</b>	<b>21.89</b>	<b>24.02</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		19.02	21.35	23.68	24%	0.74	3.8%	0.54	2.5%	0.34	1.4%
	Other Org. Median		18.80	21.43	23.73	26%	0.96	4.9%	0.46	2.1%	0.29	1.2%
	Rank		2	3	5							
<b>Preschool Aide</b>												
<i>EMS Benchmark: Preschool Aide</i> <b>6</b>												
	<b>Fountain Valley Elementary</b>		<b>16.20</b>	<b>17.95</b>	<b>19.69</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		16.47	18.36	20.26	23%	-0.27	-1.6%	-0.41	-2.3%	-0.56	-2.9%
	Other Org. Median		16.15	17.92	19.69	22%	0.05	0.3%	0.03	0.2%	0.01	0.0%
	Rank		4	4	4							
<b>Preschool Instructor</b>												
<i>EMS Benchmark: Preschool Instructor</i> <b>8</b>												
	<b>Fountain Valley Elementary</b>		<b>18.05</b>	<b>20.00</b>	<b>21.95</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		20.65	22.89	25.13	22%	-2.60	-14.4%	-2.89	-14.4%	-3.18	-14.5%
	Other Org. Median		19.70	21.85	24.00	22%	-1.65	-9.1%	-1.85	-9.2%	-2.05	-9.3%
	Rank		7	6	6							
<b>Electrician</b>												
<i>EMS Benchmark: Electrician</i> <b>8</b>												
	<b>Fountain Valley Elementary</b>		<b>26.12</b>	<b>28.93</b>	<b>31.73</b>	<b>21%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		25.56	28.66	31.76	24%	0.56	2.1%	0.27	0.9%	-0.03	-0.1%
	Other Org. Median		25.80	28.69	31.50	22%	0.32	1.2%	0.24	0.8%	0.23	0.7%
	Rank		2	4	4							
<b>Heating and Ventilation Technician</b>												
<i>EMS Benchmark: Heating and Ventilation Technician</i> <b>9</b>												
	<b>Fountain Valley Elementary</b>		<b>26.12</b>	<b>28.93</b>	<b>31.73</b>	<b>21%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		25.66	28.78	31.91	24%	0.46	1.8%	0.14	0.5%	-0.18	-0.6%
	Other Org. Median		25.93	28.91	31.73	22%	0.19	0.7%	0.02	0.1%	0.00	0.0%
	Rank		3	5	5							

## Market Summary

### All Sources

Job	Source	# Sources	Minimum	Mid	Maximum	%Width	At Minimum		At Mid-Point		At Maximum	
							Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Maintenance Worker I</b>												
<i>EMS Benchmark: Maintenance Worker I</i>		<b>8</b>										
	<b>Fountain Valley Elementary</b>		<b>21.40</b>	<b>23.70</b>	<b>26.00</b>	<b>21%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		21.39	24.01	26.63	24%	0.01	0.0%	-0.31	-1.3%	-0.63	-2.4%
	Other Org. Median		21.46	24.08	26.63	24%	-0.05	-0.3%	-0.38	-1.6%	-0.63	-2.4%
	Rank		5	6	6							
<b>Maintenance Worker III</b>												
<i>EMS Benchmark: Maintenance Worker III</i>		<b>9</b>										
	<b>Fountain Valley Elementary</b>		<b>25.10</b>	<b>27.81</b>	<b>30.52</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		24.44	27.33	30.22	24%	0.66	2.6%	0.48	1.7%	0.30	1.0%
	Other Org. Median		24.34	27.04	29.92	23%	0.76	3.0%	0.78	2.8%	0.60	2.0%
	Rank		3	3	4							
<b>Material Expeditor</b>												
<i>EMS Benchmark: Material Expeditor</i>		<b>3</b>										
	<b>Fountain Valley Elementary</b>		<b>26.12</b>	<b>28.93</b>	<b>31.73</b>	<b>21%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		29.05	32.38	35.71	23%	-2.93	-11.2%	-3.45	-11.9%	-3.98	-12.5%
	Other Org. Median		29.42	32.63	35.84	22%	-3.30	-12.6%	-3.71	-12.8%	-4.11	-13.0%
	Rank		4	4	4							
<b>Painter</b>												
<i>EMS Benchmark: Painter</i>		<b>8</b>										
	<b>Fountain Valley Elementary</b>		<b>25.61</b>	<b>28.37</b>	<b>31.13</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		24.58	27.55	30.53	24%	1.03	4.0%	0.82	2.9%	0.60	1.9%
	Other Org. Median		24.77	27.78	30.51	23%	0.84	3.3%	0.59	2.1%	0.62	2.0%
	Rank		2	2	4							
<b>Plumber</b>												
<i>EMS Benchmark: Plumber</i>		<b>9</b>										
	<b>Fountain Valley Elementary</b>		<b>26.12</b>	<b>28.93</b>	<b>31.73</b>	<b>21%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		25.52	28.58	31.63	24%	0.60	2.3%	0.35	1.2%	0.10	0.3%
	Other Org. Median		25.93	28.91	31.73	22%	0.19	0.7%	0.02	0.1%	0.00	0.0%
	Rank		3	5	5							
<b>Director Food Service</b>												
<i>EMS Benchmark: Director Food Service</i>		<b>10</b>										
	<b>Fountain Valley Elementary</b>		<b>73,320.00</b>	<b>83,268.00</b>	<b>93,216.00</b>	<b>27%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		83,220.24	91,461.55	99,702.86	20%	-9900.24	-13.5%	-8193.55	-9.8%	-6486.86	-7.0%
	Other Org. Median		80,968.00	90,288.75	98,763.50	22%	-7648.00	-10.4%	-7020.75	-8.4%	-5547.50	-6.0%
	Rank		9	8	8							

## Market Summary All Sources

Job	Source	# Sources	Minimum	Mid	Maximum	%Width	At Minimum		At Mid-Point		At Maximum	
							Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Director Human Resources</b>												
<i>EMS Benchmark: Director Human Resources</i>												
		<b>7</b>										
	<b>Fountain Valley Elementary</b>		<b>102,048.00</b>	<b>115,986.00</b>	<b>129,924.00</b>	<b>27%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		111,471.86	122,107.14	132,742.43	19%	-9423.86	-9.2%	-6121.14	-5.3%	-2818.43	-2.2%
	Other Org. Median		113,316.00	125,526.00	137,736.00	22%	-11268.00	-11.0%	-9540.00	-8.2%	-7812.00	-6.0%
	Rank		6	6	6							
<b>Grounds Supervisor</b>												
<i>EMS Benchmark: Grounds Supervisor</i>												
		<b>3</b>										
	<b>Fountain Valley Elementary</b>		<b>60,216.00</b>	<b>68,394.00</b>	<b>76,572.00</b>	<b>27%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		69,728.00	77,934.00	86,140.00	24%	-9512.00	-15.8%	-9540.00	-13.9%	-9568.00	-12.5%
	Other Org. Median		66,768.00	74,778.00	83,856.00	26%	-6552.00	-10.9%	-6384.00	-9.3%	-7284.00	-9.5%
	Rank		4	4	4							
<b>Information Technology Supervisor</b>												
<i>EMS Benchmark: Information Technology Supervisor</i>												
		<b>3</b>										
	<b>Fountain Valley Elementary</b>		<b>80,244.00</b>	<b>91,182.00</b>	<b>102,120.00</b>	<b>27%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		79,828.00	88,918.00	98,008.00	23%	416.00	0.5%	2264.00	2.5%	4112.00	4.0%
	Other Org. Median		80,544.00	89,214.00	97,884.00	22%	-300.00	-0.4%	1968.00	2.2%	4236.00	4.1%
	Rank		3	2	2							
<b>Maintenance Supervisor</b>												
<i>EMS Benchmark: Maintenance Supervisor</i>												
		<b>6</b>										
	<b>Fountain Valley Elementary</b>		<b>66,252.00</b>	<b>75,258.00</b>	<b>84,264.00</b>	<b>27%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		71,923.50	79,033.33	86,143.17	20%	-5671.50	-8.6%	-3775.33	-5.0%	-1879.17	-2.2%
	Other Org. Median		74,884.50	82,711.00	90,021.50	20%	-8632.50	-13.0%	-7453.00	-9.9%	-5757.50	-6.8%
	Rank		6	5	5							
<b>Food Service Field Operations Coordinator</b>												
<i>EMS Benchmark: Food Service Field Operations Coordi</i>												
		<b>9</b>										
	<b>Fountain Valley Elementary</b>		<b>23.65</b>	<b>26.20</b>	<b>28.74</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		22.08	24.71	27.33	24%	1.57	6.6%	1.49	5.7%	1.41	4.9%
	Other Org. Median		22.24	25.07	27.62	24%	1.41	6.0%	1.13	4.3%	1.12	3.9%
	Rank		1	2	2							
<b>Food Service Worker</b>												
<i>EMS Benchmark: Food Service Worker</i>												
		<b>10</b>										
	<b>Fountain Valley Elementary</b>		<b>14.95</b>	<b>16.57</b>	<b>18.18</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		15.39	17.19	19.00	23%	-0.44	-2.9%	-0.63	-3.8%	-0.82	-4.5%
	Other Org. Median		15.38	17.04	18.69	22%	-0.43	-2.9%	-0.47	-2.8%	-0.51	-2.8%
	Rank		8	8	9							



## Market Summary

### All Sources

Job	Source	# Sources	Minimum	Mid	Maximum	%Width	At Minimum		At Mid-Point		At Maximum	
							Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Certified Occupational Therapy Assistant</b>												
<i>EMS Benchmark: Certified Occupational Therapy Assist</i> 2												
	<b>Fountain Valley Elementary</b>		<b>23.65</b>	<b>26.20</b>	<b>28.74</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		23.33	26.22	29.11	25%	0.32	1.4%	-0.02	-0.1%	-0.37	-1.3%
	Other Org. Median		23.33	26.22	29.11	25%	0.32	1.4%	-0.02	-0.1%	-0.37	-1.3%
	Rank		1	2	2							
<b>Licensed Vocational Nurse</b>												
<i>EMS Benchmark: Licensed Vocational Nurse</i> 6												
	<b>Fountain Valley Elementary</b>		<b>23.65</b>	<b>26.20</b>	<b>28.74</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		23.41	26.29	29.18	25%	0.24	1.0%	-0.10	-0.4%	-0.44	-1.5%
	Other Org. Median		23.56	26.46	29.37	25%	0.09	0.4%	-0.27	-1.0%	-0.63	-2.2%
	Rank		4	4	4							
<b>Computer/Network Specialist II</b>												
<i>EMS Benchmark: Computer/Network Specialist II</i> 10												
	<b>Fountain Valley Elementary</b>		<b>34.83</b>	<b>38.59</b>	<b>42.34</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		28.27	31.68	35.09	24%	6.56	18.8%	6.90	17.9%	7.25	17.1%
	Other Org. Median		27.68	30.84	34.01	23%	7.15	20.5%	7.74	20.1%	8.34	19.7%
	Rank		1	1	1							
<b>Field Support Help Desk Technician</b>												
<i>EMS Benchmark: Field Support Help Desk Technician</i> 8												
	<b>Fountain Valley Elementary</b>		<b>21.18</b>	<b>23.47</b>	<b>25.76</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		21.45	24.01	26.58	24%	-0.27	-1.3%	-0.54	-2.3%	-0.82	-3.2%
	Other Org. Median		21.82	24.39	26.97	24%	-0.63	-3.0%	-0.92	-3.9%	-1.21	-4.7%
	Rank		6	6	6							
<b>Bus Driver</b>												
<i>EMS Benchmark: Bus Driver</i> 11												
	<b>Fountain Valley Elementary</b>		<b>20.78</b>	<b>23.02</b>	<b>25.25</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		20.80	23.28	25.76	24%	-0.02	-0.1%	-0.27	-1.2%	-0.51	-2.0%
	Other Org. Median		20.55	22.80	25.38	24%	0.23	1.1%	0.22	1.0%	-0.13	-0.5%
	Rank		6	6	8							
<b>Lead Heavy Duty Mechanic</b>												
<i>EMS Benchmark: Lead Heavy Duty Mechanic</i> 11												
	<b>Fountain Valley Elementary</b>		<b>28.27</b>	<b>31.32</b>	<b>34.36</b>	<b>22%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
	Other Org. Average		26.93	30.15	33.37	24%	1.34	4.7%	1.17	3.7%	0.99	2.9%
	Other Org. Median		26.74	29.73	33.33	25%	1.53	5.4%	1.59	5.1%	1.03	3.0%
	Rank		4	4	5							

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule		District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Administrative Assistant</b>														
<i>EMS Benchmark: Administrative Assistant</i>														
<b>Fountain Valley Elementary</b>	<b>Administrative Assistant</b>	<b>7/1/16</b>	<b>22.52</b>	<b>24.95</b>	<b>27.37</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Director's Secretary	7/1/16	23.13	26.33	29.53	28%	Steps	6	-0.61	-2.7%	-1.39	-5.6%	-2.16	-7.9%
Buena Park Elementary	Secretary	7/1/15	22.25	24.64	27.03	21%	Steps	5	0.27	1.2%	0.31	1.2%	0.34	1.2%
Centralia Elementary	Administrative Assistant to AS	7/1/16	24.57	27.24	29.90	22%	Steps	6	-2.05	-9.1%	-2.29	-9.2%	-2.53	-9.2%
Cypress Elementary	Secretary	7/1/16	23.58	26.17	28.75	22%	Steps	5	-1.06	-4.7%	-1.22	-4.9%	-1.38	-5.0%
Fullerton Elementary	Administrative Secretary	7/1/16	24.66	28.13	31.59	28%	Steps	6	-2.14	-9.5%	-3.18	-12.7%	-4.22	-15.4%
Huntington Beach City Elementary	Educational Support Assistant II	7/1/15	23.16	25.93	28.69	24%	Steps	5	-0.64	-2.8%	-0.98	-3.9%	-1.32	-4.8%
La Habra City Elementary	Administrative Secretary	7/1/16	23.17	26.39	29.61	28%	Steps	6	-0.65	-2.9%	-1.45	-5.8%	-2.24	-8.2%
Magnolia	Secretary, Educational Services	7/1/16	22.24	25.07	27.90	25%	Steps	8	0.28	1.2%	-0.13	-0.5%	-0.53	-1.9%
Ocean View	Department Secretary	1/1/17	22.70	25.17	27.64	22%	Steps	5	-0.18	-0.8%	-0.23	-0.9%	-0.27	-1.0%
Savanna	Administrative Secretary	7/1/16	25.75	28.53	31.30	22%	Steps	5	-3.23	-14.3%	-3.58	-14.4%	-3.93	-14.4%
Westminster	Staff Secretary	7/1/16	21.52	23.84	26.16	22%	Steps	6	1.00	4.4%	1.11	4.4%	1.21	4.4%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>23.34</b>	<b>26.13</b>	<b>28.92</b>	<b>24%</b>			<b>-0.82</b>	<b>-3.6%</b>	<b>-1.18</b>	<b>-4.7%</b>	<b>-1.55</b>	<b>-5.7%</b>
<b>Other Org. Median</b>		<b>11</b>	<b>23.16</b>	<b>26.17</b>	<b>28.75</b>	<b>24%</b>			<b>-0.64</b>	<b>-2.8%</b>	<b>-1.22</b>	<b>-4.9%</b>	<b>-1.38</b>	<b>-5.0%</b>
<b>Assessment/Data Technician</b>														
<i>EMS Benchmark: Assessment/Data Technician</i>														
<b>Fountain Valley Elementary</b>	<b>Assessment/Data Technician</b>	<b>7/1/16</b>	<b>24.85</b>	<b>27.53</b>	<b>30.21</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Data and Assessment Technician	7/1/16	22.03	25.07	28.11	28%	Steps	6	2.82	11.3%	2.46	8.9%	2.10	7.0%
Buena Park Elementary		No Match												
Centralia Elementary	Data Analyst/Technician	7/1/16	24.57	27.24	29.90	22%	Steps	6	0.28	1.1%	0.30	1.1%	0.31	1.0%
Cypress Elementary	Ed. Service Data Analysis Tech	7/1/16	23.58	26.17	28.75	22%	Steps	5	1.27	5.1%	1.37	5.0%	1.46	4.8%
Fullerton Elementary		No Match												
Huntington Beach City Elementary		No Match												
La Habra City Elementary		No Match												
Magnolia	Data Technician	7/1/16	19.65	22.16	24.66	25%	Steps	8	5.20	20.9%	5.38	19.5%	5.55	18.4%
Ocean View	Program Support Specialist	1/1/17	22.15	24.56	26.97	22%	Steps	5	2.70	10.9%	2.97	10.8%	3.24	10.7%
Savanna		No Match												
Westminster	Educational Service Technician	7/1/16	23.60	26.15	28.69	22%	Steps	6	1.25	5.0%	1.39	5.0%	1.52	5.0%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>22.60</b>	<b>25.22</b>	<b>27.85</b>	<b>23%</b>			<b>2.25</b>	<b>9.1%</b>	<b>2.31</b>	<b>8.4%</b>	<b>2.36</b>	<b>7.8%</b>
<b>Other Org. Median</b>		<b>6</b>	<b>22.87</b>	<b>25.61</b>	<b>28.40</b>	<b>24%</b>			<b>1.99</b>	<b>8.0%</b>	<b>1.92</b>	<b>7.0%</b>	<b>1.81</b>	<b>6.0%</b>
<b>Duplicating Operator</b>														
<i>EMS Benchmark: Duplicating Operator</i>														
<b>Fountain Valley Elementary</b>	<b>Duplicating Operator</b>	<b>7/1/16</b>	<b>18.59</b>	<b>20.60</b>	<b>22.61</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Print Shop Operator	No Match												
Buena Park Elementary	Media Print Assistant	7/1/15	17.52	19.42	21.32	22%	Steps	5	1.07	5.8%	1.18	5.7%	1.29	5.7%
Centralia Elementary		No Match												
Cypress Elementary	Resource Center Technician	No Match												
Fullerton Elementary	Reprographics Technician	7/1/16	19.28	21.97	24.66	28%	Steps	6	-0.69	-3.7%	-1.37	-6.7%	-2.05	-9.1%
Huntington Beach City Elementary		No Match												
La Habra City Elementary	Reproduction/Warehouse & Delivery	No Match												
Magnolia	Photo Copy Technician	7/1/16	21.16	23.86	26.55	25%	Steps	8	-2.57	-13.8%	-3.26	-15.8%	-3.94	-17.4%
Ocean View	Reprographic Technician	1/1/17	21.06	23.36	25.66	22%	Steps	5	-2.47	-13.3%	-2.76	-13.4%	-3.05	-13.5%
Savanna	Duplicating Clerk	7/1/16	18.68	20.70	22.71	22%	Steps	5	-0.09	-0.5%	-0.09	-0.5%	-0.10	-0.4%
Westminster	Duplicating Services Assistant	7/1/16	19.28	21.37	23.45	22%	Steps	6	-0.69	-3.7%	-0.77	-3.7%	-0.84	-3.7%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>19.50</b>	<b>21.78</b>	<b>24.06</b>	<b>23%</b>			<b>-0.91</b>	<b>-4.9%</b>	<b>-1.18</b>	<b>-5.7%</b>	<b>-1.45</b>	<b>-6.4%</b>
<b>Other Org. Median</b>		<b>6</b>	<b>19.28</b>	<b>21.67</b>	<b>24.06</b>	<b>25%</b>			<b>-0.69</b>	<b>-3.7%</b>	<b>-1.07</b>	<b>-5.2%</b>	<b>-1.45</b>	<b>-6.4%</b>

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule		District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Health Assistant</b>														
<i>EMS Benchmark: Health Assistant</i>														
<b>Fountain Valley Elementary</b>	<b>Health Assistant</b>	<b>7/1/16</b>	<b>18.27</b>	<b>20.23</b>	<b>22.19</b>	<b>21%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Health Clerk	7/1/16	17.68	20.13	22.57	28%	Steps	6	0.59	3.2%	0.11	0.5%	-0.38	-1.7%
Buena Park Elementary	Health Clerk	7/1/15	17.17	19.02	20.87	22%	Steps	5	1.10	6.0%	1.21	6.0%	1.32	5.9%
Centralia Elementary	Health Clerk	7/1/16	19.00	21.06	23.11	22%	Steps	6	-0.73	-4.0%	-0.82	-4.1%	-0.92	-4.1%
Cypress Elementary	Health Assistant	7/1/16	19.29	21.44	23.58	22%	Steps	5	-1.02	-5.6%	-1.21	-6.0%	-1.39	-6.3%
Fullerton Elementary	Health Assistant	7/1/16	17.90	20.42	22.93	28%	Steps	6	0.37	2.0%	-0.18	-0.9%	-0.74	-3.3%
Huntington Beach City Elementary	Health Clerk	7/1/15	19.15	21.44	23.72	24%	Steps	5	-0.88	-4.8%	-1.21	-6.0%	-1.53	-6.9%
La Habra City Elementary	Health Technician	7/1/16	17.65	20.12	22.59	28%	Steps	6	0.62	3.4%	0.11	0.5%	-0.40	-1.8%
Magnolia	Health Clerk	7/1/16	18.71	21.09	23.47	25%	Steps	8	-0.44	-2.4%	-0.86	-4.3%	-1.28	-5.8%
Ocean View	School Health Technician	1/1/17	17.72	19.66	21.60	22%	Steps	5	0.55	3.0%	0.57	2.8%	0.59	2.7%
Savanna		No Match												
Westminster	Health Services Assistant	7/1/16	17.28	19.14	20.99	21%	Steps	6	0.99	5.4%	1.10	5.4%	1.20	5.4%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>18.16</b>	<b>20.35</b>	<b>22.54</b>	<b>24%</b>			<b>0.11</b>	<b>0.6%</b>	<b>-0.12</b>	<b>-0.6%</b>	<b>-0.35</b>	<b>-1.6%</b>
<b>Other Org. Median</b>		<b>10</b>	<b>17.81</b>	<b>20.27</b>	<b>22.76</b>	<b>28%</b>			<b>0.46</b>	<b>2.5%</b>	<b>-0.04</b>	<b>-0.2%</b>	<b>-0.57</b>	<b>-2.6%</b>
<b>Office Assistant</b>														
<i>EMS Benchmark: Office Assistant</i>														
<b>Fountain Valley Elementary</b>	<b>Office Assistant</b>	<b>7/1/16</b>	<b>19.34</b>	<b>21.43</b>	<b>23.51</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Office Assistant	7/1/16	18.56	21.13	23.69	28%	Steps	6	0.78	4.0%	0.30	1.4%	-0.18	-0.8%
Buena Park Elementary	Typist Clerk I	7/1/15	17.52	19.42	21.32	22%	Steps	5	1.82	9.4%	2.01	9.4%	2.19	9.3%
Centralia Elementary	Clerical Specialist I	7/1/16	18.26	20.24	22.21	22%	Steps	6	1.08	5.6%	1.19	5.6%	1.30	5.5%
Cypress Elementary	Office Assistant	7/1/16	19.29	21.44	23.58	22%	Steps	5	0.05	0.3%	-0.01	0.0%	-0.07	-0.3%
Fullerton Elementary	Clerical Assistant I	7/1/16	17.90	20.42	22.93	28%	Steps	6	1.44	7.4%	1.01	4.7%	0.58	2.5%
Huntington Beach City Elementary	Educational Support Assistant I	7/1/15	21.35	23.90	26.44	24%	Steps	5	-2.01	-10.4%	-2.47	-11.5%	-2.93	-12.5%
La Habra City Elementary	Clerk Typist (12)	7/1/16	16.81	19.17	21.52	28%	Steps	6	2.53	13.1%	2.26	10.5%	1.99	8.5%
Magnolia	Clerk II	7/1/16	19.65	22.16	24.66	25%	Steps	8	-0.31	-1.6%	-0.73	-3.4%	-1.15	-4.9%
Ocean View	Clerk Typist	1/1/17	16.46	18.26	20.05	22%	Steps	5	2.88	14.9%	3.17	14.8%	3.46	14.7%
Savanna	Clerk Typist	7/1/16	19.63	21.75	23.86	22%	Steps	5	-0.29	-1.5%	-0.32	-1.5%	-0.35	-1.5%
Westminster	Senior Clerk Typist	7/1/16	19.42	21.51	23.60	22%	Steps	6	-0.08	-0.4%	-0.09	-0.4%	-0.09	-0.4%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>18.62</b>	<b>20.85</b>	<b>23.08</b>	<b>24%</b>			<b>0.72</b>	<b>3.7%</b>	<b>0.57</b>	<b>2.7%</b>	<b>0.43</b>	<b>1.8%</b>
<b>Other Org. Median</b>		<b>11</b>	<b>18.56</b>	<b>21.13</b>	<b>23.58</b>	<b>27%</b>			<b>0.78</b>	<b>4.0%</b>	<b>0.30</b>	<b>1.4%</b>	<b>-0.07</b>	<b>-0.3%</b>
<b>School Office Manager - Elementary</b>														
<i>EMS Benchmark: School Office Manager - Elementary</i>														
<b>Fountain Valley Elementary</b>	<b>School Office Manager - Elementary</b>	<b>7/1/16</b>	<b>22.52</b>	<b>24.95</b>	<b>27.37</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	School Office Coordinator	7/1/16	21.49	24.46	27.43	28%	Steps	6	1.03	4.6%	0.48	1.9%	-0.06	-0.2%
Buena Park Elementary	School Secretary	7/1/15	21.80	24.17	26.53	22%	Steps	5	0.72	3.2%	0.78	3.1%	0.84	3.1%
Centralia Elementary	School Office Manager	7/1/16	23.16	25.67	28.17	22%	Steps	6	-0.64	-2.8%	-0.72	-2.9%	-0.80	-2.9%
Cypress Elementary	Administrative Assistant Elementary	7/1/16	22.99	25.52	28.05	22%	Steps	5	-0.47	-2.1%	-0.57	-2.3%	-0.68	-2.5%
Fullerton Elementary	School Office Manager	7/1/16	21.80	24.86	27.91	28%	Steps	6	0.72	3.2%	0.09	0.4%	-0.54	-2.0%
Huntington Beach City Elementary	School Office Manager	7/1/15	23.79	26.64	29.48	24%	Steps	5	-1.27	-5.6%	-1.69	-6.8%	-2.11	-7.7%
La Habra City Elementary	School Office Manager (219 days)	7/1/16	19.98	22.77	25.56	28%	Steps	6	2.54	11.3%	2.18	8.7%	1.81	6.6%
Magnolia	School Office Manager	7/1/16	23.36	26.34	29.31	25%	Steps	8	-0.84	-3.7%	-1.39	-5.6%	-1.94	-7.1%
Ocean View	School Office Manager	1/1/17	22.70	25.17	27.64	22%	Steps	5	-0.18	-0.8%	-0.23	-0.9%	-0.27	-1.0%
Savanna	School Office Coordinator	7/1/16	21.67	24.00	26.33	22%	Steps	5	0.85	3.8%	0.95	3.8%	1.04	3.8%
Westminster	School Office Manager	7/1/16	21.52	23.84	26.16	22%	Steps	6	1.00	4.4%	1.11	4.4%	1.21	4.4%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>22.21</b>	<b>24.86</b>	<b>27.51</b>	<b>24%</b>			<b>0.31</b>	<b>1.4%</b>	<b>0.09</b>	<b>0.4%</b>	<b>-0.14</b>	<b>-0.5%</b>
<b>Other Org. Median</b>		<b>11</b>	<b>21.80</b>	<b>24.86</b>	<b>27.64</b>	<b>27%</b>			<b>0.72</b>	<b>3.2%</b>	<b>0.09</b>	<b>0.4%</b>	<b>-0.27</b>	<b>-1.0%</b>

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule		District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>School Office Manager - Middle School</b>														
<i>EMS Benchmark: School Office Manager - Middle School</i>														
<b>Fountain Valley Elementary</b>	<b>School Office Manager - Middle School</b>	<b>7/1/16</b>	<b>22.52</b>	<b>24.95</b>	<b>27.37</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	School Office Coordinator	7/1/16	21.49	24.46	27.43	28%	Steps	6	1.03	4.6%	0.48	1.9%	-0.06	-0.2%
Buena Park Elementary	School Secretary	7/1/15	21.80	24.17	26.53	22%	Steps	5	0.72	3.2%	0.78	3.1%	0.84	3.1%
Centralia Elementary	School Office Manager	7/1/16	23.16	25.67	28.17	22%	Steps	6	-0.64	-2.8%	-0.72	-2.9%	-0.80	-2.9%
Cypress Elementary		No Match												
Fullerton Elementary	School Office Manager	7/1/16	21.80	24.86	27.91	28%	Steps	6	0.72	3.2%	0.09	0.4%	-0.54	-2.0%
Huntington Beach City Elementary	School Office Manager	7/1/15	23.79	26.64	29.48	24%	Steps	5	-1.27	-5.6%	-1.69	-6.8%	-2.11	-7.7%
La Habra City Elementary	School Office Manager (219 days)	7/1/16	19.98	22.77	25.56	28%	Steps	6	2.54	11.3%	2.18	8.7%	1.81	6.6%
Magnolia	School Office Manager	7/1/16	23.36	26.34	29.31	25%	Steps	8	-0.84	-3.7%	-1.39	-5.6%	-1.94	-7.1%
Ocean View	School Office Manager	1/1/17	22.70	25.17	27.64	22%	Steps	5	-0.18	-0.8%	-0.23	-0.9%	-0.27	-1.0%
Savanna	School Office Coordinator	7/1/16	21.67	24.00	26.33	22%	Steps	5	0.85	3.8%	0.95	3.8%	1.04	3.8%
Westminster	School Office Manager	7/1/16	21.52	23.84	26.16	22%	Steps	6	1.00	4.4%	1.11	4.4%	1.21	4.4%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>22.13</b>	<b>24.79</b>	<b>27.45</b>	<b>24%</b>			<b>0.39</b>	<b>1.7%</b>	<b>0.16</b>	<b>0.6%</b>	<b>-0.08</b>	<b>-0.3%</b>
<b>Other Org. Median</b>		<b>10</b>	<b>21.80</b>	<b>24.66</b>	<b>27.54</b>	<b>26%</b>			<b>0.72</b>	<b>3.2%</b>	<b>0.29</b>	<b>1.2%</b>	<b>-0.16</b>	<b>-0.6%</b>
<b>Classified Personnel Technician</b>														
<i>EMS Benchmark: Classified Personnel Technician (Conf.)</i>														
<b>Fountain Valley Elementary</b>	<b>Classified Personnel Technician</b>	<b>7/1/16</b>	<b>55,632.00</b>	<b>61,488.00</b>	<b>67,344.00</b>	<b>21%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Human Resource Tech. Class	7/1/16	52,940.00	58,630.00	64,320.00	21%	Steps	5	2692.00	4.8%	2858.00	4.6%	3024.00	4.5%
Buena Park Elementary	Human Resources Specialist	7/1/16	61,188.00	67,375.00	73,562.00	20%	Steps	5	-5556.00	-10.0%	-5887.00	-9.6%	-6218.00	-9.2%
Centralia Elementary	Human Resources Specialist	7/1/16	52,272.00	57,936.00	63,600.00	22%	Steps	6	3360.00	6.0%	3552.00	5.8%	3744.00	5.6%
Cypress Elementary	HR Specialist	No Match												
Fullerton Elementary		No Match												
Huntington Beach City Elementary	Personnel Technician	7/1/15	56,856.00	64,110.00	71,364.00	26%	Steps	5	-1224.00	-2.2%	-2622.00	-4.3%	-4020.00	-6.0%
La Habra City Elementary	Personnel Technician	7/1/16	45,888.00	51,888.00	57,888.00	26%	Steps	6	9744.00	17.5%	9600.00	15.6%	9456.00	14.0%
Magnolia	Human Resources Specialist	7/1/16	53,892.00	60,762.00	67,632.00	25%	Steps	8	1740.00	3.1%	726.00	1.2%	-288.00	-0.4%
Ocean View	Personnel Assistant	No Match												
Savanna		No Match												
Westminster	Personnel Analyst	7/1/16	54,192.00	60,090.00	65,988.00	22%	Steps	6	1440.00	2.6%	1398.00	2.3%	1356.00	2.0%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>53,889.71</b>	<b>60,113.00</b>	<b>66,336.29</b>	<b>23%</b>			<b>1742.29</b>	<b>3.1%</b>	<b>1375.00</b>	<b>2.2%</b>	<b>1007.71</b>	<b>1.5%</b>
<b>Other Org. Median</b>		<b>7</b>	<b>53,892.00</b>	<b>60,090.00</b>	<b>65,988.00</b>	<b>22%</b>			<b>1740.00</b>	<b>3.1%</b>	<b>1398.00</b>	<b>2.3%</b>	<b>1356.00</b>	<b>2.0%</b>
<b>Executive Assistant</b>														
<i>EMS Benchmark: Executive Assistant (Conf.)</i>														
<b>Fountain Valley Elementary</b>	<b>Executive Assistant</b>	<b>7/1/16</b>	<b>64,068.00</b>	<b>70,836.00</b>	<b>77,604.00</b>	<b>21%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Exec. Assist. To Superintendent	7/1/16	69,240.00	76,686.00	84,132.00	22%	Steps	5	-5172.00	-8.1%	-5850.00	-8.3%	-6528.00	-8.4%
Buena Park Elementary	Executive Assistant	7/1/16	66,467.00	73,187.50	79,908.00	20%	Steps	5	-2399.00	-3.7%	-2351.50	-3.3%	-2304.00	-3.0%
Centralia Elementary	Executive Assistant	7/1/16	66,876.00	73,152.00	79,428.00	19%	Steps	6	-2808.00	-4.4%	-2316.00	-3.3%	-1824.00	-2.4%
Cypress Elementary	Executive Assistant to Superintendent	7/1/16	67,364.52	74,633.70	81,902.88	22%	Steps	5	-3296.52	-5.1%	-3797.70	-5.4%	-4298.88	-5.5%
Fullerton Elementary	Executive Secretary	7/1/16	73,824.00	77,664.00	81,504.00	10%	Steps	3	-9756.00	-15.2%	-6828.00	-9.6%	-3900.00	-5.0%
Huntington Beach City Elementary	Admin Assistant to Sup	7/1/15	71,844.00	81,270.00	90,696.00	26%	Steps	5	-7776.00	-12.1%	-10434.00	-14.7%	-13092.00	-16.9%
La Habra City Elementary	Executive Assistant to Superintendent	7/1/16	72,204.00	82,182.00	92,160.00	28%	Steps	6	-8136.00	-12.7%	-11346.00	-16.0%	-14556.00	-18.8%
Magnolia	Executive Assistant	7/1/16	68,988.00	77,790.00	86,592.00	26%	Steps	8	-4920.00	-7.7%	-6954.00	-9.8%	-8988.00	-11.6%
Ocean View	Executive Assistant	1/1/17	62,484.00	69,318.00	76,152.00	22%	Steps	5	1584.00	2.5%	1518.00	2.1%	1452.00	1.9%
Savanna	Executive Assistant to Superintendent	7/1/16	74,616.00	82,656.00	90,696.00	22%	Steps	5	-10548.00	-16.5%	-11820.00	-16.7%	-13092.00	-16.9%
Westminster	Senior Executive Secretary	7/1/16	63,492.00	70,374.00	77,256.00	22%	Steps	6	576.00	0.9%	462.00	0.7%	348.00	0.4%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>68,854.50</b>	<b>76,264.84</b>	<b>83,675.17</b>	<b>22%</b>			<b>-4786.50</b>	<b>-7.5%</b>	<b>-5428.84</b>	<b>-7.7%</b>	<b>-6071.17</b>	<b>-7.8%</b>
<b>Other Org. Median</b>		<b>11</b>	<b>68,988.00</b>	<b>76,686.00</b>	<b>81,902.88</b>	<b>19%</b>			<b>-4920.00</b>	<b>-7.7%</b>	<b>-5850.00</b>	<b>-8.3%</b>	<b>-4298.88</b>	<b>-5.5%</b>

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule		District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Senior Administrative Assistant</b>														
<i>EMS Benchmark: Senior Administrative Assistant (Conf.)</i>														
<b>Fountain Valley Elementary</b>	<b>Senior Administrative Assistant</b>	<b>7/1/16</b>	<b>55,632.00</b>	<b>61,488.00</b>	<b>67,344.00</b>	<b>21%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Smnior Admin. Assistant II	7/1/16	59,784.00	66,228.00	72,672.00	22%	Steps	5	-4152.00	-7.5%	-4740.00	-7.7%	-5328.00	-7.9%
Buena Park Elementary	Administrative Secretary	7/1/16	57,593.00	63,416.50	69,240.00	20%	Steps	5	-1961.00	-3.5%	-1928.50	-3.1%	-1896.00	-2.8%
Centralia Elementary	Administrative Assistant	7/1/16	55,548.00	61,572.00	67,596.00	22%	Steps	6	84.00	0.2%	-84.00	-0.1%	-252.00	-0.4%
Cypress Elementary	Administrative Secretary	7/1/16	50,585.64	56,139.54	61,693.44	22%	Steps	5	5046.36	9.1%	5348.46	8.7%	5650.56	8.4%
Fullerton Elementary	Administrative Secretary	7/1/16	65,244.00	68,616.00	71,988.00	10%	Steps	3	-9612.00	-17.3%	-7128.00	-11.6%	-4644.00	-6.9%
Huntington Beach City Elementary	Administrative Secretary	7/1/15	56,028.00	63,180.00	70,332.00	26%	Steps	5	-396.00	-0.7%	-1692.00	-2.8%	-2988.00	-4.4%
La Habra City Elementary	Administrative Secretary	7/1/16	57,768.00	65,412.00	73,056.00	26%	Steps	6	-2136.00	-3.8%	-3924.00	-6.4%	-5712.00	-8.5%
Magnolia	Senior Administrative Assistant	7/1/16	59,496.00	67,086.00	74,676.00	26%	Steps	8	-3864.00	-6.9%	-5598.00	-9.1%	-7332.00	-10.9%
Ocean View	Administrative Assistant	1/1/17	56,640.00	62,808.00	68,976.00	22%	Steps	5	-1008.00	-1.8%	-1320.00	-2.1%	-1632.00	-2.4%
Savanna	Administrative Secretary	7/1/16	56,868.00	62,990.00	69,120.00	22%	Steps	5	-1236.00	-2.2%	-1506.00	-2.4%	-1776.00	-2.6%
Westminster	Administrative Secretary	7/1/16	54,192.00	60,090.00	65,988.00	22%	Steps	6	1440.00	2.6%	1398.00	2.3%	1356.00	2.0%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>57,249.69</b>	<b>63,412.91</b>	<b>69,576.13</b>	<b>22%</b>			<b>-1617.69</b>	<b>-2.9%</b>	<b>-1924.91</b>	<b>-3.1%</b>	<b>-2232.13</b>	<b>-3.3%</b>
<b>Other Org. Median</b>		<b>11</b>	<b>56,868.00</b>	<b>63,180.00</b>	<b>69,240.00</b>	<b>22%</b>			<b>-1236.00</b>	<b>-2.2%</b>	<b>-1692.00</b>	<b>-2.8%</b>	<b>-1896.00</b>	<b>-2.8%</b>
<b>Custodian</b>														
<i>EMS Benchmark: Custodian</i>														
<b>Fountain Valley Elementary</b>	<b>Custodian</b>	<b>7/1/16</b>	<b>19.96</b>	<b>22.11</b>	<b>24.25</b>	<b>21%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Custodian	7/1/16	20.46	23.30	26.13	28%	Steps	6	-0.50	-2.5%	-1.19	-5.4%	-1.88	-7.8%
Buena Park Elementary	Custodian I	7/1/15	19.36	21.45	23.53	22%	Steps	5	0.60	3.0%	0.66	3.0%	0.72	3.0%
Centralia Elementary	Custodian	7/1/16	20.97	23.25	25.52	22%	Steps	6	-1.01	-5.1%	-1.14	-5.2%	-1.27	-5.2%
Cypress Elementary	Custodian	7/1/16	20.30	22.53	24.75	22%	Steps	5	-0.34	-1.7%	-0.42	-1.9%	-0.50	-2.1%
Fullerton Elementary	Custodian I	7/1/16	17.90	20.42	22.93	28%	Steps	6	2.06	10.3%	1.69	7.6%	1.32	5.4%
Huntington Beach City Elementary	Custodian I	7/1/15	20.78	23.27	25.75	24%	Steps	5	-0.82	-4.1%	-1.16	-5.2%	-1.50	-6.2%
La Habra City Elementary	Evening Custodian	7/1/16	18.55	21.14	23.73	28%	Steps	6	1.41	7.1%	0.97	4.4%	0.52	2.1%
Magnolia	Custodian	7/1/16	19.65	22.16	24.66	25%	Steps	8	0.31	1.6%	-0.05	-0.2%	-0.41	-1.7%
Ocean View	Custodian	1/1/17	18.63	20.67	22.70	22%	Steps	5	1.33	6.7%	1.44	6.5%	1.55	6.4%
Savanna	Custodian	7/1/16	20.62	22.85	25.07	22%	Steps	5	-0.66	-3.3%	-0.74	-3.3%	-0.82	-3.4%
Westminster	Custodian	7/1/16	18.55	20.55	22.55	22%	Steps	6	1.41	7.1%	1.56	7.0%	1.70	7.0%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>19.62</b>	<b>21.96</b>	<b>24.30</b>	<b>24%</b>			<b>0.34</b>	<b>1.7%</b>	<b>0.15</b>	<b>0.7%</b>	<b>-0.05</b>	<b>-0.2%</b>
<b>Other Org. Median</b>		<b>11</b>	<b>19.65</b>	<b>22.16</b>	<b>24.66</b>	<b>25%</b>			<b>0.31</b>	<b>1.6%</b>	<b>-0.05</b>	<b>-0.2%</b>	<b>-0.41</b>	<b>-1.7%</b>
<b>Head Custodian</b>														
<i>EMS Benchmark: Head Custodian</i>														
<b>Fountain Valley Elementary</b>	<b>Head Custodian</b>	<b>7/1/16</b>	<b>22.73</b>	<b>25.18</b>	<b>27.62</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Lead Custodian	7/1/16	20.97	23.87	26.77	28%	Steps	6	1.76	7.7%	1.31	5.2%	0.85	3.1%
Buena Park Elementary	Custodian II	7/1/15	20.35	22.54	24.73	22%	Steps	5	2.38	10.5%	2.64	10.5%	2.89	10.5%
Centralia Elementary	Lead & Night Custodian	7/1/16	22.70	25.16	27.62	22%	Steps	6	0.03	0.1%	0.02	0.1%	0.00	0.0%
Cypress Elementary	Head Custodian	7/1/16	21.89	24.28	26.67	22%	Steps	5	0.84	3.7%	0.90	3.6%	0.95	3.4%
Fullerton Elementary	Lead Custodian	7/1/16	22.93	26.13	29.33	28%	Steps	6	-0.20	-0.9%	-0.95	-3.8%	-1.71	-6.2%
Huntington Beach City Elementary	Custodian, Lead	7/1/15	22.54	25.24	27.93	24%	Steps	5	0.19	0.8%	-0.06	-0.2%	-0.31	-1.1%
La Habra City Elementary	Day Custodian	7/1/16	19.50	22.22	24.94	28%	Steps	6	3.23	14.2%	2.96	11.7%	2.68	9.7%
Magnolia	Head Custodian School Site	7/1/16	22.79	25.70	28.60	25%	Steps	8	-0.06	-0.3%	-0.52	-2.1%	-0.98	-3.5%
Ocean View	Head Custodian	1/1/17	20.55	22.80	25.04	22%	Steps	5	2.18	9.6%	2.38	9.5%	2.58	9.3%
Savanna	No Match													
Westminster	Senior Custodian	7/1/16	19.76	21.89	24.02	22%	Steps	6	2.97	13.1%	3.29	13.0%	3.60	13.0%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>21.40</b>	<b>23.98</b>	<b>26.57</b>	<b>24%</b>			<b>1.33</b>	<b>5.9%</b>	<b>1.19</b>	<b>4.7%</b>	<b>1.06</b>	<b>3.8%</b>
<b>Other Org. Median</b>		<b>10</b>	<b>21.43</b>	<b>24.08</b>	<b>26.72</b>	<b>25%</b>			<b>1.30</b>	<b>5.7%</b>	<b>1.10</b>	<b>4.4%</b>	<b>0.90</b>	<b>3.3%</b>

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule		District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Warehouse Operator/Delivery Driver</b>														
<i>EMS Benchmark: Warehouse Operator/Delivery Driver</i>														
<b>Fountain Valley Elementary</b>	<b>Warehouse Operator/Delivery Driver</b>	<b>7/1/16</b>	<b>22.28</b>	<b>24.68</b>	<b>27.08</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Warehouse Assistant	7/1/16	20.97	23.87	26.77	28%	Steps	6	1.31	5.9%	0.81	3.3%	0.31	1.1%
Buena Park Elementary	Warehouse Clerk	7/1/15	21.39	23.69	25.99	22%	Steps	5	0.89	4.0%	0.99	4.0%	1.09	4.0%
Centralia Elementary	Warehouse/Utility Person	7/1/16	23.62	26.18	28.74	22%	Steps	6	-1.34	-6.0%	-1.50	-6.1%	-1.66	-6.1%
Cypress Elementary	Custodian/Warehouse	7/1/16	20.82	23.10	25.38	22%	Steps	5	1.46	6.6%	1.58	6.4%	1.70	6.3%
Fullerton Elementary	Stock Clerk/Transporter	7/1/16	20.25	23.09	25.93	28%	Steps	6	2.03	9.1%	1.59	6.4%	1.15	4.2%
Huntington Beach City Elementary	Warehouse Worker	7/1/15	24.44	27.36	30.28	24%	Steps	5	-2.16	-9.7%	-2.68	-10.9%	-3.20	-11.8%
La Habra City Elementary	Print Reproduction/Warehouse & Delivery Worker	7/1/16	22.59	25.74	28.89	28%	Steps	6	-0.31	-1.4%	-1.06	-4.3%	-1.81	-6.7%
Magnolia	Warehouse Delivery	7/1/16	20.14	22.71	25.28	26%	Steps	8	2.14	9.6%	1.97	8.0%	1.80	6.6%
Ocean View	Delivery Worker	1/1/17	20.05	22.24	24.43	22%	Steps	5	2.23	10.0%	2.44	9.9%	2.65	9.8%
Savanna	Warehouse	7/1/16	23.91	26.49	29.07	22%	Steps	5	-1.63	-7.3%	-1.81	-7.3%	-1.99	-7.3%
Westminster	Stock Clerk/Delivery Worker	7/1/16	19.76	21.89	24.02	22%	Steps	6	2.52	11.3%	2.79	11.3%	3.06	11.3%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>21.63</b>	<b>24.21</b>	<b>26.80</b>	<b>24%</b>			<b>0.65</b>	<b>2.9%</b>	<b>0.47</b>	<b>1.9%</b>	<b>0.28</b>	<b>1.0%</b>
<b>Other Org. Median</b>		<b>11</b>	<b>20.97</b>	<b>23.69</b>	<b>25.99</b>	<b>24%</b>			<b>1.31</b>	<b>5.9%</b>	<b>0.99</b>	<b>4.0%</b>	<b>1.09</b>	<b>4.0%</b>
<b>Accountant</b>														
<i>EMS Benchmark: Accountant</i>														
<b>Fountain Valley Elementary</b>	<b>Accountant</b>	<b>7/1/16</b>	<b>30.90</b>	<b>34.24</b>	<b>37.58</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary		No Match												
Buena Park Elementary		No Match												
Centralia Elementary		No Match												
Cypress Elementary		No Match												
Fullerton Elementary		No Match												
Huntington Beach City Elementary		No Match												
La Habra City Elementary		No Match												
Magnolia	Fiscal Services Technician IV	No Match												
Ocean View	Accountant	1/1/17	30.51	33.85	37.18	22%	Steps	5	0.39	1.3%	0.39	1.2%	0.40	1.1%
Savanna	Accountant	7/1/16	29.44	32.62	35.79	22%	Steps	5	1.46	4.7%	1.62	4.7%	1.79	4.8%
Westminster	Accountant	7/1/16	26.22	29.05	31.88	22%	Steps	6	4.68	15.1%	5.19	15.2%	5.70	15.2%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>28.72</b>	<b>31.84</b>	<b>34.95</b>	<b>22%</b>			<b>2.18</b>	<b>7.0%</b>	<b>2.40</b>	<b>7.0%</b>	<b>2.63</b>	<b>7.0%</b>
<b>Other Org. Median</b>		<b>3</b>	<b>29.44</b>	<b>32.62</b>	<b>35.79</b>	<b>22%</b>			<b>1.46</b>	<b>4.7%</b>	<b>1.62</b>	<b>4.7%</b>	<b>1.79</b>	<b>4.8%</b>
<b>Payroll Clerk</b>														
<i>EMS Benchmark: Payroll Clerk</i>														
<b>Fountain Valley Elementary</b>	<b>Payroll Clerk</b>	<b>7/1/16</b>	<b>21.62</b>	<b>23.95</b>	<b>26.28</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Payroll Technician	7/1/16	22.03	25.07	28.11	28%	Steps	6	-0.41	-1.9%	-1.12	-4.7%	-1.83	-7.0%
Buena Park Elementary	Payroll Technician	7/1/15	22.69	25.15	27.60	22%	Steps	5	-1.07	-4.9%	-1.20	-5.0%	-1.32	-5.0%
Centralia Elementary	Payroll Technician	7/1/16	24.09	26.70	29.31	22%	Steps	6	-2.47	-11.4%	-2.75	-11.5%	-3.03	-11.5%
Cypress Elementary	Account Clerk	7/1/16	22.99	25.52	28.05	22%	Steps	5	-1.37	-6.3%	-1.57	-6.6%	-1.77	-6.7%
Fullerton Elementary	Payroll Technician I	7/1/16	19.28	21.97	24.66	28%	Steps	6	2.34	10.8%	1.98	8.3%	1.62	6.2%
Huntington Beach City Elementary	Payroll/Benefits Technician	7/1/15	23.79	26.64	29.48	24%	Steps	5	-2.17	-10.0%	-2.69	-11.2%	-3.20	-12.2%
La Habra City Elementary	Account Clerk III	7/1/16	22.59	25.74	28.89	28%	Steps	6	-0.97	-4.5%	-1.79	-7.5%	-2.61	-9.9%
Magnolia	Payroll Clerk	7/1/16	21.16	23.86	26.55	25%	Steps	8	0.46	2.1%	0.10	0.4%	-0.27	-1.0%
Ocean View	Payroll Technician	1/1/17	23.25	25.79	28.33	22%	Steps	5	-1.63	-7.5%	-1.84	-7.7%	-2.05	-7.8%
Savanna		No Match												
Westminster	Payroll Technician	7/1/16	22.22	24.62	27.01	22%	Steps	6	-0.60	-2.8%	-0.66	-2.8%	-0.73	-2.8%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>22.41</b>	<b>25.10</b>	<b>27.80</b>	<b>24%</b>			<b>-0.79</b>	<b>-3.6%</b>	<b>-1.15</b>	<b>-4.8%</b>	<b>-1.52</b>	<b>-5.8%</b>
<b>Other Org. Median</b>		<b>10</b>	<b>22.64</b>	<b>25.33</b>	<b>28.08</b>	<b>24%</b>			<b>-1.02</b>	<b>-4.7%</b>	<b>-1.38</b>	<b>-5.8%</b>	<b>-1.80</b>	<b>-6.8%</b>

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule Type	# of Steps	District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Purchasing Technician</b>														
<i>EMS Benchmark: Purchasing Technician</i>														
<b>Fountain Valley Elementary</b>	<b>Purchasing Technician</b>	<b>7/1/16</b>	<b>23.65</b>	<b>26.20</b>	<b>28.74</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Purchasing Assistant	7/1/16	20.46	23.30	26.13	28%	Steps	6	3.19	13.5%	2.90	11.1%	2.61	9.1%
Buena Park Elementary		No Match												
Centralia Elementary		No Match												
Cypress Elementary		No Match												
Fullerton Elementary	Buyer	7/1/16	23.50	26.79	30.08	28%	Steps	6	0.15	0.6%	-0.59	-2.3%	-1.34	-4.7%
Huntington Beach City Elementary	Procurement Specialist I	7/1/15	23.16	25.93	28.69	24%	Steps	5	0.49	2.1%	0.27	1.0%	0.05	0.2%
La Habra City Elementary	Purchasing Assistant	7/1/16	19.01	21.68	24.34	28%	Steps	6	4.64	19.6%	4.52	17.3%	4.40	15.3%
Magnolia	Warehouse Fixed Assets/Textbook Coordinator	No Match												
Ocean View	Senior Purchasing Clerk	1/1/17	21.60	23.96	26.31	22%	Steps	5	2.05	8.7%	2.24	8.6%	2.43	8.5%
Savanna		No Match												
Westminster	Buyer	No Match												
<b>Other Org. Average</b>		<b># of Sources</b>	<b>21.55</b>	<b>24.33</b>	<b>27.11</b>	<b>26%</b>			<b>2.10</b>	<b>8.9%</b>	<b>1.87</b>	<b>7.1%</b>	<b>1.63</b>	<b>5.7%</b>
<b>Other Org. Median</b>		<b>5</b>	<b>21.60</b>	<b>23.96</b>	<b>26.31</b>	<b>22%</b>			<b>2.05</b>	<b>8.7%</b>	<b>2.24</b>	<b>8.6%</b>	<b>2.43</b>	<b>8.5%</b>
<b>Groundskeeper</b>														
<i>EMS Benchmark: Groundskeeper</i>														
<b>Fountain Valley Elementary</b>	<b>Groundskeeper</b>	<b>7/1/16</b>	<b>21.18</b>	<b>23.47</b>	<b>25.76</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Gardener	7/1/16	20.98	23.88	26.77	28%	Steps	6	0.20	0.9%	-0.41	-1.7%	-1.01	-3.9%
Buena Park Elementary	Grounds Maintenance Worker	7/1/15	20.76	23.00	25.23	22%	Steps	5	0.42	2.0%	0.47	2.0%	0.53	2.1%
Centralia Elementary	Groundskeeper	7/1/16	21.39	23.71	26.03	22%	Steps	6	-0.21	-1.0%	-0.24	-1.0%	-0.27	-1.0%
Cypress Elementary	Grounds Equipment Operator	7/1/16	21.89	24.28	26.67	22%	Steps	5	-0.71	-3.4%	-0.81	-3.5%	-0.91	-3.5%
Fullerton Elementary	Gardener	7/1/16	18.80	21.43	24.06	28%	Steps	6	2.38	11.2%	2.04	8.7%	1.70	6.6%
Huntington Beach City Elementary	Groundskeeper	7/1/15	23.16	25.93	28.69	24%	Steps	5	-1.98	-9.3%	-2.46	-10.5%	-2.93	-11.4%
La Habra City Elementary	Groundskeeper	7/1/16	19.01	21.68	24.34	28%	Steps	6	2.17	10.2%	1.80	7.6%	1.42	5.5%
Magnolia	Gardener	7/1/16	22.24	25.07	27.90	25%	Steps	8	-1.06	-5.0%	-1.60	-6.8%	-2.14	-8.3%
Ocean View	Groundskeeper I	1/1/17	20.05	22.24	24.43	22%	Steps	5	1.13	5.3%	1.23	5.2%	1.33	5.2%
Savanna	Groundskeeper	7/1/16	22.21	24.60	26.99	22%	Steps	5	-1.03	-4.9%	-1.13	-4.8%	-1.23	-4.8%
Westminster	Grounds Maintenance Worker	7/1/16	19.38	21.47	23.56	22%	Steps	6	1.80	8.5%	2.00	8.5%	2.20	8.5%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>20.90</b>	<b>23.39</b>	<b>25.88</b>	<b>24%</b>			<b>0.28</b>	<b>1.3%</b>	<b>0.08</b>	<b>0.3%</b>	<b>-0.12</b>	<b>-0.5%</b>
<b>Other Org. Median</b>		<b>11</b>	<b>20.98</b>	<b>23.71</b>	<b>26.03</b>	<b>24%</b>			<b>0.20</b>	<b>0.9%</b>	<b>-0.24</b>	<b>-1.0%</b>	<b>-0.27</b>	<b>-1.0%</b>
<b>Irrigation Technician</b>														
<i>EMS Benchmark: Irrigation Technician</i>														
<b>Fountain Valley Elementary</b>	<b>Irrigation Technician</b>	<b>7/1/16</b>	<b>24.13</b>	<b>26.73</b>	<b>29.33</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Sprinkler Repair Technician	7/1/16	23.13	26.33	29.53	28%	Steps	6	1.00	4.1%	0.40	1.5%	-0.20	-0.7%
Buena Park Elementary		No Match												
Centralia Elementary	Irrigation Specialist	7/1/16	24.09	26.70	29.31	22%	Steps	6	0.04	0.2%	0.03	0.1%	0.02	0.1%
Cypress Elementary	Lead Sprinkler/Gardener Tech	7/1/16	25.38	28.16	30.93	22%	Steps	5	-1.25	-5.2%	-1.43	-5.3%	-1.60	-5.5%
Fullerton Elementary		No Match												
Huntington Beach City Elementary	Grounds Irrigation Technician	7/1/15	25.11	28.12	31.12	24%	Steps	5	-0.98	-4.1%	-1.39	-5.2%	-1.79	-6.1%
La Habra City Elementary	Sprinkler Repair Worker	7/1/16	22.04	25.12	28.19	28%	Steps	6	2.09	8.7%	1.61	6.0%	1.14	3.9%
Magnolia	Sprinkler Repair/Maintenance	7/1/16	23.95	27.00	30.04	25%	Steps	8	0.18	0.7%	-0.27	-1.0%	-0.71	-2.4%
Ocean View	Sprinkler Mechanic	1/1/17	23.25	25.79	28.33	22%	Steps	5	0.88	3.6%	0.94	3.5%	1.00	3.4%
Savanna		No Match												
Westminster	Sprinkler Systems Technician	7/1/16	21.89	24.25	26.60	22%	Steps	6	2.24	9.3%	2.49	9.3%	2.73	9.3%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>23.61</b>	<b>26.43</b>	<b>29.26</b>	<b>24%</b>			<b>0.53</b>	<b>2.2%</b>	<b>0.30</b>	<b>1.1%</b>	<b>0.07</b>	<b>0.3%</b>
<b>Other Org. Median</b>		<b>8</b>	<b>23.60</b>	<b>26.52</b>	<b>29.42</b>	<b>25%</b>			<b>0.53</b>	<b>2.2%</b>	<b>0.21</b>	<b>0.8%</b>	<b>-0.09</b>	<b>-0.3%</b>

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule		District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Behavior Intervention Assistant</b>														
<i>EMS Benchmark: Behavior Intervention Assistant</i>														
<b>Fountain Valley Elementary</b>	<b>Behavior Intervention Assistant</b>	7/1/16	20.98	23.24	25.50	22%	Steps	5	0.00	0.0%	0.00	0.0%	0.00	0.0%
Anaheim Elementary	IA Behavioral Intervention	7/1/16	16.84	19.17	21.49	28%	Steps	6	4.14	19.7%	4.08	17.5%	4.01	15.7%
Buena Park Elementary		No Match												
Centralia Elementary	SpEd IA Behavioral Intervention	7/1/16	19.77	21.91	24.05	22%	Steps	6	1.21	5.8%	1.33	5.7%	1.45	5.7%
Cypress Elementary		No Match												
Fullerton Elementary	IA/SE II-B Autism add 6% Stipend	7/1/16	17.63	20.09	22.54	28%	Steps	6	3.35	16.0%	3.16	13.6%	2.96	11.6%
Huntington Beach City Elementary	ABA Inclusion/Interventionist	7/1/15	22.54	25.24	27.93	24%	Steps	5	-1.56	-7.4%	-2.00	-8.6%	-2.43	-9.5%
La Habra City Elementary	SpEd Behavior	7/1/16	16.81	19.17	21.52	28%	Steps	6	4.17	19.9%	4.08	17.5%	3.98	15.6%
Magnolia	Behavior Interventionist	7/1/16	19.17	21.62	24.06	26%	Steps	8	1.81	8.6%	1.63	7.0%	1.44	5.6%
Ocean View	Lead Behavior Intervention Assistant	1/1/17	20.05	22.24	24.43	22%	Steps	5	0.93	4.4%	1.00	4.3%	1.07	4.2%
Savanna		No Match												
Westminster	Paraeducator/Behavioral	7/1/16	18.37	20.35	22.33	22%	Steps	6	2.61	12.4%	2.89	12.4%	3.17	12.4%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>18.90</b>	<b>21.22</b>	<b>23.54</b>	<b>25%</b>			<b>2.08</b>	<b>9.9%</b>	<b>2.02</b>	<b>8.7%</b>	<b>1.96</b>	<b>7.7%</b>
<b>Other Org. Median</b>		<b>8</b>	<b>18.77</b>	<b>20.98</b>	<b>23.30</b>	<b>24%</b>			<b>2.21</b>	<b>10.5%</b>	<b>2.26</b>	<b>9.7%</b>	<b>2.21</b>	<b>8.6%</b>
<b>Bilingual Translator</b>														
<i>EMS Benchmark: Bilingual Translator</i>														
<b>Fountain Valley Elementary</b>	<b>Bilingual Translator</b>	7/1/16	19.34	21.43	23.51	22%	Steps	5	0.00	0.0%	0.00	0.0%	0.00	0.0%
Anaheim Elementary	Translator/Interpreter	7/1/16	20.98	23.88	26.77	28%	Steps	6	-1.64	-8.5%	-2.45	-11.4%	-3.26	-13.9%
Buena Park Elementary		No Match												
Centralia Elementary	Bilingual Translator/Tester	7/1/16	20.56	22.79	25.02	22%	Steps	6	-1.22	-6.3%	-1.37	-6.4%	-1.51	-6.4%
Cypress Elementary	Translator	7/1/16	20.30	22.53	24.75	22%	Steps	5	-0.96	-5.0%	-1.10	-5.1%	-1.24	-5.3%
Fullerton Elementary	Translator/Bilingual Technical Asst.	7/1/16	21.26	24.25	27.24	28%	Steps	6	-1.92	-9.9%	-2.83	-13.2%	-3.73	-15.9%
Huntington Beach City Elementary		No Match												
La Habra City Elementary	Language Assessment Assistant	7/1/16	17.65	20.08	22.51	28%	Steps	6	1.69	8.7%	1.35	6.3%	1.00	4.3%
Magnolia		No Match												
Ocean View	Translator/Interpreter	1/1/17	21.06	23.36	25.66	22%	Steps	5	-1.72	-8.9%	-1.94	-9.0%	-2.15	-9.1%
Savanna		No Match												
Westminster	Translator/Interpreter	7/1/16	18.19	20.16	22.12	22%	Steps	6	1.15	5.9%	1.27	5.9%	1.39	5.9%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>20.00</b>	<b>22.43</b>	<b>24.87</b>	<b>24%</b>			<b>-0.66</b>	<b>-3.4%</b>	<b>-1.01</b>	<b>-4.7%</b>	<b>-1.36</b>	<b>-5.8%</b>
<b>Other Org. Median</b>		<b>7</b>	<b>20.56</b>	<b>22.79</b>	<b>25.02</b>	<b>22%</b>			<b>-1.22</b>	<b>-6.3%</b>	<b>-1.37</b>	<b>-6.4%</b>	<b>-1.51</b>	<b>-6.4%</b>
<b>Extended School Program Aide</b>														
<i>EMS Benchmark: Extended School Program Aide</i>														
<b>Fountain Valley Elementary</b>	<b>Extended School Program Aide</b>	7/1/16	15.41	17.07	18.73	22%	Steps	5	0.00	0.0%	0.00	0.0%	0.00	0.0%
Anaheim Elementary		No Match												
Buena Park Elementary		No Match												
Centralia Elementary	ASES Assistant	7/1/16	16.87	18.70	20.52	22%	Steps	6	-1.46	-9.5%	-1.63	-9.5%	-1.79	-9.6%
Cypress Elementary		No Match												
Fullerton Elementary		No Match												
Huntington Beach City Elementary		No Match												
La Habra City Elementary	Assistant Site Lead	7/1/16	15.87	17.75	19.63	24%	Steps	6	-0.46	-3.0%	-0.68	-4.0%	-0.90	-4.8%
Magnolia		No Match												
Ocean View		No Match												
Savanna		No Match												
Westminster	Extended School Program Facilitator	7/1/16	15.71	17.40	19.09	22%	Steps	6	-0.30	-1.9%	-0.33	-1.9%	-0.36	-1.9%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>16.15</b>	<b>17.95</b>	<b>19.75</b>	<b>22%</b>			<b>-0.74</b>	<b>-4.8%</b>	<b>-0.88</b>	<b>-5.1%</b>	<b>-1.02</b>	<b>-5.4%</b>
<b>Other Org. Median</b>		<b>3</b>	<b>15.87</b>	<b>17.75</b>	<b>19.63</b>	<b>24%</b>			<b>-0.46</b>	<b>-3.0%</b>	<b>-0.68</b>	<b>-4.0%</b>	<b>-0.90</b>	<b>-4.8%</b>



## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule		District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Instructional Assistant</b>														
<i>EMS Benchmark: Instructional Assistant</i>														
<b>Fountain Valley Elementary</b>	<b>Instructional Assistant</b>	<b>7/1/16</b>	<b>16.70</b>	<b>18.51</b>	<b>20.32</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Instructional Assistant Bilingual	7/1/16	16.44	18.71	20.98	28%	Steps	6	0.26	1.6%	-0.20	-1.1%	-0.66	-3.2%
Buena Park Elementary	Instructional Assistant I	7/1/15	16.36	18.11	19.86	21%	Steps	5	0.34	2.0%	0.40	2.2%	0.46	2.3%
Centralia Elementary	Instructional Assistant	7/1/16	16.87	18.70	20.52	22%	Steps	6	-0.17	-1.0%	-0.19	-1.0%	-0.20	-1.0%
Cypress Elementary	Instructional Aide (ELD)	7/1/16	16.25	18.03	19.81	22%	Steps	5	0.45	2.7%	0.48	2.6%	0.51	2.5%
Fullerton Elementary	Instructional Assistant/Regular	7/1/16	15.42	17.59	19.75	28%	Steps	6	1.28	7.7%	0.92	5.0%	0.57	2.8%
Huntington Beach City Elementary	Paraeducator	7/1/15	16.71	18.71	20.70	24%	Steps	5	-0.01	-0.1%	-0.20	-1.1%	-0.38	-1.9%
La Habra City Elementary	Educational Assistant	7/1/16	15.23	16.89	18.55	22%	Steps	6	1.47	8.8%	1.62	8.8%	1.77	8.7%
Magnolia	Para Educator/Regular Ed Base	7/1/16	16.53	18.64	20.74	25%	Steps	8	0.17	1.0%	-0.13	-0.7%	-0.42	-2.1%
Ocean View	Instructional Assistant	1/1/17	15.66	17.38	19.09	22%	Steps	5	1.04	6.2%	1.14	6.1%	1.23	6.1%
Savanna	Instructional Assistant	7/1/16	16.92	18.75	20.57	22%	Steps	5	-0.22	-1.3%	-0.24	-1.3%	-0.25	-1.2%
Westminster	Paraeducator	7/1/16	15.71	17.40	19.09	22%	Steps	6	0.99	5.9%	1.11	6.0%	1.23	6.1%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>16.19</b>	<b>18.08</b>	<b>19.97</b>	<b>23%</b>			<b>0.51</b>	<b>3.0%</b>	<b>0.43</b>	<b>2.3%</b>	<b>0.35</b>	<b>1.7%</b>
<b>Other Org. Median</b>		<b>11</b>	<b>16.36</b>	<b>18.11</b>	<b>19.86</b>	<b>21%</b>			<b>0.34</b>	<b>2.0%</b>	<b>0.40</b>	<b>2.2%</b>	<b>0.46</b>	<b>2.3%</b>
<b>Instructional Assistant - Special Education</b>														
<i>EMS Benchmark: Instructional Assistant - Special Education (mild/Mod)</i>														
<b>Fountain Valley Elementary</b>	<b>Instructional Assistant - Special Education</b>	<b>7/1/16</b>	<b>17.35</b>	<b>19.22</b>	<b>21.08</b>	<b>21%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Instructional Assistant SpEd	7/1/16	16.44	18.71	20.98	28%	Steps	6	0.91	5.2%	0.50	2.6%	0.10	0.5%
Buena Park Elementary	Instructional Assistant II SpEd	7/1/15	16.36	18.11	19.86	21%	Steps	5	0.99	5.7%	1.11	5.8%	1.22	5.8%
Centralia Elementary	Special Education Instructional Asst.	7/1/16	17.55	19.45	21.35	22%	Steps	6	-0.20	-1.2%	-0.24	-1.2%	-0.27	-1.3%
Cypress Elementary	Instructional Aide Special Education	7/1/16	17.52	19.44	21.35	22%	Steps	5	-0.17	-1.0%	-0.22	-1.1%	-0.27	-1.3%
Fullerton Elementary	Instructional Assistant SpEd	7/1/16	16.63	18.95	21.26	28%	Steps	6	0.72	4.1%	0.27	1.4%	-0.18	-0.9%
Huntington Beach City Elementary	Paraeducator - Special Education	7/1/15	18.13	20.30	22.47	24%	Steps	5	-0.78	-4.5%	-1.09	-5.6%	-1.39	-6.6%
La Habra City Elementary	Special Education Assistant	7/1/16	15.23	17.37	19.50	28%	Steps	6	2.12	12.2%	1.85	9.6%	1.58	7.5%
Magnolia	Para Educator SDC NSH (Mild/Mod)	7/1/16	17.37	19.58	21.79	25%	Steps	8	-0.02	-0.1%	-0.36	-1.9%	-0.71	-3.4%
Ocean View	Instructional Assistant SpEd	1/1/17	16.05	17.81	19.56	22%	Steps	5	1.30	7.5%	1.41	7.3%	1.52	7.2%
Savanna		No Match												
Westminster	Paraeducator Instructional Support	7/1/16	15.87	17.58	19.28	21%	Steps	6	1.48	8.5%	1.64	8.5%	1.80	8.5%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>16.72</b>	<b>18.73</b>	<b>20.74</b>	<b>24%</b>			<b>0.64</b>	<b>3.7%</b>	<b>0.49</b>	<b>2.5%</b>	<b>0.34</b>	<b>1.6%</b>
<b>Other Org. Median</b>		<b>10</b>	<b>16.54</b>	<b>18.83</b>	<b>21.12</b>	<b>28%</b>			<b>0.82</b>	<b>4.7%</b>	<b>0.39</b>	<b>2.0%</b>	<b>-0.04</b>	<b>-0.2%</b>
<b>Instructional Assistant - Special Education (SH/PH)</b>														
<i>EMS Benchmark: Instructional Assistant - Special Education (Mod/Severe)</i>														
<b>Fountain Valley Elementary</b>	<b>Instructional Assistant - Special Education (SH/PH)</b>	<b>7/1/16</b>	<b>18.27</b>	<b>20.23</b>	<b>22.19</b>	<b>21%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Instructional Assistant Dual	7/1/16	17.26	19.65	22.04	28%	Steps	6	1.01	5.5%	0.58	2.9%	0.15	0.7%
Buena Park Elementary	Instructional Asst. III SpEd Mod/Severe	7/1/15	16.68	18.47	20.25	21%	Steps	5	1.59	8.7%	1.77	8.7%	1.94	8.7%
Centralia Elementary	Special Education Instructional Asst.	7/1/16	17.55	19.45	21.35	22%	Steps	6	0.72	3.9%	0.78	3.9%	0.84	3.8%
Cypress Elementary	Paraeducator SH/FT or PT	7/1/16	19.29	21.44	23.58	22%	Steps	5	-1.02	-5.6%	-1.21	-6.0%	-1.39	-6.3%
Fullerton Elementary	IA/SE II-A add 2% Stipend	7/1/16	16.96	19.33	21.69	28%	Steps	6	1.31	7.2%	0.90	4.5%	0.50	2.3%
Huntington Beach City Elementary	Paraeducator - Special Ed ABA	7/1/15	19.15	21.44	23.72	24%	Steps	5	-0.88	-4.8%	-1.21	-6.0%	-1.53	-6.9%
La Habra City Elementary	SpEd Health & Medical	7/1/16	15.98	18.22	20.46	28%	Steps	6	2.29	12.5%	2.01	9.9%	1.73	7.8%
Magnolia	Para Educator SDC SH (Mod/Severe)	7/1/16	18.25	20.58	22.90	25%	Steps	8	0.02	0.1%	-0.34	-1.7%	-0.71	-3.2%
Ocean View	Instructional Assistant Severly Disabled	1/1/17	17.29	19.18	21.06	22%	Steps	5	0.98	5.4%	1.06	5.2%	1.13	5.1%
Savanna		No Match												
Westminster	Paraeducator/Specialized	7/1/16	18.37	20.35	22.33	22%	Steps	6	-0.10	-0.5%	-0.12	-0.6%	-0.14	-0.6%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>17.68</b>	<b>19.81</b>	<b>21.94</b>	<b>24%</b>			<b>0.59</b>	<b>3.2%</b>	<b>0.42</b>	<b>2.1%</b>	<b>0.25</b>	<b>1.1%</b>
<b>Other Org. Median</b>		<b>10</b>	<b>17.42</b>	<b>19.55</b>	<b>21.87</b>	<b>26%</b>			<b>0.85</b>	<b>4.7%</b>	<b>0.68</b>	<b>3.4%</b>	<b>0.32</b>	<b>1.5%</b>

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule		District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Library/Media Technician</b>														
<i>EMS Benchmark: Library/Media Technician</i>														
<b>Fountain Valley Elementary</b>	<b>Library/Media Technician</b>	<b>7/1/16</b>	<b>19.76</b>	<b>21.89</b>	<b>24.02</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Library Media Assistant	7/1/16	19.49	22.19	24.88	28%	Steps	6	0.27	1.4%	-0.29	-1.3%	-0.86	-3.6%
Buena Park Elementary	Library Media Clerk	7/1/15	18.60	20.61	22.61	22%	Steps	5	1.16	5.9%	1.29	5.9%	1.41	5.9%
Centralia Elementary		No Match												
Cypress Elementary	Library Clerk	7/1/16	19.29	21.44	23.58	22%	Steps	5	0.47	2.4%	0.46	2.1%	0.44	1.8%
Fullerton Elementary	Educational Media Assistant	7/1/16	18.80	21.43	24.06	28%	Steps	6	0.96	4.9%	0.46	2.1%	-0.04	-0.2%
Huntington Beach City Elementary	Library Media Technician I	7/1/15	21.35	23.90	26.44	24%	Steps	5	-1.59	-8.0%	-2.01	-9.2%	-2.42	-10.1%
La Habra City Elementary	Information Services Technician I	7/1/16	18.55	21.14	23.73	28%	Steps	6	1.21	6.1%	0.75	3.4%	0.29	1.2%
Magnolia	Library/Media Clerk	7/1/16	19.17	21.62	24.06	26%	Steps	8	0.59	3.0%	0.27	1.3%	-0.04	-0.2%
Ocean View	School Library Specialist	1/1/17	18.17	20.16	22.15	22%	Steps	5	1.59	8.0%	1.73	7.9%	1.87	7.8%
Savanna		No Match												
Westminster	Library Media Assistant	7/1/16	17.75	19.66	21.57	22%	Steps	6	2.01	10.2%	2.23	10.2%	2.45	10.2%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>19.02</b>	<b>21.35</b>	<b>23.68</b>	<b>24%</b>			<b>0.74</b>	<b>3.8%</b>	<b>0.54</b>	<b>2.5%</b>	<b>0.34</b>	<b>1.4%</b>
<b>Other Org. Median</b>		<b>9</b>	<b>18.80</b>	<b>21.43</b>	<b>23.73</b>	<b>26%</b>			<b>0.96</b>	<b>4.9%</b>	<b>0.46</b>	<b>2.1%</b>	<b>0.29</b>	<b>1.2%</b>
<b>Preschool Aide</b>														
<i>EMS Benchmark: Preschool Aide</i>														
<b>Fountain Valley Elementary</b>	<b>Preschool Aide</b>	<b>7/1/16</b>	<b>16.20</b>	<b>17.95</b>	<b>19.69</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Child Care Aide	7/1/16	15.27	17.38	19.49	28%	Steps	6	0.93	5.7%	0.57	3.1%	0.20	1.0%
Buena Park Elementary	Instructional Assistant Toddler/Preschool	7/1/15	16.36	18.11	19.86	21%	Steps	5	-0.16	-1.0%	-0.16	-0.9%	-0.17	-0.9%
Centralia Elementary		No Match												
Cypress Elementary	Instructional Aide (State Presch)	7/1/16	16.25	18.03	19.81	22%	Steps	5	-0.05	-0.3%	-0.09	-0.5%	-0.12	-0.6%
Fullerton Elementary		No Match												
Huntington Beach City Elementary	Preschool Instructional Assistant	7/1/15	19.15	21.44	23.72	24%	Steps	5	-2.95	-18.2%	-3.49	-19.4%	-4.03	-20.5%
La Habra City Elementary		No Match												
Magnolia		No Match												
Ocean View	Preschool Instructional Assistant	1/1/17	16.05	17.81	19.56	22%	Steps	5	0.15	0.9%	0.14	0.8%	0.13	0.7%
Savanna		No Match												
Westminster	Early Education Assistant	7/1/16	15.71	17.40	19.09	22%	Steps	6	0.49	3.0%	0.55	3.0%	0.60	3.0%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>16.47</b>	<b>18.36</b>	<b>20.26</b>	<b>23%</b>			<b>-0.27</b>	<b>-1.6%</b>	<b>-0.41</b>	<b>-2.3%</b>	<b>-0.56</b>	<b>-2.9%</b>
<b>Other Org. Median</b>		<b>6</b>	<b>16.15</b>	<b>17.92</b>	<b>19.69</b>	<b>22%</b>			<b>0.05</b>	<b>0.3%</b>	<b>0.03</b>	<b>0.2%</b>	<b>0.01</b>	<b>0.0%</b>
<b>Preschool Instructor</b>														
<i>EMS Benchmark: Preschool Instructor</i>														
<b>Fountain Valley Elementary</b>	<b>Preschool Instructor</b>	<b>7/1/16</b>	<b>18.05</b>	<b>20.00</b>	<b>21.95</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Preschool Teacher	7/1/16	26.12	29.73	33.33	28%	Steps	6	-8.07	-44.7%	-9.73	-48.6%	-11.38	-51.8%
Buena Park Elementary	Preschool Instructor	7/1/15	17.01	18.85	20.69	22%	Steps	5	1.04	5.8%	1.15	5.7%	1.26	5.7%
Centralia Elementary	Child Care Lead Level I	7/1/16	18.65	19.18	19.71	6%	Steps	6	-0.60	-3.3%	0.82	4.1%	2.24	10.2%
Cypress Elementary	Preschool Teacher (State Presch)	7/1/16	20.30	22.53	24.75	22%	Steps	5	-2.25	-12.5%	-2.53	-12.6%	-2.80	-12.8%
Fullerton Elementary		No Match												
Huntington Beach City Elementary	Preschool Instructor	7/1/15	23.16	25.93	28.69	24%	Steps	5	-5.11	-28.3%	-5.93	-29.6%	-6.74	-30.7%
La Habra City Elementary		No Match												
Magnolia	Preschool Teacher	7/1/16	23.36	26.34	29.31	25%	Steps	8	-5.31	-29.4%	-6.34	-31.7%	-7.36	-33.5%
Ocean View	Associate Preschool Educator	1/1/17	19.09	21.17	23.25	22%	Steps	5	-1.04	-5.8%	-1.17	-5.9%	-1.30	-5.9%
Savanna		No Match												
Westminster	Early Education Instructor	7/1/16	17.49	19.38	21.27	22%	Steps	6	0.56	3.1%	0.62	3.1%	0.68	3.1%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>20.65</b>	<b>22.89</b>	<b>25.13</b>	<b>22%</b>			<b>-2.60</b>	<b>-14.4%</b>	<b>-2.89</b>	<b>-14.4%</b>	<b>-3.18</b>	<b>-14.5%</b>
<b>Other Org. Median</b>		<b>8</b>	<b>19.70</b>	<b>21.85</b>	<b>24.00</b>	<b>22%</b>			<b>-1.65</b>	<b>-9.1%</b>	<b>-1.85</b>	<b>-9.2%</b>	<b>-2.05</b>	<b>-9.3%</b>

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule		District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Electrician</b>														
<i>EMS Benchmark: Electrician</i>														
<b>Fountain Valley Elementary</b>	<b>Electrician</b>	<b>7/1/16</b>	<b>26.12</b>	<b>28.93</b>	<b>31.73</b>	<b>21%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Electrician	7/1/16	26.12	29.73	33.33	28%	Steps	6	0.00	0.0%	-0.80	-2.8%	-1.60	-5.0%
Buena Park Elementary	Maintenance Worker II	7/1/15	24.34	26.96	29.58	22%	Steps	5	1.78	6.8%	1.97	6.8%	2.15	6.8%
Centralia Elementary	Maintenance Specialist HVAC, Electric	7/1/16	26.08	28.91	31.73	22%	Steps	6	0.04	0.2%	0.02	0.1%	0.00	0.0%
Cypress Elementary		No Match												
Fullerton Elementary	Electrician	7/1/16	25.93	29.55	33.17	28%	Steps	6	0.19	0.7%	-0.63	-2.2%	-1.44	-4.5%
Huntington Beach City Elementary	Maintenance Electrician	7/1/15	28.00	31.35	34.70	24%	Steps	5	-1.88	-7.2%	-2.43	-8.4%	-2.97	-9.4%
La Habra City Elementary	Electrician	7/1/16	23.73	27.04	30.34	28%	Steps	6	2.39	9.2%	1.89	6.5%	1.39	4.4%
Magnolia		No Match												
Ocean View	Maintenance Electrician	1/1/17	25.66	28.47	31.27	22%	Steps	5	0.46	1.8%	0.46	1.6%	0.46	1.4%
Savanna		No Match												
Westminster	Skilled Maintenance-Electrician	7/1/16	24.62	27.27	29.92	22%	Steps	6	1.50	5.7%	1.66	5.7%	1.81	5.7%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>25.56</b>	<b>28.66</b>	<b>31.76</b>	<b>24%</b>			<b>0.56</b>	<b>2.1%</b>	<b>0.27</b>	<b>0.9%</b>	<b>-0.03</b>	<b>-0.1%</b>
<b>Other Org. Median</b>		<b>8</b>	<b>25.80</b>	<b>28.69</b>	<b>31.50</b>	<b>22%</b>			<b>0.32</b>	<b>1.2%</b>	<b>0.24</b>	<b>0.8%</b>	<b>0.23</b>	<b>0.7%</b>
<b>Heating and Ventilation Technician</b>														
<i>EMS Benchmark: Heating and Ventilation Technician</i>														
<b>Fountain Valley Elementary</b>	<b>Heating and Ventilation Technician</b>	<b>7/1/16</b>	<b>26.12</b>	<b>28.93</b>	<b>31.73</b>	<b>21%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	HVAC & Refrigeration Mechanic	7/1/16	26.12	29.73	33.33	28%	Steps	6	0.00	0.0%	-0.80	-2.8%	-1.60	-5.0%
Buena Park Elementary	Maintenance Worker II	7/1/15	24.34	26.96	29.58	22%	Steps	5	1.78	6.8%	1.97	6.8%	2.15	6.8%
Centralia Elementary	Maintenance Specialist HVAC, Electric	7/1/16	26.08	28.91	31.73	22%	Steps	6	0.04	0.2%	0.02	0.1%	0.00	0.0%
Cypress Elementary		No Match												
Fullerton Elementary	HVAC Technician	7/1/16	25.93	29.55	33.17	28%	Steps	6	0.19	0.7%	-0.63	-2.2%	-1.44	-4.5%
Huntington Beach City Elementary	Maintenance HVAC Technician	7/1/15	28.00	31.35	34.70	24%	Steps	5	-1.88	-7.2%	-2.43	-8.4%	-2.97	-9.4%
La Habra City Elementary	HVAC Technician	7/1/16	23.73	27.04	30.34	28%	Steps	6	2.39	9.2%	1.89	6.5%	1.39	4.4%
Magnolia	HVAC Mechanic/Maintenance Person	7/1/16	26.43	29.80	33.16	25%	Steps	8	-0.31	-1.2%	-0.87	-3.0%	-1.43	-4.5%
Ocean View	Maintenance HVAC Mechanic	1/1/17	25.66	28.47	31.27	22%	Steps	5	0.46	1.8%	0.46	1.6%	0.46	1.4%
Savanna		No Match												
Westminster	Skilled Maintenance-Plumbing/Heating	7/1/16	24.62	27.27	29.92	22%	Steps	6	1.50	5.7%	1.66	5.7%	1.81	5.7%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>25.66</b>	<b>28.78</b>	<b>31.91</b>	<b>24%</b>			<b>0.46</b>	<b>1.8%</b>	<b>0.14</b>	<b>0.5%</b>	<b>-0.18</b>	<b>-0.6%</b>
<b>Other Org. Median</b>		<b>9</b>	<b>25.93</b>	<b>28.91</b>	<b>31.73</b>	<b>22%</b>			<b>0.19</b>	<b>0.7%</b>	<b>0.02</b>	<b>0.1%</b>	<b>0.00</b>	<b>0.0%</b>
<b>Maintenance Worker I</b>														
<i>EMS Benchmark: Maintenance Worker I</i>														
<b>Fountain Valley Elementary</b>	<b>Maintenance Worker I</b>	<b>7/1/16</b>	<b>21.40</b>	<b>23.70</b>	<b>26.00</b>	<b>21%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Maintenance Worker	7/1/16	22.03	25.07	28.11	28%	Steps	6	-0.63	-2.9%	-1.37	-5.8%	-2.11	-8.1%
Buena Park Elementary	Maintenance Worker I	7/1/15	21.39	23.69	25.99	22%	Steps	5	0.01	0.0%	0.01	0.0%	0.01	0.0%
Centralia Elementary	Maintenance Technician	7/1/16	21.39	23.71	26.03	22%	Steps	6	0.01	0.0%	-0.01	0.0%	-0.03	-0.1%
Cypress Elementary		No Match												
Fullerton Elementary	Maintenance Worker	7/1/16	21.80	24.86	27.91	28%	Steps	6	-0.40	-1.9%	-1.16	-4.9%	-1.91	-7.3%
Huntington Beach City Elementary		No Match												
La Habra City Elementary	General Maintenance Worker	7/1/16	21.52	24.52	27.51	28%	Steps	6	-0.12	-0.6%	-0.82	-3.4%	-1.51	-5.8%
Magnolia	Maintenance Assistant	7/1/16	21.69	24.46	27.22	25%	Steps	8	-0.29	-1.4%	-0.75	-3.2%	-1.22	-4.7%
Ocean View	Maintenance Worker	1/1/17	21.06	23.36	25.66	22%	Steps	5	0.34	1.6%	0.34	1.4%	0.34	1.3%
Savanna		No Match												
Westminster	Maintenance Worker	7/1/16	20.25	22.44	24.62	22%	Steps	6	1.15	5.4%	1.27	5.3%	1.38	5.3%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>21.39</b>	<b>24.01</b>	<b>26.63</b>	<b>24%</b>			<b>0.01</b>	<b>0.0%</b>	<b>-0.31</b>	<b>-1.3%</b>	<b>-0.63</b>	<b>-2.4%</b>
<b>Other Org. Median</b>		<b>8</b>	<b>21.46</b>	<b>24.08</b>	<b>26.63</b>	<b>24%</b>			<b>-0.05</b>	<b>-0.3%</b>	<b>-0.38</b>	<b>-1.6%</b>	<b>-0.63</b>	<b>-2.4%</b>

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule Type	# of Steps	District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Maintenance Worker III</b>														
<i>EMS Benchmark: Maintenance Worker III</i>														
<b>Fountain Valley Elementary</b>	<b>Maintenance Worker III</b>	7/1/16	25.10	27.81	30.52	22%	Steps	5	0.00	0.0%	0.00	0.0%	0.00	0.0%
Anaheim Elementary		No Match												
Buena Park Elementary	Maintenance Worker II	7/1/15	24.34	26.96	29.58	22%	Steps	5	0.76	3.0%	0.85	3.1%	0.94	3.1%
Centralia Elementary	Maintenance Specialist	7/1/16	26.08	28.91	31.73	22%	Steps	6	-0.98	-3.9%	-1.10	-3.9%	-1.21	-4.0%
Cypress Elementary		No Match												
Fullerton Elementary	Maintenance Worker II	7/1/16	22.93	26.13	29.33	28%	Steps	6	2.17	8.6%	1.68	6.0%	1.19	3.9%
Huntington Beach City Elementary	Maintenance Technician	7/1/15	26.52	29.69	32.85	24%	Steps	5	-1.42	-5.7%	-1.88	-6.7%	-2.33	-7.6%
La Habra City Elementary	Skilled Maintenance Worker	7/1/16	23.73	27.04	30.34	28%	Steps	6	1.37	5.5%	0.78	2.8%	0.18	0.6%
Magnolia	Maintenance Person	7/1/16	24.54	27.67	30.80	26%	Steps	8	0.56	2.2%	0.14	0.5%	-0.28	-0.9%
Ocean View	Skilled Maintenance Worker	1/1/17	23.25	25.79	28.33	22%	Steps	5	1.85	7.4%	2.02	7.3%	2.19	7.2%
Savanna	Maintenance	7/1/16	23.91	26.49	29.07	22%	Steps	5	1.19	4.7%	1.32	4.7%	1.45	4.8%
Westminster	Skilled Maintenance Worker	7/1/16	24.62	27.27	29.92	22%	Steps	6	0.48	1.9%	0.54	1.9%	0.60	2.0%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>24.44</b>	<b>27.33</b>	<b>30.22</b>	<b>24%</b>			<b>0.66</b>	<b>2.6%</b>	<b>0.48</b>	<b>1.7%</b>	<b>0.30</b>	<b>1.0%</b>
<b>Other Org. Median</b>		<b>9</b>	<b>24.34</b>	<b>27.04</b>	<b>29.92</b>	<b>23%</b>			<b>0.76</b>	<b>3.0%</b>	<b>0.78</b>	<b>2.8%</b>	<b>0.60</b>	<b>2.0%</b>
<b>Material Expeditor</b>														
<i>EMS Benchmark: Material Expeditor</i>														
<b>Fountain Valley Elementary</b>	<b>Material Expeditor</b>	7/1/16	26.12	28.93	31.73	21%	Steps	5	0.00	0.0%	0.00	0.0%	0.00	0.0%
Anaheim Elementary		No Match												
Buena Park Elementary		No Match												
Centralia Elementary	Planner/Coordinator of MOT	7/1/16	29.96	33.20	36.44	22%	Steps	6	-3.84	-14.7%	-4.28	-14.8%	-4.71	-14.8%
Cypress Elementary	Lead Maintenance Worker	7/1/16	29.42	32.63	35.84	22%	Steps	5	-3.30	-12.6%	-3.71	-12.8%	-4.11	-13.0%
Fullerton Elementary		No Match												
Huntington Beach City Elementary		No Match												
La Habra City Elementary		No Match												
Magnolia	Maintenance/Operation Division Lead	7/1/16	27.77	31.31	34.84	25%	Steps	8	-1.65	-6.3%	-2.38	-8.2%	-3.11	-9.8%
Ocean View		No Match												
Savanna		No Match												
Westminster		No Match												
<b>Other Org. Average</b>		<b># of Sources</b>	<b>29.05</b>	<b>32.38</b>	<b>35.71</b>	<b>23%</b>			<b>-2.93</b>	<b>-11.2%</b>	<b>-3.45</b>	<b>-11.9%</b>	<b>-3.98</b>	<b>-12.5%</b>
<b>Other Org. Median</b>		<b>3</b>	<b>29.42</b>	<b>32.63</b>	<b>35.84</b>	<b>22%</b>			<b>-3.30</b>	<b>-12.6%</b>	<b>-3.71</b>	<b>-12.8%</b>	<b>-4.11</b>	<b>-13.0%</b>
<b>Painter</b>														
<i>EMS Benchmark: Painter</i>														
<b>Fountain Valley Elementary</b>	<b>Painter</b>	7/1/16	25.61	28.37	31.13	22%	Steps	5	0.00	0.0%	0.00	0.0%	0.00	0.0%
Anaheim Elementary	Painter	7/1/16	24.88	28.32	31.75	28%	Steps	6	0.73	2.9%	0.05	0.2%	-0.62	-2.0%
Buena Park Elementary	Maintenance Worker II	7/1/15	24.34	26.96	29.58	22%	Steps	5	1.27	5.0%	1.41	5.0%	1.55	5.0%
Centralia Elementary	Painter/Utility Person	7/1/16	25.06	27.78	30.50	22%	Steps	6	0.55	2.1%	0.59	2.1%	0.63	2.0%
Cypress Elementary		No Match												
Fullerton Elementary	Glazier/Painter	7/1/16	24.66	28.13	31.59	28%	Steps	6	0.95	3.7%	0.24	0.9%	-0.46	-1.5%
Huntington Beach City Elementary	Maintenance Painter	7/1/15	26.52	29.69	32.85	24%	Steps	5	-0.91	-3.6%	-1.32	-4.6%	-1.72	-5.5%
La Habra City Elementary	General Maintenance Worker	7/1/16	21.52	24.52	27.51	28%	Steps	6	4.09	16.0%	3.86	13.6%	3.62	11.6%
Magnolia		No Match												
Ocean View	Painter	1/1/17	25.04	27.78	30.51	22%	Steps	5	0.57	2.2%	0.59	2.1%	0.62	2.0%
Savanna		No Match												
Westminster	Skilled Maintenance-Painter	7/1/16	24.62	27.27	29.92	22%	Steps	6	0.99	3.9%	1.10	3.9%	1.21	3.9%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>24.58</b>	<b>27.55</b>	<b>30.53</b>	<b>24%</b>			<b>1.03</b>	<b>4.0%</b>	<b>0.82</b>	<b>2.9%</b>	<b>0.60</b>	<b>1.9%</b>
<b>Other Org. Median</b>		<b>8</b>	<b>24.77</b>	<b>27.78</b>	<b>30.51</b>	<b>23%</b>			<b>0.84</b>	<b>3.3%</b>	<b>0.59</b>	<b>2.1%</b>	<b>0.62</b>	<b>2.0%</b>

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule Type	# of Steps	District's Relationship to Market						
									At Minimum		At Mid-Point		At Maximum		
									Amount	Percentage	Amount	Percentage	Amount	Percentage	
<b>Plumber</b>															
<i>EMS Benchmark: Plumber</i>															
<b>Fountain Valley Elementary</b>	<b>Plumber</b>	7/1/16	26.12	28.93	31.73	21%	Steps	5	0.00	0.0%	0.00	0.0%	0.00	0.0%	
Anaheim Elementary	Plumber	7/1/16	26.12	29.73	33.33	28%	Steps	6	0.00	0.0%	-0.80	-2.8%	-1.60	-5.0%	
Buena Park Elementary	Maintenance Worker II	7/1/15	24.34	26.96	29.58	22%	Steps	5	1.78	6.8%	1.97	6.8%	2.15	6.8%	
Centralia Elementary	Maintenance Specialist Plumber	7/1/16	26.08	28.91	31.73	22%	Steps	6	0.04	0.2%	0.02	0.1%	0.00	0.0%	
Cypress Elementary	Maintenance Specialist/Plumber	7/1/16	26.67	29.59	32.50	22%	Steps	5	-0.55	-2.1%	-0.66	-2.3%	-0.77	-2.4%	
Fullerton Elementary	Plumber	7/1/16	25.93	29.55	33.17	28%	Steps	6	0.19	0.7%	-0.63	-2.2%	-1.44	-4.5%	
Huntington Beach City Elementary	Maintenance Plumber	7/1/15	26.52	29.69	32.85	24%	Steps	5	-0.40	-1.5%	-0.76	-2.6%	-1.12	-3.5%	
La Habra City Elementary	Plumber	7/1/16	23.73	27.04	30.34	28%	Steps	6	2.39	9.2%	1.89	6.5%	1.39	4.4%	
Magnolia	No Match														
Ocean View	Maintenance Plumber	1/1/17	25.66	28.47	31.27	22%	Steps	5	0.46	1.8%	0.46	1.6%	0.46	1.4%	
Savanna	No Match														
Westminster	Skilled Maintenance-Plumbing/Heating	7/1/16	24.62	27.27	29.92	22%	Steps	6	1.50	5.7%	1.66	5.7%	1.81	5.7%	
<b>Other Org. Average</b>	<b># of Sources</b>		<b>25.52</b>	<b>28.58</b>	<b>31.63</b>	<b>24%</b>			<b>0.60</b>	<b>2.3%</b>	<b>0.35</b>	<b>1.2%</b>	<b>0.10</b>	<b>0.3%</b>	
<b>Other Org. Median</b>	<b>9</b>		<b>25.93</b>	<b>28.91</b>	<b>31.73</b>	<b>22%</b>			<b>0.19</b>	<b>0.7%</b>	<b>0.02</b>	<b>0.1%</b>	<b>0.00</b>	<b>0.0%</b>	
<b>Director Food Service</b>															
<i>EMS Benchmark: Director Food Service</i>															
<b>Fountain Valley Elementary</b>	<b>Director Food Service</b>	7/1/16	73,320.00	83,268.00	93,216.00	27%	Steps	6	0.00	0.0%	0.00	0.0%	0.00	0.0%	
Anaheim Elementary	No Match														
Buena Park Elementary	Director Child Nutrition Services	7/1/16	81,584.00	90,193.50	98,803.00	21%	Steps	5	-8264.00	-11.3%	-6925.50	-8.3%	-5587.00	-6.0%	
Centralia Elementary	Director, Food Services	7/1/16	94,176.00	96,450.00	98,724.00	5%	Steps	6	-20856.00	-28.4%	-13182.00	-15.8%	-5508.00	-5.9%	
Cypress Elementary	Director, Child Nutrition Services	7/1/16	67,614.36	75,003.96	82,393.56	22%	Steps	5	5705.64	7.8%	8264.04	9.9%	10822.44	11.6%	
Fullerton Elementary	Director, Nutrition Services	7/1/16	94,512.00	99,414.00	104,316.00	10%	Steps	3	-21192.00	-28.9%	-16146.00	-19.4%	-11100.00	-11.9%	
Huntington Beach City Elementary	Director Food Service	7/1/15	71,280.00	80,634.00	89,988.00	26%	Steps	5	2040.00	2.8%	2634.00	3.2%	3228.00	3.5%	
La Habra City Elementary	Director of Food Services	7/1/16	79,416.00	90,384.00	101,352.00	28%	Steps	6	-6096.00	-8.3%	-7116.00	-8.5%	-8136.00	-8.7%	
Magnolia	Director, Food Services	7/1/16	86,412.00	97,440.00	108,468.00	26%	Steps	8	-13092.00	-17.9%	-14172.00	-17.0%	-15252.00	-16.4%	
Ocean View	Director, Food Services	1/1/17	73,692.00	81,738.00	89,784.00	22%	Steps	5	-372.00	-0.5%	1530.00	1.8%	3432.00	3.7%	
Savanna	Director of Food Services	7/1/16	80,352.00	89,010.00	97,668.00	22%	Steps	5	-7032.00	-9.6%	-5742.00	-6.9%	-4452.00	-4.8%	
Westminster	Director, Nutritional Services	7/1/16	103,164.00	114,348.00	125,532.00	22%	Steps	6	-29844.00	-40.7%	-31080.00	-37.3%	-32316.00	-34.7%	
<b>Other Org. Average</b>	<b># of Sources</b>		<b>83,220.24</b>	<b>91,461.55</b>	<b>99,702.86</b>	<b>20%</b>			<b>-9900.24</b>	<b>-13.5%</b>	<b>-8193.55</b>	<b>-9.8%</b>	<b>-6486.86</b>	<b>-7.0%</b>	
<b>Other Org. Median</b>	<b>10</b>		<b>80,968.00</b>	<b>90,288.75</b>	<b>98,763.50</b>	<b>22%</b>			<b>-7648.00</b>	<b>-10.4%</b>	<b>-7020.75</b>	<b>-8.4%</b>	<b>-5547.50</b>	<b>-6.0%</b>	
<b>Director Human Resources</b>															
<i>EMS Benchmark: Director Human Resources</i>															
<b>Fountain Valley Elementary</b>	<b>Director Human Resources</b>	7/1/16	102,048.00	115,986.00	129,924.00	27%	Steps	6	0.00	0.0%	0.00	0.0%	0.00	0.0%	
Anaheim Elementary	Director of HR Classified	7/1/16	113,316.00	125,526.00	137,736.00	22%	Steps	5	-11268.00	-11.0%	-9540.00	-8.2%	-7812.00	-6.0%	
Buena Park Elementary	Director Human Resources	7/1/16	81,584.00	90,193.50	98,803.00	21%	Steps	5	20464.00	20.1%	25792.50	22.2%	31121.00	24.0%	
Centralia Elementary	Assistant Superintendent HR	No Match													
Cypress Elementary	Administrative Director, HR (Cert)	No Match													
Fullerton Elementary	Director, Classified Personnel	7/1/16	136,668.00	143,694.00	150,720.00	10%	Steps	3	-34620.00	-33.9%	-27708.00	-23.9%	-20796.00	-16.0%	
Huntington Beach City Elementary	Assistant Superintendent, HR	No Match													
La Habra City Elementary	Director of Classified Personnel	7/1/16	96,096.00	109,362.00	122,628.00	28%	Steps	6	5952.00	5.8%	6624.00	5.7%	7296.00	5.6%	
Magnolia	Director (Certificated Master/225 days)	7/1/16	129,847.00	138,936.50	148,026.00	14%	Steps	5	-27799.00	-27.2%	-22950.50	-19.8%	-18102.00	-13.9%	
Ocean View	Director, Classified Personnel	1/1/17	109,392.00	121,344.00	133,296.00	22%	Steps	5	-7344.00	-7.2%	-5358.00	-4.6%	-3372.00	-2.6%	
Savanna	No Match														
Westminster	Director, Human Resources	7/1/16	113,400.00	125,694.00	137,988.00	22%	Steps	6	-11352.00	-11.1%	-9708.00	-8.4%	-8064.00	-6.2%	
<b>Other Org. Average</b>	<b># of Sources</b>		<b>111,471.86</b>	<b>122,107.14</b>	<b>132,742.43</b>	<b>19%</b>			<b>-9423.86</b>	<b>-9.2%</b>	<b>-6121.14</b>	<b>-5.3%</b>	<b>-2818.43</b>	<b>-2.2%</b>	
<b>Other Org. Median</b>	<b>7</b>		<b>113,316.00</b>	<b>125,526.00</b>	<b>137,736.00</b>	<b>22%</b>			<b>-11268.00</b>	<b>-11.0%</b>	<b>-9540.00</b>	<b>-8.2%</b>	<b>-7812.00</b>	<b>-6.0%</b>	

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule Type	# of Steps	District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Grounds Supervisor</b>														
<i>EMS Benchmark: Grounds Supervisor</i>														
<b>Fountain Valley Elementary</b>	<b>Grounds Supervisor</b>	7/1/16	60,216.00	68,394.00	76,572.00	27%	Steps	6	0.00	0.0%	0.00	0.0%	0.00	0.0%
Anaheim Elementary	Supervisor of Operations	7/1/16	76,716.00	84,972.00	93,228.00	22%	Steps	5	-16500.00	-27.4%	-16578.00	-24.2%	-16656.00	-21.8%
Buena Park Elementary		No Match												
Centralia Elementary		No Match												
Cypress Elementary		No Match												
Fullerton Elementary		No Match												
Huntington Beach City Elementary		No Match												
La Habra City Elementary	Supervisor of Grounds	7/1/16	65,700.00	74,778.00	83,856.00	28%	Steps	6	-5484.00	-9.1%	-6384.00	-9.3%	-7284.00	-9.5%
Magnolia		No Match												
Ocean View	Grounds Supervisor	1/1/17	66,768.00	74,052.00	81,336.00	22%	Steps	5	-6552.00	-10.9%	-5658.00	-8.3%	-4764.00	-6.2%
Savanna		No Match												
Westminster	Lead Grounds Maintenance Worker	No Match												
<b>Other Org. Average</b>		<b># of Sources</b>	<b>69,728.00</b>	<b>77,934.00</b>	<b>86,140.00</b>	<b>24%</b>			<b>-9512.00</b>	<b>-15.8%</b>	<b>-9540.00</b>	<b>-13.9%</b>	<b>-9568.00</b>	<b>-12.5%</b>
<b>Other Org. Median</b>		<b>3</b>	<b>66,768.00</b>	<b>74,778.00</b>	<b>83,856.00</b>	<b>26%</b>			<b>-6552.00</b>	<b>-10.9%</b>	<b>-6384.00</b>	<b>-9.3%</b>	<b>-7284.00</b>	<b>-9.5%</b>
<b>Information Technology Supervisor</b>														
<i>EMS Benchmark: Information Technology Supervisor</i>														
<b>Fountain Valley Elementary</b>	<b>Information Technology Supervisor</b>	7/1/16	80,244.00	91,182.00	102,120.00	27%	Steps	6	0.00	0.0%	0.00	0.0%	0.00	0.0%
Anaheim Elementary	Technology Services Supervisor	7/1/16	80,544.00	89,214.00	97,884.00	22%	Steps	5	-300.00	-0.4%	1968.00	2.2%	4236.00	4.1%
Buena Park Elementary		No Match												
Centralia Elementary		No Match												
Cypress Elementary		No Match												
Fullerton Elementary		No Match												
Huntington Beach City Elementary	Executive Director Technology	No Match												
La Habra City Elementary	Director of Technology	No Match												
Magnolia	Management Information Systems Specialist	7/1/16	74,508.00	84,018.00	93,528.00	26%	Steps	8	5736.00	7.1%	7164.00	7.9%	8592.00	8.4%
Ocean View	Director, Information Services	No Match												
Savanna	Management IS Supervisor	7/1/16	84,432.00	93,522.00	102,612.00	22%	Steps	5	-4188.00	-5.2%	-2340.00	-2.6%	-492.00	-0.5%
Westminster	Director Information Technology	No Match												
<b>Other Org. Average</b>		<b># of Sources</b>	<b>79,828.00</b>	<b>88,918.00</b>	<b>98,008.00</b>	<b>23%</b>			<b>416.00</b>	<b>0.5%</b>	<b>2264.00</b>	<b>2.5%</b>	<b>4112.00</b>	<b>4.0%</b>
<b>Other Org. Median</b>		<b>3</b>	<b>80,544.00</b>	<b>89,214.00</b>	<b>97,884.00</b>	<b>22%</b>			<b>-300.00</b>	<b>-0.4%</b>	<b>1968.00</b>	<b>2.2%</b>	<b>4236.00</b>	<b>4.1%</b>
<b>Maintenance Supervisor</b>														
<i>EMS Benchmark: Maintenance Supervisor</i>														
<b>Fountain Valley Elementary</b>	<b>Maintenance Supervisor</b>	7/1/16	66,252.00	75,258.00	84,264.00	27%	Steps	6	0.00	0.0%	0.00	0.0%	0.00	0.0%
Anaheim Elementary	Supervisor of Maintenance	7/1/16	76,716.00	84,972.00	93,228.00	22%	Steps	5	-10464.00	-15.8%	-9714.00	-12.9%	-8964.00	-10.6%
Buena Park Elementary	Assistant Director, MOT	7/1/16	74,937.00	82,514.00	90,091.00	20%	Steps	5	-8685.00	-13.1%	-7256.00	-9.6%	-5827.00	-6.9%
Centralia Elementary		No Match												
Cypress Elementary		No Match												
Fullerton Elementary	Supervisor, Maintenance & Operations	7/1/16	81,504.00	85,728.00	89,952.00	10%	Steps	3	-15252.00	-23.0%	-10470.00	-13.9%	-5688.00	-6.8%
Huntington Beach City Elementary		No Match												
La Habra City Elementary	Director of Maintenance, Operations & Facilities	No Match												
Magnolia	Maintenance Supervisor	7/1/16	56,784.00	64,026.00	71,268.00	26%	Steps	8	9468.00	14.3%	11232.00	14.9%	12996.00	15.4%
Ocean View	Maintenance & Operations Supervisor	1/1/17	66,768.00	74,052.00	81,336.00	22%	Steps	5	-516.00	-0.8%	1206.00	1.6%	2928.00	3.5%
Savanna		No Match												
Westminster	Facilities Services Supervisor	7/1/16	74,832.00	82,908.00	90,984.00	22%	Steps	6	-8580.00	-13.0%	-7650.00	-10.2%	-6720.00	-8.0%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>71,923.50</b>	<b>79,033.33</b>	<b>86,143.17</b>	<b>20%</b>			<b>-5671.50</b>	<b>-8.6%</b>	<b>-3775.33</b>	<b>-5.0%</b>	<b>-1879.17</b>	<b>-2.2%</b>
<b>Other Org. Median</b>		<b>6</b>	<b>74,884.50</b>	<b>82,711.00</b>	<b>90,021.50</b>	<b>20%</b>			<b>-8632.50</b>	<b>-13.0%</b>	<b>-7453.00</b>	<b>-9.9%</b>	<b>-5757.50</b>	<b>-6.8%</b>

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule Type	# of Steps	District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Food Service Field Operations Coordinator</b>														
<i>EMS Benchmark: Food Service Field Operations Coordinator</i>														
<b>Fountain Valley Elementary</b>	<b>Food Service Field Operations Coordinator</b>	<b>7/1/16</b>	<b>23.65</b>	<b>26.20</b>	<b>28.74</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary		No Match												
Buena Park Elementary	Cafeteria Cook/Manager	7/1/15	20.56	22.78	24.99	22%	Steps	5	3.09	13.1%	3.42	13.1%	3.75	13.0%
Centralia Elementary	Food Services Assistant III	7/1/16	22.70	25.16	27.62	22%	Steps	6	0.95	4.0%	1.04	4.0%	1.12	3.9%
Cypress Elementary	Central Kitchen Senior	7/1/16	20.82	23.10	25.38	22%	Steps	5	2.83	12.0%	3.10	11.8%	3.36	11.7%
Fullerton Elementary	Food Production Coord. Assistant	7/1/16	22.36	25.48	28.60	28%	Steps	6	1.29	5.5%	0.72	2.7%	0.14	0.5%
Huntington Beach City Elementary	Food Service Program Manager	7/1/15	22.54	25.24	27.93	24%	Steps	5	1.11	4.7%	0.96	3.7%	0.81	2.8%
La Habra City Elementary	FS Operations Specialist	7/1/16	23.17	26.39	29.61	28%	Steps	6	0.48	2.0%	-0.20	-0.7%	-0.87	-3.0%
Magnolia	Food Service Manager	7/1/16	22.24	25.07	27.90	25%	Steps	8	1.41	6.0%	1.13	4.3%	0.84	2.9%
Ocean View	Central Kitchen Coordinator	1/1/17	22.15	24.56	26.97	22%	Steps	5	1.50	6.3%	1.64	6.2%	1.77	6.2%
Savanna		No Match												
Westminster	Nutritional Services Operations Tech	7/1/16	22.22	24.62	27.01	22%	Steps	6	1.43	6.0%	1.58	6.0%	1.73	6.0%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>22.08</b>	<b>24.71</b>	<b>27.33</b>	<b>24%</b>			<b>1.57</b>	<b>6.6%</b>	<b>1.49</b>	<b>5.7%</b>	<b>1.41</b>	<b>4.9%</b>
<b>Other Org. Median</b>		<b>9</b>	<b>22.24</b>	<b>25.07</b>	<b>27.62</b>	<b>24%</b>			<b>1.41</b>	<b>6.0%</b>	<b>1.13</b>	<b>4.3%</b>	<b>1.12</b>	<b>3.9%</b>
<b>Food Service Worker</b>														
<i>EMS Benchmark: Food Service Worker</i>														
<b>Fountain Valley Elementary</b>	<b>Food Service Worker</b>	<b>7/1/16</b>	<b>14.95</b>	<b>16.57</b>	<b>18.18</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary		No Match												
Buena Park Elementary	Cafeteria Worker I	7/1/15	15.39	17.05	18.70	22%	Steps	5	-0.44	-2.9%	-0.48	-2.9%	-0.52	-2.9%
Centralia Elementary	Food Services Assistant	7/1/16	16.54	18.33	20.12	22%	Steps	6	-1.59	-10.6%	-1.77	-10.7%	-1.94	-10.7%
Cypress Elementary	Food Service Assistant	7/1/16	15.06	16.71	18.36	22%	Steps	5	-0.11	-0.7%	-0.15	-0.9%	-0.18	-1.0%
Fullerton Elementary	Food Service Assistant I	7/1/16	14.32	16.34	18.35	28%	Steps	6	0.63	4.2%	0.23	1.4%	-0.17	-0.9%
Huntington Beach City Elementary	Food Service Assistant I	7/1/15	16.26	18.21	20.15	24%	Steps	5	-1.31	-8.8%	-1.64	-9.9%	-1.97	-10.8%
La Habra City Elementary	Cafeteria Worker	7/1/16	14.13	16.12	18.11	28%	Steps	6	0.82	5.5%	0.44	2.7%	0.07	0.4%
Magnolia	Food Service Assistant	7/1/16	15.74	17.74	19.74	25%	Steps	8	-0.79	-5.3%	-1.18	-7.1%	-1.56	-8.6%
Ocean View	Food Distribution Worker	1/1/17	14.55	16.14	17.72	22%	Steps	5	0.40	2.7%	0.43	2.6%	0.46	2.5%
Savanna	Food Service Worker	7/1/16	16.51	18.29	20.07	22%	Steps	5	-1.56	-10.4%	-1.73	-10.4%	-1.89	-10.4%
Westminster	Food Service Worker	7/1/16	15.37	17.03	18.68	22%	Steps	6	-0.42	-2.8%	-0.46	-2.8%	-0.50	-2.8%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>15.39</b>	<b>17.19</b>	<b>19.00</b>	<b>23%</b>			<b>-0.44</b>	<b>-2.9%</b>	<b>-0.63</b>	<b>-3.8%</b>	<b>-0.82</b>	<b>-4.5%</b>
<b>Other Org. Median</b>		<b>10</b>	<b>15.38</b>	<b>17.04</b>	<b>18.69</b>	<b>22%</b>			<b>-0.43</b>	<b>-2.9%</b>	<b>-0.47</b>	<b>-2.8%</b>	<b>-0.51</b>	<b>-2.8%</b>
<b>Certified Occupational Therapy Assistant</b>														
<i>EMS Benchmark: Certified Occupational Therapy Assistant</i>														
<b>Fountain Valley Elementary</b>	<b>Certified Occupational Therapy Assistant</b>	<b>7/1/16</b>	<b>23.65</b>	<b>26.20</b>	<b>28.74</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary		No Match												
Buena Park Elementary	Certified Occupational therapy Asst.	7/1/15	23.16	25.65	28.14	22%	Steps	5	0.49	2.1%	0.55	2.1%	0.60	2.1%
Centralia Elementary		No Match												
Cypress Elementary		No Match												
Fullerton Elementary	Certified Occupational Therapy Asstnt.	7/1/16	23.50	26.79	30.08	28%	Steps	6	0.15	0.6%	-0.59	-2.3%	-1.34	-4.7%
Huntington Beach City Elementary		No Match												
La Habra City Elementary		No Match												
Magnolia		No Match												
Ocean View		No Match												
Savanna		No Match												
Westminster		No Match												
<b>Other Org. Average</b>		<b># of Sources</b>	<b>23.33</b>	<b>26.22</b>	<b>29.11</b>	<b>25%</b>			<b>0.32</b>	<b>1.4%</b>	<b>-0.02</b>	<b>-0.1%</b>	<b>-0.37</b>	<b>-1.3%</b>
<b>Other Org. Median</b>		<b>2</b>	<b>23.33</b>	<b>26.22</b>	<b>29.11</b>	<b>25%</b>			<b>0.32</b>	<b>1.4%</b>	<b>-0.02</b>	<b>-0.1%</b>	<b>-0.37</b>	<b>-1.3%</b>

## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule		District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Licensed Vocational Nurse</b>														
<i>EMS Benchmark: Licensed Vocational Nurse</i>														
<b>Fountain Valley Elementary</b>	<b>Licensed Vocational Nurse</b>	7/1/16	23.65	26.20	28.74	22%	Steps	5	0.00	0.0%	0.00	0.0%	0.00	0.0%
Anaheim Elementary	Licensed Vocational Nurse	7/1/16	24.28	27.64	30.99	28%	Steps	6	-0.63	-2.7%	-1.44	-5.5%	-2.25	-7.8%
Buena Park Elementary		No Match												
Centralia Elementary		No Match												
Cypress Elementary	Licensed Vocational Nurse	7/1/16	24.75	27.47	30.19	22%	Steps	5	-1.10	-4.7%	-1.28	-4.9%	-1.45	-5.0%
Fullerton Elementary		No Match												
Huntington Beach City Elementary	Licensed Vocational Nurse	7/1/15	23.16	25.93	28.69	24%	Steps	5	0.49	2.1%	0.27	1.0%	0.05	0.2%
La Habra City Elementary	Licensed Vocational Nurse (LVN)	7/1/16	21.52	24.52	27.51	28%	Steps	6	2.13	9.0%	1.68	6.4%	1.23	4.3%
Magnolia	Health Services Technician II	7/1/16	23.95	27.00	30.04	25%	Steps	8	-0.30	-1.3%	-0.80	-3.1%	-1.30	-4.5%
Ocean View		No Match												
Savanna		No Match												
Westminster	Licensed Vocational Nurse	7/1/16	22.77	25.22	27.67	22%	Steps	6	0.88	3.7%	0.98	3.7%	1.07	3.7%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>23.41</b>	<b>26.29</b>	<b>29.18</b>	<b>25%</b>			<b>0.24</b>	<b>1.0%</b>	<b>-0.10</b>	<b>-0.4%</b>	<b>-0.44</b>	<b>-1.5%</b>
<b>Other Org. Median</b>		<b>6</b>	<b>23.56</b>	<b>26.46</b>	<b>29.37</b>	<b>25%</b>			<b>0.09</b>	<b>0.4%</b>	<b>-0.27</b>	<b>-1.0%</b>	<b>-0.63</b>	<b>-2.2%</b>
<b>Computer/Network Specialist II</b>														
<i>EMS Benchmark: Computer/Network Specialist II</i>														
<b>Fountain Valley Elementary</b>	<b>Computer/Network Specialist II</b>	7/1/16	34.83	38.59	42.34	22%	Steps	5	0.00	0.0%	0.00	0.0%	0.00	0.0%
Anaheim Elementary	Senior Network Technician	7/1/16	30.99	35.28	39.57	28%	Steps	6	3.84	11.0%	3.31	8.6%	2.77	6.5%
Buena Park Elementary	Computer Technician III	7/1/15	26.08	28.91	31.73	22%	Steps	5	8.75	25.1%	9.68	25.1%	10.61	25.1%
Centralia Elementary	Computer & Network Tech II	7/1/16	29.96	33.20	36.44	22%	Steps	6	4.87	14.0%	5.39	14.0%	5.90	13.9%
Cypress Elementary	Technology Maintenance Tech	7/1/16	27.36	30.34	33.31	22%	Steps	5	7.47	21.4%	8.25	21.4%	9.03	21.3%
Fullerton Elementary	Technical Support Specialist IV	7/1/16	25.93	29.55	33.17	28%	Steps	6	8.90	25.6%	9.04	23.4%	9.17	21.7%
Huntington Beach City Elementary	Information Technology Tech	7/1/15	28.00	31.35	34.70	24%	Steps	5	6.83	19.6%	7.24	18.8%	7.64	18.0%
La Habra City Elementary	Network Specialist (mileage \$100.)	7/1/16	30.34	34.53	38.72	28%	Steps	6	4.49	12.9%	4.06	10.5%	3.62	8.5%
Magnolia	System & Network Tech II	7/1/16	25.79	29.07	32.35	25%	Steps	8	9.04	26.0%	9.52	24.7%	9.99	23.6%
Ocean View	Network Systems Manager	1/1/17	32.05	35.56	39.07	22%	Steps	5	2.78	8.0%	3.03	7.8%	3.27	7.7%
Savanna		No Match												
Westminster	Network System Specialist	7/1/16	26.22	29.05	31.88	22%	Steps	6	8.61	24.7%	9.54	24.7%	10.46	24.7%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>28.27</b>	<b>31.68</b>	<b>35.09</b>	<b>24%</b>			<b>6.56</b>	<b>18.8%</b>	<b>6.90</b>	<b>17.9%</b>	<b>7.25</b>	<b>17.1%</b>
<b>Other Org. Median</b>		<b>10</b>	<b>27.68</b>	<b>30.84</b>	<b>34.01</b>	<b>23%</b>			<b>7.15</b>	<b>20.5%</b>	<b>7.74</b>	<b>20.1%</b>	<b>8.34</b>	<b>19.7%</b>
<b>Field Support Help Desk Technician</b>														
<i>EMS Benchmark: Field Support Help Desk Technician</i>														
<b>Fountain Valley Elementary</b>	<b>Field Support Help Desk Technician</b>	7/1/16	21.18	23.47	25.76	22%	Steps	5	0.00	0.0%	0.00	0.0%	0.00	0.0%
Anaheim Elementary		No Match												
Buena Park Elementary	Computer Technician I	7/1/15	19.95	22.10	24.24	22%	Steps	5	1.23	5.8%	1.38	5.9%	1.52	5.9%
Centralia Elementary	Technology Assistant	7/1/16	21.39	23.71	26.03	22%	Steps	6	-0.21	-1.0%	-0.24	-1.0%	-0.27	-1.0%
Cypress Elementary		No Match												
Fullerton Elementary	Technical Support Specialist I	7/1/16	22.36	25.48	28.60	28%	Steps	6	-1.18	-5.6%	-2.01	-8.6%	-2.84	-11.0%
Huntington Beach City Elementary	Information Technology Assistant	7/1/15	19.68	22.03	24.38	24%	Steps	5	1.50	7.1%	1.44	6.1%	1.38	5.4%
La Habra City Elementary	Helpdesk & Inventory Clerk	7/1/16	19.50	22.22	24.94	28%	Steps	6	1.68	7.9%	1.25	5.3%	0.82	3.2%
Magnolia	IT Systems Support Specialist	7/1/16	22.24	25.07	27.90	25%	Steps	8	-1.06	-5.0%	-1.60	-6.8%	-2.14	-8.3%
Ocean View	Field Service Technician	1/1/17	23.25	25.79	28.33	22%	Steps	5	-2.07	-9.8%	-2.32	-9.9%	-2.57	-10.0%
Savanna		No Match												
Westminster	Computer Technician	7/1/16	23.21	25.71	28.21	22%	Steps	6	-2.03	-9.6%	-2.24	-9.5%	-2.45	-9.5%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>21.45</b>	<b>24.01</b>	<b>26.58</b>	<b>24%</b>			<b>-0.27</b>	<b>-1.3%</b>	<b>-0.54</b>	<b>-2.3%</b>	<b>-0.82</b>	<b>-3.2%</b>
<b>Other Org. Median</b>		<b>8</b>	<b>21.82</b>	<b>24.39</b>	<b>26.97</b>	<b>24%</b>			<b>-0.63</b>	<b>-3.0%</b>	<b>-0.92</b>	<b>-3.9%</b>	<b>-1.21</b>	<b>-4.7%</b>



## Market Detail All Sources

Sources	Market Source Job Title	Eff. Date	Minimum	Mid	Maximum	%Width	Schedule Type	# of Steps	District's Relationship to Market					
									At Minimum		At Mid-Point		At Maximum	
									Amount	Percentage	Amount	Percentage	Amount	Percentage
<b>Bus Driver</b>														
<i>EMS Benchmark: Bus Driver</i>														
<b>Fountain Valley Elementary</b>	<b>Bus Driver</b>	<b>7/1/16</b>	<b>20.78</b>	<b>23.02</b>	<b>25.25</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Bus Driver	7/1/16	19.98	22.74	25.50	28%	Steps	6	0.80	3.8%	0.27	1.2%	-0.25	-1.0%
Buena Park Elementary	Bus Driver	7/1/15	19.95	22.10	24.24	22%	Steps	5	0.83	4.0%	0.92	4.0%	1.01	4.0%
Centralia Elementary	Bus Driver	7/1/16	21.82	24.19	26.55	22%	Steps	6	-1.04	-5.0%	-1.17	-5.1%	-1.30	-5.1%
Cypress Elementary	Bus Driver/Utility Worker	7/1/16	20.82	23.10	25.38	22%	Steps	5	-0.04	-0.2%	-0.09	-0.4%	-0.13	-0.5%
Fullerton Elementary	Bus Driver	7/1/16	19.75	22.53	25.30	28%	Steps	6	1.03	5.0%	0.49	2.1%	-0.05	-0.2%
Huntington Beach City Elementary	Bus Driver	7/1/15	23.16	25.93	28.69	24%	Steps	5	-2.38	-11.5%	-2.91	-12.6%	-3.44	-13.6%
La Habra City Elementary	Bus Driver	7/1/16	19.50	22.22	24.94	28%	Steps	6	1.28	6.2%	0.80	3.5%	0.31	1.2%
Magnolia	Bus Ddriver	7/1/16	21.69	24.46	27.22	25%	Steps	8	-0.91	-4.4%	-1.44	-6.3%	-1.97	-7.8%
Ocean View	Bus Driver	1/1/17	20.55	22.80	25.04	22%	Steps	5	0.23	1.1%	0.22	1.0%	0.21	0.8%
Savanna	Bus Driver	7/1/16	21.67	24.00	26.33	22%	Steps	5	-0.89	-4.3%	-0.98	-4.3%	-1.08	-4.3%
Westminster	Bus Driver	7/1/16	19.90	22.05	24.19	22%	Steps	6	0.88	4.2%	0.97	4.2%	1.06	4.2%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>20.80</b>	<b>23.28</b>	<b>25.76</b>	<b>24%</b>			<b>-0.02</b>	<b>-0.1%</b>	<b>-0.27</b>	<b>-1.2%</b>	<b>-0.51</b>	<b>-2.0%</b>
<b>Other Org. Median</b>		<b>11</b>	<b>20.55</b>	<b>22.80</b>	<b>25.38</b>	<b>24%</b>			<b>0.23</b>	<b>1.1%</b>	<b>0.22</b>	<b>1.0%</b>	<b>-0.13</b>	<b>-0.5%</b>
<b>Lead Heavy Duty Mechanic</b>														
<i>EMS Benchmark: Lead Heavy Duty Mechanic</i>														
<b>Fountain Valley Elementary</b>	<b>Lead Heavy Duty Mechanic</b>	<b>7/1/16</b>	<b>28.27</b>	<b>31.32</b>	<b>34.36</b>	<b>22%</b>	<b>Steps</b>	<b>5</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>
Anaheim Elementary	Mechanic	7/1/16	26.12	29.73	33.33	28%	Steps	6	2.15	7.6%	1.59	5.1%	1.03	3.0%
Buena Park Elementary	Mechanic II	7/1/15	26.08	28.91	31.73	22%	Steps	5	2.19	7.7%	2.41	7.7%	2.63	7.7%
Centralia Elementary	Lead Mechanic	7/1/16	27.67	30.67	33.67	22%	Steps	6	0.60	2.1%	0.64	2.1%	0.69	2.0%
Cypress Elementary	Mechanic	7/1/16	26.67	29.59	32.50	22%	Steps	5	1.60	5.7%	1.73	5.5%	1.86	5.4%
Fullerton Elementary	Vehicle Maintenance Coordinator	7/1/16	28.60	32.61	36.62	28%	Steps	6	-0.33	-1.2%	-1.30	-4.1%	-2.26	-6.6%
Huntington Beach City Elementary	Heavy Duty Mechanic	7/1/15	28.78	32.22	35.65	24%	Steps	5	-0.51	-1.8%	-0.90	-2.9%	-1.29	-3.8%
La Habra City Elementary	Mechanic II	7/1/16	23.73	27.04	30.34	28%	Steps	6	4.54	16.1%	4.28	13.7%	4.02	11.7%
Magnolia	Heavy Duty Mechanic	7/1/16	27.77	31.31	34.84	25%	Steps	8	0.50	1.8%	0.01	0.0%	-0.48	-1.4%
Ocean View	Lead Mechanic	1/1/17	28.33	31.44	34.54	22%	Steps	5	-0.06	-0.2%	-0.12	-0.4%	-0.18	-0.5%
Savanna	Mechanic	7/1/16	25.75	28.53	31.30	22%	Steps	5	2.52	8.9%	2.79	8.9%	3.06	8.9%
Westminster	Mechanic	7/1/16	26.74	29.62	32.50	22%	Steps	6	1.53	5.4%	1.70	5.4%	1.86	5.4%
<b>Other Org. Average</b>		<b># of Sources</b>	<b>26.93</b>	<b>30.15</b>	<b>33.37</b>	<b>24%</b>			<b>1.34</b>	<b>4.7%</b>	<b>1.17</b>	<b>3.7%</b>	<b>0.99</b>	<b>2.9%</b>
<b>Other Org. Median</b>		<b>11</b>	<b>26.74</b>	<b>29.73</b>	<b>33.33</b>	<b>25%</b>			<b>1.53</b>	<b>5.4%</b>	<b>1.59</b>	<b>5.1%</b>	<b>1.03</b>	<b>3.0%</b>

**Salary Ranking  
All Sources**

Job Title	Source Ranking to Market					
	# Sources Min	Min	# Sources Mid	Mid	# Sources Max	Max
Administrative Assistant	12	9	12	10	12	10
Assessment/Data Technician	7	1	7	1	7	1
Duplicating Operator	7	6	7	6	7	6
Health Assistant	11	5	11	6	11	8
Office Assistant	12	5	12	6	12	7
School Office Manager - Elementary	12	6	12	6	12	8
School Office Manager - Middle School	11	5	11	5	11	7
Classified Personnel Technician	8	3	8	3	8	4
Executive Assistant	12	10	12	10	12	10
Senior Administrative Assistant	12	9	12	10	12	10
Custodian	12	6	12	7	12	7
Head Custodian	11	3	11	4	11	4
Warehouse Operator/Delivery Driver	12	5	12	5	12	5
Accountant	4	1	4	1	4	1
Payroll Clerk	11	9	11	9	11	10
Purchasing Technician	6	1	6	2	6	2
Groundskeeper	12	6	12	7	12	7
Irrigation Technician	9	3	9	4	9	5
Behavior Intervention Assistant	9	2	9	2	9	2
Bilingual Translator	8	6	8	6	8	6
Extended School Program Aide	4	4	4	4	4	4
Instructional Assistant	12	4	12	6	12	6
Instructional Assistant - Special Education	11	5	11	5	11	6
Instructional Assistant - Special Education (SH/PH)	11	4	11	5	11	5
Library/Media Technician	10	2	10	3	10	5
Preschool Aide	7	4	7	4	7	4
Preschool Instructor	9	7	9	6	9	6
Electrician	9	2	9	4	9	4
Heating and Ventilation Technician	10	3	10	5	10	5
Maintenance Worker I	9	5	9	6	9	6
Maintenance Worker III	10	3	10	3	10	4
Material Expeditor	4	4	4	4	4	4
Painter	9	2	9	2	9	4
Plumber	10	3	10	5	10	5
Director Food Service	11	9	11	8	11	8
Director Human Resources	8	6	8	6	8	6
Grounds Supervisor	4	4	4	4	4	4
Information Technology Supervisor	4	3	4	2	4	2
Maintenance Supervisor	7	6	7	5	7	5
Food Service Field Operations Coordinator	10	1	10	2	10	2

**Salary Ranking**  
**All Sources**

Food Service Worker	11	8	11	8	11	9
Certified Occupational Therapy Assistant	3	1	3	2	3	2
Licensed Vocational Nurse	7	4	7	4	7	4
Computer/Network Specialist II	11	1	11	1	11	1
Field Support Help Desk Technician	9	6	9	6	9	6
Bus Driver	12	6	12	6	12	8
Lead Heavy Duty Mechanic	12	4	12	4	12	5

Summary of Recommendations

Job Title	Proposed Job Title *Red Indicates Change	Schedule	Grade	Min Salary	Minimum Market	FVSD Diff to Market %	Maximum Market	FVSD Diff to Market %	# of Sources	Recommendations
<b>Administrative Services</b>										
<b>Administrative Support</b>										
Health Assistant	Health Assistant	Classified Salary Schedule	30	18.27	17.81	2.5%	22.76	-2.6%	10	
Duplicating Operator	Duplicating Operator	Classified Salary Schedule	32	18.59	19.28	-3.7%	24.06	-6.4%	6	
Office Assistant	Office Assistant - School	Classified Salary Schedule	36	19.34	18.56	4.0%	23.58	0.0%	11	
Office Assistant - Department *NEW	Office Assistant - Department									Place at 36
Senior Office Assistant	Personnel Technician	Classified Salary Schedule	41	20.39						
Substitute Services Technician	Substitute Service Technician	Classified Salary Schedule	41	20.39						
Child Care Program Assistant	Child Care Program Technician	Classified Salary Schedule	41	20.39						
Child Care Program Technician	Child Care Program Specialist	Classified Salary Schedule	46	21.40						
Administrative Assistant	Administrative Assistant	Classified Salary Schedule	51	22.52	23.16	-2.8%	28.75	-5.0%	11	
Assessment/Data Technician	Assessment/Data Technician	Classified Salary Schedule	61	24.85	22.87	8.0%	28.40	6.0%	6	51 Internal Equity
School Office Manager - Elementary	School Office Manager	Classified Salary Schedule	51	22.52	21.80	3.2%	27.64	-1.0%	11	
School Office Manager - Middle School	School Office Manager	Classified Salary Schedule	51	22.52	21.80	3.2%	27.54	-0.6%	10	
<b>Confidential</b>										
Insurance Benefits Technician	Insurance Benefits Technician	Confidential Employees	38	54,528.00						
Certificated Personnel Technician	Certificated Personnel Technician	Confidential Employees	40	55,632.00						
Classified Personnel Technician	Classified Personnel Technician	Confidential Employees	40	55,632.00	53,892.00	3.1%	65,988.00	2.0%	7	
Senior Administrative Assistant	Senior Administrative Assistant	Confidential Employees	40	55,632.00	56,868.00	-2.2%	69,240.00	-2.8%	11	
Executive Assistant	Executive Assistant	Confidential Employees	55	64,068.00	68,988.00	-7.7%	81,902.00	-5.5%	11	57 Market
<b>Financial Support</b>										
Payroll Clerk	Payroll Clerk	Classified Salary Schedule	47	21.62	22.64	-4.7%	28.08	-6.8%	10	
Senior Accounting Assistant	Senior Accounting Assistant	Classified Salary Schedule	52	22.73						
Purchasing Technician	Purchasing Technician	Classified Salary Schedule	56	23.65	21.60	8.7%	26.31	8.5%	5	
Senior Payroll Technician	Senior Payroll Technician	Classified Salary Schedule	66	26.12						
Accountant	Accountant	Classified Salary Schedule	83	30.90	29.44	4.7%	35.79	4.8%	3	
<b>Technology Support</b>										
Field Support Help Desk Technician	Field Support Help Desk Technician	Classified Salary Schedule	45	21.18	21.82	-3.0%	26.97	-4.7%	8	
Website/Social Media Technician	Website/Social Media Technician	Classified Salary Schedule	71	27.47						
Application Specialist	Application Specialist	Classified Salary Schedule	75	28.55						
Technology Support Specialist	Technology Support Specialist	Classified Salary Schedule	80	29.99						
Computer/Network Specialist II	Computer/Network Specialist	Classified Salary Schedule	95	34.83	27.68	20.5%	34.01	19.7%	10	

Summary of Recommendations

Job Title	Proposed Job Title *Red Indicates Change	Schedule	Grade	Min Salary	Minimum Market	FVSD Diff to Market %	Maximum Market	FVSD Diff to Market %	# of Sources	Recommendations
<b>Maintenance &amp; Operations</b>										
<b>Custodial Services</b>										
Custodian	Custodian	Classified Salary Schedule	39	19.96	19.65	1.6%	24.66	-1.7%	11	
Warehouse Operator/Delivery Driver	Warehouse Operator/Delivery Driver	Classified Salary Schedule	50	22.28	20.97	5.9%	25.99	4.0%	11	
Head Custodian	Head Custodian	Classified Salary Schedule	52	22.73	21.43	5.7%	26.72	3.3%	10	
<b>Grounds Maintenance</b>										
Groundskeeper	Groundskeeper	Classified Salary Schedule	45	21.18	20.98	0.9%	26.03	-1.0%	11	
Mower Operator	Mower Operator	Classified Salary Schedule	48	21.84						
Skilled Groundskeeper/Equipment Operator	Skilled Groundskeeper/Equipment Operator	Classified Salary Schedule	56	23.65						
Irrigation Technician	Irrigation Technician	Classified Salary Schedule	58	24.13	23.60	2.2%	29.42	-0.3%	8	
<b>Maintenance</b>										
Maintenance Worker I	Maintenance Worker I	Classified Salary Schedule	46	21.40	21.46	0.0%	26.63	-2.4%	8	
Maintenance Worker II	Maintenance Worker II	Classified Salary Schedule	54	23.21						
A/V Communications Repair Technician	A/V Communications Repair Technician	Classified Salary Schedule	62	25.10						
Locksmith	Locksmith	Classified Salary Schedule	62	25.10						
Maintenance Worker III	Maintenance Worker III	Classified Salary Schedule	62	25.10	24.34	3.0%	29.92	2.0%	9	
Painter	Painter	Classified Salary Schedule	64	25.61	24.77	3.3%	30.51	2.0%	8	62 Internal Equity
Plumber	Plumber	Classified Salary Schedule	66	26.12	25.93	0.7%	31.73	0.0%	9	
Heating and Ventilation Technician	Heating and Ventilation Technician	Classified Salary Schedule	66	26.12	25.93	0.7%	31.73	0.0%	9	
Electrician	Electrician	Classified Salary Schedule	66	26.12	25.80	1.2%	31.50	0.7%	8	
Material Expeditor	Material Expeditor	Classified Salary Schedule	66	26.12	29.42	-12.6%	35.84	-13.0%	3	71 Internal Equity
<b>Nutritional Services</b>										
<b>Child Nutrition</b>										
Food Services Worker	Food Services Worker	Classified Salary Schedule	10	14.95	15.38	-2.9%	18.69	-2.8%	10	
Food Services Delivery Driver	Food Services Delivery Driver	Classified Salary Schedule	48	21.84						
Food Services Technician	Food Services Technician	Classified Salary Schedule	51	22.52						
Food Services Field Operations Coordinator	Food Services Field Operations Coordinator	Classified Salary Schedule	56	23.65	22.24	6.0%	27.62	3.9%	9	
<b>Transportation Services</b>										
<b>Student Transportation</b>										
Bus Aide - Special Education	Bus Aide - Special Education	Classified Salary Schedule	21	16.70						
Bus Driver	Bus Driver	Classified Salary Schedule	43	20.78	20.55	1.1%	25.38	-0.5%	11	
Senior Bus Driver/Trainer	Senior Bus Driver/Trainer	Classified Salary Schedule	54	23.21						
Lead Heavy Duty Mechanic	Senior Heavy Duty Mechanic	Classified Salary Schedule	74	28.27	26.74	5.4%	33.33	3.0%	11	

Summary of Recommendations

Job Title	Proposed Job Title *Red Indicates Change	Schedule	Grade	Min Salary	Minimum Market	FVSD Diff to Market %	Maximum Market	FVSD Diff to Market %	# of Sources	Recommendations
<b>Instructional Services</b>										
<b>Child Care Services</b>										
Recreation Leader	Recreation Leader	Classified Salary Schedule	13	15.41						
ESP Aide	ESP Assistant	Classified Salary Schedule	13	15.41	15.87	-3.0%	19.63	-4.8%	3	
Preschool Aide	Preschool Assistant	Classified Salary Schedule	18	16.20	16.15	0.3%	19.69	0.0%	6	
ESP Instructor	ESP Instructor	Classified Salary Schedule	25	17.35						
Assistant Recreation Coordinator	Assistant Recreation Coordinator	Classified Salary Schedule	25	17.35						
Preschool Instructor	Preschool Instructor	Classified Salary Schedule	29	18.05	19.70	-9.1%	24.00	-9.3%	8	32 Market
Lead Preschool Instructor	Lead Preschool Instructor	Classified Salary Schedule	39	19.96						
Recreation Coordinator	Recreation Coordinator	Classified Salary Schedule	40	20.16						
ESP Lead Instructor	ESP Coordinator	Classified Salary Schedule	40	20.16						
<b>Instructional Support</b>										
Instructional Assistant	Instructional Assistant	Classified Salary Schedule	21	16.70	16.36	2.0%	19.86	2.3%	11	
Instructional Science Materials Assistant	Instructional Science Materials Assistant	Classified Salary Schedule	21	16.70						
Instructional Assistant - Special Education	Instructional Assistant - Mild/Moderate	Classified Salary Schedule	25	17.35	16.54	4.7%	21.12	-0.2%	10	
Instructional Assistant - Bilingual	Instructional Assistant - Bilingual	Classified Salary Schedule	28	17.90						
Instructional Assistant - Special Education (SH/PH)	Instructional Assistant - Moderate/Severe	Classified Salary Schedule	30	18.27	17.42	4.7%	21.87	1.5%	10	
Instructional Assistant - Discrete Trial Training (DTT)	Instructional Assistant - Applied Behavior Analysis	Classified Salary Schedule	34	19.00						
Bilingual Translator (previous title Community Liaison)	Bilingual Translator	Classified Salary Schedule	36	19.34	20.56	-6.3%	25.02	-6.4%	7	
Bilingual Testing Technician	Bilingual Testing Technician	Classified Salary Schedule	36	19.34						
Library/Media Technician	Library/Media Technician	Classified Salary Schedule	38	19.76	18.80	4.9%	23.73	1.2%	9	
Senior Library Media Technician	Senior Library Media Technician	Classified Salary Schedule	43	20.78						
Behavior Intervention Assistant	Behavior Intervention Assistant	Classified Salary Schedule	44	20.98	18.77	10.5%	23.30	8.6%	8	
<b>Professional/Technical</b>										
Speech/Language Pathology Assistant	Speech/Language Pathology Assistant	Classified Salary Schedule	56	23.65						
Certified Occupational Therapy Assistant	Certified Occupational Therapy Assistant	Classified Salary Schedule	56	23.65	23.33	1.4%	29.11	-1.3%	2	
Health Technician/LVN	Health Technician/LVN	Classified Salary Schedule	56	23.65						58 Internal Equity
Licensed Vocational Nurse	Licensed Vocational Nurse	Classified Salary Schedule	56	23.65	23.56	0.4%	29.37	-2.2%	6	58 Internal Equity
<b>Classified Management</b>										
<b>Management</b>										
Grounds Supervisor	Grounds Supervisor	Classified Management	06A	60,216.00	66,768.00	-10.9%	83,856.00	-9.5%	3	
Custodial & Warehouse Supervisor/Energy Conservation Manager	Operations Supervisor	Classified Management	07A	63,180.00						
Transportation Supervisor	Transportation Supervisor	Classified Management	8	66,252.00						
Maintenance Supervisor	Maintenance Supervisor	Classified Management	8	66,252.00	74,884.50	-13.0%	90,021.50	-6.8%	6	
Director Food Services	Director Food Services	Classified Management	7	73,320.00	80,968.00	-10.4%	98,763.50	-6.0%	10	
Information Technology Supervisor	Information Technology Supervisor	Classified Management	12	80,244.00	80,544.00	-0.4%	97,884.00	4.1%	3	
Director Maintenance, Operations & Facilities	Director Maintenance, Operations & Facilities	Classified Management	14	88,476.00						
Director Child Care (& Recreation) Programs	Director Child Care (& Recreation) Programs	Classified Management	14	88,476.00						
Director Human Resources	Director Human Resources	Classified Management	17	102,048.00	113,316.00	-11.0%	137,736.00	-6.0%	7	
Director Fiscal Services	Director Fiscal Services	Classified Management	17	102,048.00						

## Accountant

### Purpose Statement

The job of Accountant is done for the purpose/s of providing support to department and school site activities with specific responsibility for ensuring that overall fiscal policies, practices and/or regulations meet compliance requirements; oversee the general ledger accounts, district funds, and year-end closing processes; monitor, audit, and prepare accounting records and reports for District-wide programs; maintain accurate account balances; ensuring efficient use of financial resources; and providing financial information, guidance and recommendations to the District and/or regulatory agencies.

This job reports to Director Fiscal Services

### Essential Functions

- Analyzes financial information (e.g. cost control activities, revenues and expenditures, ASB accounts, budget codes, etc.) for the purpose of identifying potential budget variances, compiling statistical information, developing procedures, and conforming to established financial practices and regulatory requirements.
- Assists auditors for the purpose of providing requested supporting documentation, information on internal processes, and/or coordinating activities in support of the audit process.
- Collaborates with other administrative personnel and/or outside agencies (e.g. district personnel, State & County government agencies community organizations, etc.) for the purpose of implementing and maintaining services and/or programs in accordance with established financial policies, practices, laws and/or regulatory guidelines.
- Compiles ,researches, and prepares accounting and budgetary data (e.g. journal entries, budget transfers, adjustments and fund balances, etc.) for the purpose of providing reporting data; developing budget recommendations; providing financial summaries to district personnel, administrators and/or ensuring compliance with established guidelines.
- Conducts internal audits of accounts for the purpose of ensuring adherence to generally accepted accounting standards and principles; ensure maintenance of proper audit trails and verification and reconciliation action it taken.
- Coordinates a wide variety of accounting programs and projects (e.g. complex system reports, audits, calculations, categorical programs, etc.) for the purpose of providing required guidance and support for district general ledger accounts.
- Implements accounting procedures for the purpose of providing internal financial controls throughout the organization and ensuring compliance with established accounting practices and all applicable regulatory requirements.
- Monitors expenditures against budget and/or a wide variety of account information for the purpose of ensuring the accuracy of reported information, availability of funds, and compliance with established financial guidelines and program policies, practices and regulatory requirements.
- Participates in meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Prepares a wide variety of financial related documents and reports (e.g. year-end closing, processes and procedures, audits, standards of conduct, etc.) for the purpose of validity and accuracy of the district's financial data.

- Presents a wide variety of financial and reported information (e.g. budget overviews, accounting processes, distribution formulas, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Provides technical expertise and direction to staff and administration regarding accounting issues and related financial activities (e.g. budget balances, appropriateness of program expenditures, program fiscal performance, and reports., etc.) for the purpose of conveying pertinent information regarding the organizations financial operations and ensuring compliance with established policies, practices and regulatory requirements.
- Recommends policies, procedures and/or actions on issues that relate to financial operations for the purpose of providing direction and/or making decisions for the district.
- Reconciles fiscal information and account balances for the purpose of verifying accuracy of information, maintaining accurate balances and complying with accounting practices.
- Researches a wide variety of financial and administrative topics for the purpose of providing information and/or recommendations that impact the districts operations.
- Responds to inquiries from a wide variety of internal and external sources (e.g. staff, insurance companies, government agencies, etc.) for the purpose of providing information, direction and/or appropriate referrals.
- Trains department staff regarding proper accounting practices for the purpose of ensuring compliance with fund and generally accepted accounting principles.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment using pertinent software applications; performing accounting procedures; planning and managing projects; preparing and maintaining accurate records.

KNOWLEDGE is required to perform advanced math; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: principles of accounting and auditing; general governmental accounting practices; standard office practices and procedures; and pertinent codes, including State Access Code Structure (SACS), policies, regulations and/or laws.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: analyzing a variety of financial and statistical information; working under time constraints; communicating with diverse groups; meeting deadlines and schedules; setting priorities; and working with detailed information.

#### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; directing the use of budgeted funds within a work unit. Utilization of resources from other work units may be required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some



lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 70% sitting, 10% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

83

## Administrative Assistant

### Purpose Statement

The job of Administrative Assistant is done for the purpose/s of providing a variety of complex and confidential administrative and secretarial support to assigned administrator(s); conveying information regarding department functions and procedures; ensuring efficient operation of support functions; and coordinating assigned projects and site activities.

This job reports to Director Support Services

### Essential Functions

- Compiles data from a wide variety of sources (e.g. time sheets, calendars, expenditures/budget, student records, etc.) for the purpose of preparing reports, making recommendations; and/or preparing information for assigned administrator.
- Coordinates a variety of projects, functions and/or program components (e.g. meetings, community programs, in-service events, travel and accommodations, etc.) for the purpose of completing activities and/or delivering services in a timely fashion.
- Maintains a variety of manual and electronic documents files and records (e.g. special education student information, general student information, budget data, employee records, financial records, reports, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a wide variety activities on behalf of assigned Administrator (e.g. student discipline cases, annual schedule, legal cases, program components, meeting arrangements, account balances, work order status, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements.
- Participates in a variety of meetings, workshops, and/or trainings (e.g. quarterly MediCal workshops, staff meetings, etc.) for the purpose of providing or receiving information, recording minutes, and supporting the needs of the attendees.
- Prepares a variety of reports, documents and correspondence of a confidential and non-confidential nature (e.g. letters, memorandums, meeting minutes, MediCal reports, ad-hoc reports, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Processes a variety of documents and materials (e.g. Medi-Cal billing, time sheets, work orders, requisitions, travel reimbursements, budget transfers, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements.
- Procures supplies and materials (e.g. office supplies, teaching supplies, technology, etc.) for the purpose of maintaining availability of required items.
- Reconciles account balances for assigned budget categories for the purpose of maintaining accurate account balances.
- Represents assigned Administrator/personnel in their absence (e.g. interact with parents, staff, and teachers; responding to inquiries from parents or staff, etc.) for the purpose of conveying and/or gathering information required for their functions.
- Responds to a wide variety of inquiries from internal and external parties (e.g. staff, parents, students, public agencies, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction.

- Schedules a wide variety of activities (e.g. appointments, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements for assigned administrators.
- Supports assigned administrative personnel (e.g. setup meetings, answer phones, compose memos/letters, manage calendars, etc.) for the purpose of providing assistance with their functions and responsibilities.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using job related software applications, preparing and maintaining accurate records; and planning and managing projects.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: District operations and procedures; applicable laws, rules and regulations; accounting/bookkeeping principles; business telephone etiquette; common office machines; and concepts of grammar and punctuation; and office methods and practices.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities, communicating with diverse groups, maintaining confidentiality, meeting deadlines and schedules, setting priorities, working as part of a team, and working with frequent interruptions.

**Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; monitoring budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 75% sitting, 10% walking, and 15% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
 DOJ Fingerprint Clearance  
 Tuberculosis Clearance

**FLSA Status**

**Approval Date**

**Salary Grade**



## Application Specialist

### Purpose Statement

The job of Application Specialist is done for the purpose/s of managing the student information/assessment systems; providing instruction and advice to system users; analyzing problems and issues related to the systems and related software; producing a variety of Federal, State and District reports; and providing administrative support for the workgroup.

This job reports to Information Technology Supervisor

### Essential Functions

- Assesses help desk requests (e.g. review, prioritize, assign, etc.) for the purpose of implementing solutions.
- Coordinate data collection and transfer (e.g. student information, testing, attendance, grades, etc.) for the purpose of ensuring data accuracy/integrity to meet State and Federal requirements.
- Designs a variety of queries and reports (e.g. statistical data analysis reports, reports to identify user issues or verify data integrity, etc.) for the purpose of responding to requests for specific data and developing new reports.
- Identifies issues related to the student information systems and related software applications for the purpose of resolving user problems.
- Instructs district and site staff on the use of student information/assessment systems and other applications (e.g. features. Proper use, upgrades, maintenance, etc.) for the purpose of ensuring proper and efficient use of system.
- Maintains technology equipment inventory (e.g. requests quotes, enter PO's, enrolls/assign/distributes/inventories devices for student and staff use, etc.) for the purpose of ensuring availability of required items.
- Maintains a variety of application software products, programs, application security and user permissions (e.g. establishing user accounts, loading user data, controlling passwords, scheduling backups, etc.) for the purpose of ensuring availability and functionality of district supported software and ensuring confidentiality of data and student records.
- Participates in meetings and workshops for the purpose of communicating software systems' capabilities and/or accommodating district goals.
- Performs general clerical functions (e.g. scheduling, copying, faxing, data entry, filing, budgets, etc.) for the purpose of supporting office operations.
- Prepares a variety of reports (e.g. assessment information, attendance, enrollment, training summaries, budgets, timelines, etc.) for the purpose of disseminating information to appropriate parties on a regular basis and as requested.
- Responds to inquiries relating to computer hardware and/or software applications (e.g. questions about specific vendor systems (Aeries, Illuminate, School Loop, Follet, ParentLink}, data transfer between applications, database update issues, etc.) for the purpose of resolving problems and supporting site and district users.
- Reviews CALPADS data entered into the system (e.g. verifying completion, accuracy, resolving data errors, etc.) for the purpose of ensuring accurate State reporting in compliance with regulatory requirements.

- Tutors school site staff (via telephone and in person) on functions and operating requirements of district supported software applications and peripheral equipment for the purpose of providing ongoing support and maximizing the capabilities of district staff.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: preparing and maintaining accurate records, assembling diverse data and preparing clear and concise reports.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: current generation office software; understanding of database infrastructures.

ABILITY is required to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of types of job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: being attentive to detail; establishing and maintaining effective working relationships; communicating with persons with diverse technical knowledge and skills; maintaining confidentiality; and working with frequent interruptions .

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Clearances**

Criminal Background Clearance  
 DOJ Fingerprint Clearance  
 Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

75

## Assessment/Data Technician

### Purpose Statement

The job of Assessment/Data Technician is done for the purpose/s of supporting the district and state required assessment and accountability program; maintaining the district's student achievement databases; and assisting with the testing process, analysis, and reporting.

This job reports to Director, Educational Services

### Essential Functions

- Attends department, in-service meetings, workshops and/or seminars as assigned for the purpose of conveying and/or gathering information required to perform job functions.
- Coordinates the receipt and distribution of test documents and administration (e.g. federal/state mandated and other assessment tests, etc.) for the purpose of delivering testing services in compliance with established guidelines.
- Maintains assessment and testing databases (e.g. monitors, updates, verifies accuracy of data, etc.) for the purpose of delivering service in compliance with established guidelines.
- Performs general clerical functions (e.g. scheduling, copying, faxing, data entry, filing, budgets, etc.) for the purpose of supporting office operations.
- Prepares a wide variety of technical reports and visualizations (e.g. student achievement, longitudinal studies, results reports, funding reports, etc.) for the purpose of providing information to support student assessment process.
- Prepares documentation of test results (e.g. standard/custom reports, infographics, visual presentations, etc.) for the purpose of providing written support, developing recommendations and/or conveying information in accordance with established guidelines.
- Responds to inquiries (e.g. requests for database access, reporting assistance, data interpretation, etc.) for the purpose of providing information, assistance and/or direction regarding the district and state assessment testing.
- Supports teachers, school principals, and other personnel (e.g. answer general questions, provide assistance, resolve issues, etc.) for the purpose of providing technical support regarding district and state required assessment testing.
- Troubleshoots site testing problems (e.g. sign-in, access, system operation, etc.) for the purpose of resolving issues and/or escalating for resolution.
- Updates student achievement database (e.g. loading user data, controlling passwords, verifying student demographics, etc.) for the purpose of ensuring availability and functionality of district supported software.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job

include: advanced Excel, database, mail merge, and word processing skills; operating standard office equipment including utilizing pertinent software applications; and presenting information.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: methods, practices and terminology related to assessment design, administration, scanning, scoring and reporting; modern office practices, procedures, and equipment; and department, program, and District policies, procedures, and rules.

ABILITY is required to schedule activities and/or meetings; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with persons of varied backgrounds and technical expertise; communicating technical information to non-technical audiences; establishing and maintaining effective relationships; meeting deadlines and schedules; setting priorities; working as part of a team; and working with frequent interruptions.

### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

### **Continuing Educ. / Training**

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

### **FLSA Status**

Non Exempt

### **Approval Date**

### **Salary Grade**

61



## Assistant Recreation Coordinator

### Purpose Statement

The job of Assistant Recreation Coordinator is done for the purpose/s of assisting the Recreation Coordinator with the planning, managing, coordinating and implementing a high quality, cost-effective program, that provides a variety of recreation, creative, and leisure activities in a recreation program for middle school students; assure compliance with district objectives to meet the needs of children, parents, school and the community; providing work direction and guidance to staff; and act in place of Recreation Coordinator in their absence.

This job reports to Director Child Care (& Recreation) Programs

### Essential Functions

- Administers immediate first aid, scheduled medication and medical assistance as instructed by a health care professional (e.g. nausea, shortness of breath, seizures, dizziness, headaches, sprains, etc.) for the purpose of meeting immediate health care needs.
- Assist with employment process, training and supervision of staff (e.g. orient and train staff on appropriate methods, procedures, behavior standards, implementation of curriculum; work direction and guidance; coordinate substitutes; etc.) for the purpose of meeting district staffing requirements while complying with established guidelines.
- Attend training and planning sessions with the Recreation Coordinator or other supervisors as directed (e.g. meetings, in-service training, workshops, etc.) for the purpose of gathering information required to perform job functions.
- Communicates with a variety of internal and external individuals (e.g. vendors, transportation department, staff, etc.) for the purpose of providing and/or acquiring accurate and up-to-date information for activities and field trips.
- Coordinates a variety of activities (e.g. onsite, field trips; recreational, creative and leisure, etc.) for the purpose of implementing scheduled activities for students in accordance with district guidelines..
- Maintain parent contacts and collect fees for the purpose of maintaining accurate account balances.
- Manages student behavior (e.g. on site, field trips, bus loading/unloading, etc.) for the purpose of providing a safe and optimal learning environment.
- Monitor the use of supplies and equipment for the purpose of maintaining inventory at appropriate levels.
- Monitors interactions between staff, children and parents (e.g. teach student behavior and conflict management, modification and redirection, etc.) for the purpose of maintaining behavior standards established by the District.
- Prepares food and beverage items (e.g. plans menus, purchases food items, etc.) for the purpose of meeting mandated nutritional and projected meal requirements.
- Prepares site for daily operations (e.g. open and/or close site; maintain clean and orderly environment; arrange and set-up rooms, etc.) for the purpose of ensuring facilities are operational, and hazard free.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; applying pertinent laws, codes, policies, and/or regulations; coordinating activities with other schools, districts and/or agencies; facilitating department goals; and organizing and communicating information and concepts.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: knowledge of curriculum, instruction, and subjects of assignments (music, art, or physical education); pertinent laws, codes, policies, and/or regulations; public relations protocols; and relevant professional standards and practices.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with persons of varied educational and cultural backgrounds; meeting deadlines and schedules; providing leadership, direction, and team building; providing opportunities for the exchange of ideas; and setting priorities.

### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to effect the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 45% walking, and 45% standing. The job is performed under temperature extremes and in a clean atmosphere.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:** Associates Degree w/24 ECE credit hours.

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

CPR/First Aid Certificate  
12 ECE credit hours

### **Continuing Educ. / Training**

Maintains Certificates and/or Licenses

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

### **FLSA Status**

Non Exempt

### **Approval Date**

### **Salary Grade**

25

## A/V Communications Repair Technician

### Purpose Statement

The job of A/V Communications Repair Technician is done for the purpose/s of performing skilled work in the installation, modification, maintenance and repair of low voltage electronic equipment devices and systems providing information on the proper uses of equipment; and ensuring that tools and materials are available to complete work orders district-wide.

This job reports to Maintenance Supervisor

### Essential Functions

- Assists vendors and personnel with the preparation and installation of equipment for the purpose of ensuring proper methods, materials and equipment are used to meet established guidelines.
- Coordinates with teachers, site administration, supervisor and other trades for the purpose of completing projects and work orders efficiently.
- Diagnoses causes of problems and/or failures in electronic equipment (e.g. LCD projectors, television monitors, audio equipment, video records, computer hardware, telephone systems, etc.) for the purpose of identifying equipment and/or systems repair and replacement needs.
- Estimates materials and/or equipment quantities needed to complete work projects for the purpose of obtaining materials and assigning tasks to ensure job completion.
- Fabricates equipment parts for the purpose of meeting specialty needs and/or replacing unavailable parts.
- Informs personnel regarding status of work orders (e.g. supervisory staff, site staff, etc.) for the purpose of providing information for making decisions, taking appropriate action, and/or complying with safety regulations.
- Installs and troubleshoots audiovisual systems and equipment (e.g. sound/cable systems, cable outlets, intercom systems, etc.) for the purpose of providing enhancements and/or upgrades meeting the Uniform Electrical Code; conduit installations methods; appropriate safety regulations to meet customer service request.
- Maintains vehicle, tools and equipment for the purpose of ensuring availability in safe operating condition.
- Participates in meetings; attend workshops, trainings as assigned for the purpose of gathering and/or disseminating information required to perform job functions.
- Prepares written materials (e.g. schedule, repair status, activity logs, etc.) for the purpose of documenting activities and/or conveying information.
- Repairs and tests a variety of items, systems and/or components (e.g. data and voice cable systems, optical fiber, cabling, sound equipment, portable and permanently installed multimedia systems and equipment; computer hardware, etc.) for the purpose of ensuring a safe working condition.
- Requests equipment and supplies for the purpose of maintaining inventory and ensuring availability of items required to complete the necessary installation and/or repair.
- Transports a variety of tools, equipment and supplies for the purpose of ensuring the availability of materials required at job site.

- Warehouses replacement and/or disposable parts for the purpose of establishing an inventory of items commonly required to complete repairs.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment used in the repair and maintenance of electronic equipment; handling hazardous materials; adhering to safety practices; and operating standard office equipment including using pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: basic electronic and electrical theory and practices.

ABILITY is required to schedule activities and/or meetings; gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with specific, job-related data; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; displaying mechanical aptitude; and establishing and maintaining effective working relationships.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 30% sitting, 35% walking, and 35% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience within a specialized field is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Clearances**

Criminal Background Clearance  
 DOJ Fingerprint Clearance  
 Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

62

## Behavior Intervention Assistant

### Purpose Statement

The job of Behavior Intervention Assistant is done for the purpose/s of providing direct services including crisis intervention and consultative strategies to students, as planned by the educational team; provide support, monitoring and follow up coaching.

This job reports to Principal

### Essential Functions

- Assist with crisis situations (e.g. following crisis intervention procedures as set forth by the West Orange County Consortium of Special Education (WOCCSE), etc.) for the purpose of providing a safe and optimal learning environment.
- Collaborates with certificated, classified and other support staff for the purpose of promoting an effective and positive learning atmosphere for students.
- Compiles information to determine effective strategies (e.g. teachers, nurse, etc.) for the purpose of presenting information to supervisor and site team.
- Documents observations of student performance in academic and school activities (e.g. social skills, behavior, assignments, etc.) for the purpose of accurately describing interventions, techniques, strategies and responses.
- Guides student in personal interactions and/or specific student issues (e.g. implement behavior intervention plans, etc.) for the purpose of developing interpersonal skills and successful problem solving strategies.
- Implements behavioral and IEP plans (e.g. pro social replacement behaviors, etc.) for the purpose of enhancing student success in school.
- Serves as a support system and direct resource for a team of professional educators (e.g. providing behavioral services; compiling data, etc.) for the purpose of assisting students in modifying behavior and developing successful interpersonal skills.
- Supports the Program Specialist for the purpose of providing services to students in accordance with district approved strategies and individual student behavior plans.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: handling hazardous materials; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: child guidance principles and practices, especially as they relate to students with learning disabilities; basic subjects taught in the District schools, including arithmetic,

grammar, spelling, language and reading; instructional materials and techniques used in Special Education; safe practices in classroom and other activities; correct English usage, grammar, spelling, punctuation and vocabulary; reading and writing communication skills; record keeping techniques; and modern office practices and procedures.

ABILITY is required to schedule activities; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: learning the methods, procedures, functions and limitation of assigned duties; supervising and disciplining students according to approved policies and procedures; modeling appropriate social skills, social interaction and appearance; applying behavior modification techniques developed for classroom use; writing observations and document student behavior; intervening positively in, and diffusing potential confrontations among students; printing and writing legibly; making arithmetic calculations quickly and accurately; understanding and following oral and written directions; communicating effectively orally and in writing with children and adults; reading, interpreting and following rules, regulations, policies and procedures; establishing and maintaining effective and empathetic working relationships with others; maintaining confidentiality; and understanding the exceptional needs of special education students.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 33% sitting, 33% walking, and 34% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

44

## Bilingual Testing Technician

### Purpose Statement

The job of Bilingual Testing Technician is done for the purpose/s of providing support to the instructional program with specific responsibilities for coordinating the English and primary language assessment process; documenting information on student's proficiency in English skills; and ensuring compliance with legal and administrative requirements.

This job reports to Director, Educational Services

### Essential Functions

- Administers tests to referred students (e.g. assessing proficiency in English skills (oral and written); initial & other mandated testing for English language learners, etc.) for the purpose of assisting teacher, and other professionals in determining class placement and/or program eligibility.
- Assists other staff, faculty and other professionals for the purpose of assessing referred students in skills and needs for other educational and academic services eligibility.
- Assists in preparing parent notification forms and information materials for the purpose of communicating information to parents, staff; providing written support, developing recommendations and/or conveying information.
- Communicates with parents and guardians (e.g. test results, needs, students' placement, etc.) for the purpose of ensuring that an ongoing partnership between the home and school is formed.
- Coordinates language testing (e.g. schedule appointments, order materials, inventory and distribute tests, score and ship materials, etc.) for the purpose of delivering testing services in compliance with established guidelines.
- Instructs other staff in test administration (e.g. trains testers, oversees test administration, etc.) for the purpose of ensuring proper testing protocols.
- Interprets verbal and written communication of non-English speaking students and parents (e.g. parent/teacher meetings, health screenings, etc.) for the purpose of assisting in communication with teachers and other school personnel.
- Maintains a variety of confidential and non-confidential lists and records (e.g. English learner testing reports, student information system, annual Language Census, etc.) for the purpose of ensuring availability of material as needed.
- Participates in meetings, workshops, trainings, and seminars (e.g. English Language Advisory Committees, in-service training, CELDT trainings, staff meetings, DAC, DELAC, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Prepares documentation of test results for the purpose of providing written support, developing recommendations and/or conveying information in accordance with established guidelines.
- Schedules student tests (e.g. English and Primary Language Assessments, etc.) for the purpose of evaluating students in accordance with state requirements.
- Translates accurately and concisely documents and other materials to and from English and the students' native language (e.g. parent notifications, flyers, letters, etc.) for the purpose of providing translation for school and District-level functions.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: translating and interpreting English to Vietnamese and Vietnamese to English communication; operating standard office equipment including related software applications; planning and managing projects; preparing and delivering training materials to groups and individuals; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: concepts of English and second language grammar and punctuation; codes and regulations relating to employment.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups including those with limited English proficiency; maintaining confidentiality; meeting deadlines and schedules; and occasionally working nonstandard hours.

### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 70% sitting, 20% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is desired.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

### **Continuing Educ. / Training**

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

36



## Bilingual Translator

### Purpose Statement

The job of Bilingual Translator is done for the purpose/s of coordinating the English Learner program and related activities; providing translation and interpretation to English from the student's native language and from the student's native language to English; implementing and maintaining bilingual services within established guidelines and standards.

This job reports to Director, Educational Services

### Essential Functions

- Collaborates with others (e.g. other district personnel, community, etc.) for the purpose of implementing and maintaining English learner services and/or programs.
- Communicates with parents and guardians (e.g. testing needs, test result, assessment schedules, etc.) for the purpose of ensuring that an ongoing partnership between the home and school is formed.
- Coordinates requests for written translation services from English to the student's home language (e.g. bus schedules, redesignation, student health history, report cards, parent letters, etc.) for the purpose of providing information to non-English speaking parents to support the education process.
- Implements all phases of the English learner program (e.g. student placement, parent notifications, reclassification, etc.) for the purpose of ensuring participants in the program have met required state and federal regulations and confidentiality of records are maintained.
- Inputs data into student information system (e.g. English learner testing data, program information, etc.) for the purpose of ensuring accuracy of data in compliance with established policies and guidelines.
- Interprets verbal and written communication of non-English speaking students and parents (e.g. parent/teacher meetings, health screenings, etc.) for the purpose of assisting in communication with teachers and other school personnel.
- Maintains a variety of files and/or records (e.g. English learner testing reports, student information system, annual Language Census, etc.) for the purpose of providing up-to-date reference and complying with regulatory requirements and established guidelines.
- Participates in meetings, workshops, trainings, and seminars (e.g. English Language Advisory Committees, parent conferences, in-service training, staff meetings, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a variety of documents, reports and written materials (e.g. parent notification forms and information materials, etc.) for the purpose of communicating information to parents, staff; providing written support, developing recommendations and/or conveying information.
- Responds to inquiries from a variety of internal and external sources (e.g. parents, teachers, school and District personnel, etc.) for the purpose of providing information and/or direction regarding English learner program.
- Translates accurately and concisely documents and other materials to and from English and the students' native language (e.g. parent notifications, flyers, letters, etc.) for the purpose of providing translation for school and District-level functions.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: translating and interpreting English to Vietnamese and Vietnamese to English communication; operating standard office equipment including related software applications; planning and managing projects; preparing and delivering training materials to groups and individuals; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: concepts of English and second language grammar and punctuation; codes and regulations relating to employment.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize specific, job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups including those with limited English proficiency; maintaining confidentiality; meeting deadlines and schedules; and occasionally working nonstandard hours.

### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

### **Continuing Educ. / Training**

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

36

## Bus Aide - Special Education

### Purpose Statement

The job of Bus Aide - Special Education is done for the purpose/s of providing support to the student while riding the school bus and assisting the Bus Driver with the specific responsibility for the supervision and safety of severely special needs students; observing and documenting student behavior in accordance with district and state and federal guidelines.

This job reports to Assigned Administrator

### Essential Functions

- Administers immediate first aid and medical assistance as needed for the purpose of meeting immediate health care needs; follows established guidelines and procedures.
- Attends meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Communicates with supervising instructional staff and professional support personnel (e.g. teachers, counselors, bus drivers, etc.) for the purpose of providing documentation to assist in student IEP evaluation progress.
- Maintains student emergency and site contact information for the purpose of ensuring availability of information for safety purposes.
- Monitors students on bus (e.g. bus stop, field trips, etc.) for the purpose of maintaining a safe and positive transportation environment.
- Participates in the loading and unloading of students and dedicates equipment (e.g. wheel chairs, tie-downs, etc.) for the purpose of meeting student needs and safety transport.
- Provides assistance in meeting the needs of physically and/or emotionally challenged children being transported for the purpose of monitoring behavior and safety.
- Supports bus activities, and seating assignments under the direction of the bus driver for the purpose of supporting and reinforcing behavior objectives.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.

ABILITY is required to schedule activities; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and

operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with constant interruptions.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, significant stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 60% sitting, 35% walking, and 5% standing. The job is performed under conditions with exposure to risk of injury and/or illness and in a clean atmosphere.

**Experience:** Job related experience is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

CPR/First Aid Certificate

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

21

## Bus Driver

### Purpose Statement

The job of Bus Driver is done for the purpose/s of providing support within the student transportation services area with specific responsibilities for transporting special education students over scheduled routes and/or to/from special excursions; enforcing rules, regulations, and laws to maintain safety during transport; ensuring the safe operating condition of the vehicle; and ensuring the safety of special education students during transport, loading and unloading from buses.

This job reports to Transportation Supervisor

### Essential Functions

- Administers first aid and medical assistance for the purpose of providing immediate care for ill, medically fragile and/or injured children in the absence of the school nurse; follows established guidelines and procedures.
- Advises students and other passengers of appropriate behavior for the purpose of reinforcing established guidelines and maintaining passenger safety.
- Assesses incidents, complaints, accidents and/or potential emergency situations (e.g. road hazards, medical emergencies, accidents, etc.) for the purpose of resolving and/or recommending a resolution to the situation.
- Assists special education students and other passengers (e.g. wheelchairs, scooters, etc.) for the purpose of providing safe loading and unloading from buses during normal transport and emergency situations.
- Cleans assigned vehicles, both interior and exterior for the purpose of ensuring safety, appearance, and sanitation of vehicle.
- Conducts emergency evacuation drills for the purpose of ensuring efficiency of procedures and complying with mandated requirements.
- Drives school bus/es for the purpose of transporting passengers over scheduled routes to and from school and/or field trips in a safe and timely manner.
- Fuels assigned vehicle (e.g. oil, water, fuel, etc.) for the purpose of maintaining vehicle in a safe operating condition.
- Monitors students with special needs until released to teacher, instructional assistant, parent, etc. (e.g. seat belts, medical devices, prescribed routines, etc.) for the purpose of ensuring the safe transportation of all passengers.
- Participates in meetings; attend workshops and training for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs pre-trip and post-trip inspections and completes record log (e.g. fluid levels, tire pressure, exterior condition, etc.) for the purpose of ensuring the safe operating condition of the vehicle and complying with mandated guidelines.
- Prepares reports (e.g. field trips reports, incident reports, inspections records, passenger misconduct, mileage logs, student counts, routing information, etc.) for the purpose of documenting activities, providing written reference, conveying information, and/or complying with established guidelines.

- Reports observations and incidents (e.g. discipline, accidents, inappropriate social behavior, etc.) for the purpose of complying with applicable laws and district guidelines.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; administering first aid; applying pertinent codes, policies, regulations and/or laws; operating district vehicles, fire extinguisher, two-way radio, and standard office equipment; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: emergency evacuation techniques; area streets and locations; basic vehicle maintenance; first aid; health standards and hazards; pertinent codes, policies, regulations and/or laws; safe driving practices; safety practices and procedures; two way radio communication; and utilizing wheelchairs, tie downs, child safety seats, lifts, etc. (by assignment).

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize a variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: being attentive to detail; communicating with diverse groups including school age riders; displaying tact and courtesy; establishing and maintaining effective working relationships; exercising sound judgment; maintaining an understanding of the special needs of students and their parents; maintaining confidentiality; and working with constant distractions.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, significant climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 10% walking, and 40% standing. The job is performed under some temperature extremes and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class B Drivers License with Passenger + S Endorsements  
School Bus Drivers Certificate Restriction #1 only

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance  
Post-Offer DOT Screening

**FLSA Status**  
Non Exempt

**Approval Date**

**Salary Grade**  
43

## Certificated Personnel Technician

### Purpose Statement

The job of Certificated Personnel Technician is done for the purpose/s of providing support to the delivery of human resource services with specific responsibility for providing information to employees regarding policies, regulations and negotiated language; addressing a variety of issues and/or providing general support; and assisting in ensuring that personnel functions conform to all applicable regulatory requirements.

This job reports to Assistant Superintendent, Personnel

### Essential Functions

- Administers a wide variety of personnel policies and programs (e.g. advertising positions, processing applications, verifying employment, orientation, contracts, compensation schedule, etc.) for the purpose of conforming to district policies, relevant laws, contracts and agreements.
- Communicates with other employees, departments, administrators, applicants and the public for the purpose of providing information and assistance concerning employment, recruitment, personnel records and/or labor relations and related legal requirements.
- Compiles salary schedules and employment compliance information for the purpose of updating and posting to public Website and documents ensuring accuracy and compliance with established guidelines.
- Conducts new employee orientation (e.g. introducing personnel, payroll, and benefit policies; assisting with enrollment forms, etc.) for the purpose of ensuring employees are knowledgeable of current practices and administrative processes.
- Coordinates employment process (e.g. writing, advertising, processing applications, administering/evaluating tests, scheduling interviews, etc.) for the purpose of meeting district staffing requirements while complying with established guidelines.
- Coordinates with institutes of higher education intern programs (e.g. prepared documentation, contact resources, communicate with teachers, etc.) for the purpose of supporting recruitment and teacher induction program guidelines.
- Develops a wide variety of written materials (e.g. forms, procedures, brochures, pamphlets, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Informs employees and applicants regarding a variety of procedures and program requirements for the purpose of providing necessary information and ensures inquiry is addressed or directed to appropriate staff.
- Interprets contract language, education code and employment regulations for the purpose of ensuring compliance with regulatory requirements.
- Maintains manual and electronic documents, files and records (e.g. labor contracts, vacancy listings, applicant tracking, certifications, etc.) for the purpose of providing accurate information in compliance with established guidelines.
- Monitors a variety of processes (e.g. application, eligibility, etc.) for the purpose of ensuring efficient processing of applicants and employees in addressing position requirements and adhering to legal and/or administrative requirements.



- Oversees a wide variety of personnel practices and activities (e.g. interviews, offer letters, verification of employment, job postings, screening of applicants and preparation of other related pre-employment functions, FMLA, CFRA, Child Bonding, etc.) for the purpose of ensuring compliance with Federal, State and District guidelines for processing of applicants, new hires and employees.
- Participates in meetings that involve a range of topics (e.g. personnel actions, regulatory requirements, actions involving outside agencies, inter-department needs, etc.) for the purpose of developing recommendations and/or supporting other staff.
- Performs confidential and complex administrative functions (e.g. hiring clearances, training, orientation, board information, etc.) for the purpose of maintaining and providing accurate and compliant personnel practices in accordance with district guidelines.
- Prepares a variety of reports and related documents (e.g. identification cards, employee pictures, verification requests of employment, folders, paperwork, fingerprint reports, CBEDS, J-90, CALPADS, etc.) for the purpose of providing documentation and information to others.
- Presents information on a variety of topics (e.g. labor relations, affirmative action, employment, etc.) for the purpose of conveying information and/or making recommendations regarding district services.
- Processes documents and materials for the purpose of disseminating information to appropriate parties.
- Researches information required to manage assignments including reviewing relevant policies and current practices for the purpose of developing new programs/services, ensuring compliance with legislative requirements, securing general information for planning and/or responding to requests.
- Responds to written and verbal inquiries from a variety of internal and external sources for the purpose of resolving problems, providing information and/or referring to appropriate personnel and/or identifying the relevant issues and recommending or implementing a remediation plan.
- Serves as a liaison to committees and/or organizations on behalf of the administrator as assigned for the purpose of conveying and/or gathering information required for district operations.
- Supervises personnel record keeping procedures (e.g. recruiting, hiring, placing and promoting personnel, etc.) for the purpose of ensuring confidentiality and compliance with established guidelines.
- Supports the administrator and department staff for the purpose of assisting in the performance of work activities to meet deadlines and goals.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: planning and managing projects; preparing and maintaining accurate records; operating standard office equipment; and utilizing pertinent software applications.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: personnel practices applied within a school district environment; interpreting contract language; and codes, regulations & laws related to the job functions.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with

equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; establishing and maintaining effective working relationships; communicating with diverse groups; working with detailed information and frequent interruptions; and adapting to changing priorities.

**Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

40

## Certified Occupational Therapy Assistant

### Purpose Statement

The job of Certified Occupational Therapy Assistant is done for the purpose/s of assessing students' functional development level; providing appropriate treatment to meet individual student objectives; and providing recommendations for program development and student placement.

This job reports to Director Support Services

### Essential Functions

- Assists Occupational Therapist for the purpose of supporting them in the completion of their work activities.
- Assists with assessing students' perpetual motor skills, motor coordination, and sensory motor development and processing (e.g. administering tests, observing students, etc.) for the purpose of determining their deficits and developing recommendations.
- Attends meetings and workshops (e.g. IEP's, training, team meetings, meetings with outside agencies, etc.) for the purpose of conveying and/or receiving information.
- Consults with occupational therapists, physical therapists, speech therapist, teachers, class assistants, families, etc. for the purpose of providing requested information, reviewing/revising students' occupational therapy goals/objectives, developing plans for services and/or making recommendations.
- Implements therapeutic activities and instructs students, teachers, parents and other involved persons (e.g. positioning, adjusting special equipment, etc.) for the purpose of providing appropriate care to students and/or supporting the student's IEP plan.
- Maintains treatment equipment and supplies (e.g. swings, balls, puzzles, etc.) for the purpose of implementing motor/therapy goals.
- Maintains files and/or records (e.g. progress reports, billings, activity logs, etc.) for the purpose of documenting activities and/or ensuring an up-to-date trail for compliance.
- Performs site visits at multiple work sites including home visits for the purpose of providing therapy and assistance as required.
- Prepares written materials (e.g. activity logs, progress notes, reports, memos, Medicaid billings, time studies, summer activities packets, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Presents information (e.g. student performance data, and clinical feedback, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Provides direct occupational therapy services to students according to IEP goals for the purpose of ensuring compliance with established practices and procedures.
- Provides training and instruction to teachers and parents (e.g. handwriting programs, feeding, seating, modifying activities or environment to optimize student involvement, etc.) for the purpose of helping teachers increase students' ability to learn.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; applying assessment instruments; operating equipment used in occupational therapy; operating standard office equipment including pertinent software applications; preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: intellectual, sensory, and physical development of students; educational and developmental needs of children with specific disabilities; student behavior management skills; adaptive equipment; and occupational therapy models, practices and theories.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: being attentive to detail; communicating with diverse groups; maintaining confidentiality; working as part of a team; displaying tact and courtesy; being empathetic and non-judgmental; and establishing and maintaining effective relationships, especially with students.

### **Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 33% sitting, 34% walking, and 33% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:** Proof of certification as a Certified Occupational Therapy Assistant from an approved program by the American Occupational Therapy Association, National Board for Certification in Occupational Therapy (NBCOT), or California Board of Occupational Therapy (CBOT) is required.

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

Certified Occupational Therapist Assistant Certificate

### **Continuing Educ. / Training**

Maintains Certificates and/or Licenses

### **Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Tuberculosis Clearance

### **FLSA Status**

Non Exempt

### **Approval Date**

### **Salary Grade**

56

## Child Care Program Assistant

### Purpose Statement

The job of Child Care Program Assistant is done for the purpose/s of providing administrative support to the Director, performs a variety of complex technical financial and secretarial duties; coordinating activities of multiple programs ; oversees and directs communications of office, school sites, parents and staff; monitoring assigned budget accounts and reports.

This job reports to Director Child Care (& Recreation) Programs

### Essential Functions

- Compiles data from a variety of sources (e.g. work orders, budget reports, specialized reports, timesheets, student eligibility for services, etc.) for the purpose of complying with financial, legal and/or administrative requirements.
- Coordinates a variety of projects, functions and/or program components (e.g. meetings, in-service events, conferences, travel and accommodations, etc.) for the purpose of completing activities and/or delivering services in a timely fashion.
- Maintain student records in computer tracking system (e.g. contract, tuition payments, late notices, county/state data, etc.) for the purpose of accurate recordkeeping to ensure compliance with regulatory mandates and district practices.
- Maintains a wide variety of manual and electronic documents files and records for all Child Care programs (e.g. budget data, student records, financial records, reports, etc.) for the purpose of providing accurate information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Oversees the registration, enrollment and eligibility process for Child Care programs (e.g. ESP, summer camps, outdoor education, etc.) for the purpose of ensuring participants in the programs have met required state and federal regulations and confidentiality of records are maintained.
- Participates in meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs a variety of administrative functions (e.g. planning, organizing, sub scheduling, etc.) for the purpose of supporting the day-to-day operations of the department ensuring efficiency and effectiveness in the delivery of services.
- Prepares a variety of documents (e.g. correspondence, site notices, tuition notes, agendas, minutes, event programs, reports, etc.) for the purpose of communicating information and/or creating documentation in compliance with established guidelines.
- Processes documents and materials (e.g. timecards, payroll information, parent ledgers, enrollments, parent communication, budget items, etc.) for the purpose of disseminating information; resolving discrepancies in compliance with administrative guidelines and/or regulatory requirements.
- Reconciles account balances for assigned budget categories (e.g. accounts payable and receivable, state program funds, etc.) for the purpose of maintaining accurate account balances to ensure financial practices and budgetary guidelines are followed.
- Responds to a variety of inquiries from parents and staff (e.g. enrollment status, messages, correspondence, ESP, Childcare programs, etc.) for the purpose of providing information to ensure inquiry is addressed or directed to appropriate staff.

- Reviews a variety of information (e.g. current practices, policies, education codes, state regulations, subsidized child care, etc.) for the purpose of examining information as it pertains to administrative or governmental requirements.
- Supports assigned administrative personnel (e.g. phones/messages, substitute coverage, ordering office supplies, etc.) for the purpose of providing assistance with their functions and responsibilities.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications, including Microsoft Office Suite; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: business telephone etiquette; concepts of grammar and punctuation; and office practices and procedures.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; displaying tact and courtesy; maintaining confidentiality; setting priorities; being attentive to detail; establishing and maintaining effective working relationships; working as part of a team; and working with frequent interruptions.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; monitoring budget expenditures. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 70% sitting, 25% walking, and 5% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

41

## Child Care Program Technician

### Purpose Statement

The job of Child Care Program Technician is done for the purpose/s of providing administrative and secretarial support to assigned administrative personnel; coordinating activities of assigned administrative personnel; overseeing communication between school sites, parents and staff; monitoring assigned activities and budget accounts; and providing information, recommendations and/or direction as requested by assigned administrator.

This job reports to Director Child Care (& Recreation) Programs

### Essential Functions

- Compiles data from a wide variety of sources (e.g. enrollment records, child care hours/schedules, family/provider files, attendance, financial records, etc.) for the purpose of complying with financial, legal and/or administrative requirements.
- Coordinates a variety of projects, functions and/or program components (e.g. participant eligibility/re-certification/enrollment/registration, state subsidy program, new preschool licensing, teacher training registration, grant money disbursement, etc.) for the purpose of completing activities and/or delivering services in a timely fashion.
- Facilitates meetings and processes for prospective participants (e.g. pre-screening, enrollment, orientation, etc.) for the purpose of approving participants for State funded programs.
- Maintains a wide variety of manual and electronic documents files and records (e.g. family/provider files, family roster, wait lists, website, attendance records, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a variety of activities on behalf of assigned Administrator (e.g. financial status (budget and revenue), site budgets, enrollments, attendance, regulatory compliance, etc.) for the purpose of achieving goals and meeting target dates.
- Participates in a variety of meetings, workshops, and/or trainings (e.g. /orientation meetings, webinars about new/changed regulations, etc.) for the purpose of providing or receiving information, recording minutes, and supporting the needs of the attendees.
- Prepares a wide variety of documents and reports (e.g. annual, quarterly, and monthly State reports; District reports, as needed, etc.) for the purpose of communicating information and/or creating documentation in compliance with established guidelines.
- Processes documents and materials (e.g. attendance records, work orders, supply orders, state license renewals, employee eligibility, grant documentation, registration, enrollment, budget transfers, tuition payments, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements.
- Procures supplies and materials (e.g. furniture, equipment, office supplies, teaching supplies, etc.) for the purpose of maintaining availability of required items.
- Reconciles account balances for assigned budget categories (e.g. tuition payments, license fees, registration payments, grant disbursements, supply expenses, etc.) for the purpose of maintaining accurate account balances.
- Represents assigned Administrator in their absence for the purpose of conveying and/or gathering information required for their functions.

- Responds to a wide variety of inquiries from a variety of internal and external parties (e.g. program participants, teachers/aides, providers, agencies, District staff, parents/families, etc.) for the purpose of providing information or direction and/or facilitating communication among parties.
- Reviews a variety of information (e.g. current practices, policies, education codes, state regulations, subsidized child care, etc.) for the purpose of examining information as it pertains to administrative or governmental requirements.
- Schedules a wide variety of activities (e.g. program participant interviews, orientation sessions, licensing visits, appointments, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements for assigned administrator and program.
- Supports assigned administrative personnel (e.g. answer phones, greet visitors, take and relay messages, process mail, compose/distribute memos, etc.) for the purpose of providing assistance with their functions and responsibilities.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications, including Microsoft Office suite; preparing and maintaining accurate records; and planning and managing projects.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: District operations and procedures; applicable laws, rules and regulations; State laws and practices related to Title 5, Title 22, and State and Local licensing requirements; accounting/bookkeeping principles; business telephone etiquette; concepts of grammar and punctuation; and office practices and procedures.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; displaying tact and courtesy; maintaining confidentiality; setting priorities; being attentive to detail; establishing and maintaining effective working relationships; working as part of a team; and working with frequent interruptions.

#### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; monitoring budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 70% sitting, 25% walking, and 5% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is desired.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

#### **Required Testing**

#### **Certificates and Licenses**



Job-Related Skills Proficiency Test

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

46

## Classified Personnel Technician

### Purpose Statement

The job of Classified Personnel Technician is done for the purpose/s of providing support to the delivery of human resource services with specific responsibility for providing information to employees regarding policies, regulations and negotiated language; addressing a variety of issues and/or providing general support; and assisting in ensuring that personnel functions conform to all applicable regulatory requirements.

This job reports to Director Human Resources

### Essential Functions

- Administers a wide variety of personnel policies and programs (e.g. advertising positions, processing applications, orientation, contracts, compensation schedule, etc.) for the purpose of conforming to district policies, relevant laws, contracts and agreements.
- Attends Personnel Commission meetings, public hearings and work sessions for the purpose of providing information, recording minutes; coordinating materials distribution and/or supporting the needs of attendees with guidelines.
- Communicates with other employees, departments, administrators, applicants and the public for the purpose of providing information and assistance concerning employment, recruitment, personnel records and/or labor relations and related legal requirements.
- Compiles salary schedules and employment compliance information for the purpose of updating and posting to public Website and documents ensuring accuracy and compliance with established guidelines.
- Conducts new employee orientation (e.g. introducing personnel, payroll, and benefit policies; assisting with enrollment forms, etc.) for the purpose of ensuring employees are knowledgeable of current practices and administrative processes.
- Coordinates employment process (e.g. writing/editing documents, advertising, processing applications, preparing screening criteria, administering/evaluating tests, scheduling interviews, etc.) for the purpose of meeting district staffing requirements while complying with established guidelines.
- Develops a wide variety of written materials (e.g. forms, procedures, brochures, bulletins, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Directs assigned personnel (e.g. recommending, training, etc.) for the purpose of enhancing productivity of staff, and ensuring necessary department outcomes are achieved.
- Informs employees and applicants regarding a variety of procedures and program requirements for the purpose of providing necessary information and ensures inquiry is addressed or directed to appropriate staff.
- Interprets contract language, education code and employment regulations for the purpose of ensuring compliance with regulatory requirements.
- Maintains manual and electronic documents, files and records (e.g. labor contracts, vacancy listings, applicant tracking, certifications, etc.) for the purpose of providing accurate information in compliance with established guidelines.
- Monitors a variety of processes (e.g. application, eligibility, etc.) for the purpose of ensuring efficient processing of applicants and employees in addressing position requirements and adhering to legal and/or administrative requirements.

- Oversees job postings, screening of applicants, and preparation of other related pre-employment functions (e.g. interviews, offer letters, verification of employment, etc.) for the purpose of ensuring applicants and new hires meet established guidelines prior to interview and hire process.
- Participates in meetings that involve a range of topics (e.g. personnel actions, regulatory requirements, actions involving outside agencies, inter-department needs, etc.) for the purpose of developing recommendations and/or supporting other staff.
- Performs confidential and complex administrative functions (e.g. hiring clearances, training, orientation, analyzing/evaluating data, leave information, etc.) for the purpose of maintaining accurate and compliant personnel practices in accordance with district guidelines.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.
- Prepares a variety of reports and related documents (e.g. verification requests of employment, folders, paperwork, fingerprint reports, Personnel Commission agenda, etc.) for the purpose of providing support, documentation and information resources.
- Presents information on a variety of topics (e.g. labor relations, affirmative action, employment, etc.) for the purpose of conveying information and/or making recommendations regarding district services.
- Processes documents and materials for the purpose of disseminating information to appropriate parties.
- Researches information required to manage assignments including reviewing relevant policies and current practices for the purpose of ensuring compliance with legal requirements, securing general information for planning and/or responding to requests.
- Responds to written and verbal inquiries from a variety of internal and external sources for the purpose of resolving problems, providing information and/or referring to appropriate personnel and/or identifying the relevant issues and recommending or implementing a recommendation plan.
- Serves as a liaison to committees and/or organizations on behalf of the administrator as assigned for the purpose of conveying and/or gathering information required for district operations.
- Supervises personnel record keeping procedures (e.g. recruiting, hiring, placing and promoting personnel, etc.) for the purpose of ensuring confidentiality and compliance with established guidelines.
- Supports the administrators, department staff, and Personnel Commission for the purpose of assisting in the performance of work activities to meet deadlines and goals.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: planning and managing projects; preparing and maintaining accurate records; operating standard office equipment; and utilizing pertinent software applications.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: personnel practices applied within a school district environment; interpreting contract language; and codes, regulations & laws related to the job functions.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; establishing and maintaining effective working relationships;

communicating with diverse groups; working with detailed information and frequent interruptions; and adapting to changing priorities.

**Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

40

## Computer/Network Specialist II

### Purpose Statement

The job of Computer/Network Specialist II is done for the purpose/s of designing, configuring, installing, maintaining, and repairing network systems, subsystems and servers; overseeing the computer/server room operation and environment; providing information, direction and/or recommendations regarding network installations and configurations; resolving network operational issues; and providing 2nd level technical support to district and site staff.

This job reports to Information Technology Supervisor

### Essential Functions

- Administers systems and servers related to district networks (e.g. documentation, backup/restore, security, virus protection, performance monitoring, user access rights, addressing schemes, etc.) for the purpose of ensuring availability of services to authorized users.
- Configures computer and network hardware (e.g. network servers, routers, etc.) for the purpose of ensuring availability for use by District personnel.
- Designs computer network systems (e.g. logical and physical design, addressing, capacity planning, etc.) for the purpose of ensuring effective and efficient operating systems.
- Installs network (client and server) software on a variety of platforms (e.g. service packs, application software, operating software, hardware upgrades, etc.) for the purpose of upgrading and maintaining District computers and networks.
- Maintains network operations and software applications (e.g. servers (file, print, application, proxy, etc.) for the purpose of ensuring efficient operations.
- Manages assigned projects and program components (e.g. migration to new systems; scheduling installations, product research, etc.) for the purpose of delivering services in compliance with established guidelines and/or objectives.
- Participates in a variety of meetings (e.g. workshops, district committees, seminars, conferences, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Performs installation, configuring and maintaining network services and equipment (e.g. switches, routers, servers, etc.) for the purpose of meeting district network systems requirements.
- Prepares written materials (e.g. procedures, standard desktop/laptop configuration, system level documentation, reports, memos, letters, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Recommends software, hardware, equipment, supplies and materials for the purpose of acquiring required items and completing jobs efficiently.
- Repairs computers, peripherals, network equipment and software for the purpose of maintaining computer and network equipment in a safe and functional operating condition.
- Researches trends, best practices, policies, products, equipment for the purpose of recommending procedures and/or purchases.
- Responds to inquiries from a variety of sources (e.g. District office staff, administrators, outside vendors and service providers, etc.) for the purpose of providing technical assistance and support.

- Supports other members of the technical staff (e.g. assist in designing and producing reports, provide 2nd tier support for difficult problems, etc.) for the purpose of providing direction and/or solving technical problems.
- Trains other District staff (primarily within the technology area) for the purpose of ensuring their ability to use new and/or existing operating systems and application software.
- Troubleshoots malfunctions of network hardware and/or software applications within the District's networks and servers (e.g. VMWare, MS servers, computer room equipment, etc.) for the purpose of resolving operational issues and restoring services.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex, technical tasks with a need to routinely upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: utilizing pertinent network, application, operating system monitoring and troubleshooting software; adhering to safety practices; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: current, legacy and emerging operating systems; environments and network protocols; router configurations; software applications; data security, project management, processes and methodology.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and utilize equipment under a variety of conditions for multiple purposes. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: setting priorities; meeting schedules and deadlines; establishing effective relationships; being attentive to detail; communicating with diverse groups; conveying technical information to non-technical audiences; and working nonstandard hours.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of significant resources from other work units is sometimes required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 30% walking, and 20% standing. The job is performed in a generally hazard free environment.

**Experience:** Job related experience within a specialized field is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

MCSE, CCNA, CISSP Certifications

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance

**FLSA Status**  
Non Exempt

**Approval Date**

**Salary Grade**  
95

## Custodial & Warehouse Supervisor/Energy Conservation Manager

### Purpose Statement

The job of Custodial & Warehouse Supervisor/Energy Conservation Manager is done for the purpose/s of supervising warehouse/mail operations, custodial services and activities; overseeing assigned personnel; monitoring, programming, and maintaining energy systems; providing information to others; and scheduling work assignments within established time frames and standards.

This job reports to Assistant Superintendent, Business Administration

### Essential Functions

- Coordinates with energy management providers and district personnel (e.g. remote thermostat software provider, energy solutions company, maintenance department, custodial staff, etc.) for the purpose of implementing and maintaining services and/or programs.
- Inspects custodial work for the purpose of ensuring site safety, maintaining cleaning standards, organizing and scheduling needed maintenance.
- Maintains custodial equipment for the purpose of ensuring the availability of equipment in safe operating condition.
- Monitors fund balances of assigned programs and related financial activity for the purpose of ensuring that allocations are accurate, related revenues are generated, expenses are within budget limits and/or fiscal practices are followed.
- Operates remote thermostat system for the purpose of assuring proper function and maximum efficiency.
- Oversees District warehouse and mail operations (e.g. coordinating substitute staff, completion of work order requests, etc.) for the purpose of ensuring that deliveries and distribution are completed in a safe and efficient manner in compliance with established guidelines.
- Oversees scheduling and site maintenance (e.g. coordinates with school site personnel during school year and with head custodians during summer/school breaks, etc.) for the purpose of maximizing the efficiency of the work force and meeting operational requirements.
- Participates in a variety of meetings (e.g. monthly safety, energy management, and in-services meetings, etc.) for the purpose of identifying appropriate actions, developing recommendations, supporting other staff, and serving as a District representative.
- Prepares a variety of materials (e.g. work orders, energy use reports, energy policy memos, training materials, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Procures maintenance equipment and materials for the purpose of recommending and assisting in the selection of supplies and equipment to be stocked in the district warehouse for use by custodial staff and for general custodial purposes.
- Recommends plans, specifications and cost estimates (e.g. custodial products and equipment, preventative maintenance, etc.) for the purpose of implementing repairs and improvement projects.
- Researches a variety of topics (e.g. alternative energy sources, energy management measures, custodial process/products/equipment, etc.) for the purpose of developing new programs/services, ensuring compliance with relevant requirements, securing general information for planning, taking appropriate actions, and/or responding to requests.



- Responds to emergency situations both during and outside regular work hours (e.g. vandalism, break-ins, fires, etc.) for the purpose of addressing immediate safety concerns.
- Schedules custodian training (e.g. use of chemicals and equipment, safety practices, etc.) for the purpose of ensuring proper cleaning and building maintenance techniques, injury prevention and legal compliance are being met by District personnel.
- Supervises department personnel (e.g. hiring/termination recommendations, disciplinary action, transfers, reassignments, planning/scheduling/coordinating activities, training, etc.) for the purpose of ensuring that the department functions in a safe and efficient manner.
- Supports other site maintenance staff (e.g. grounds, trades, custodial staff, etc.) for the purpose of completing routine or minor equipment maintenance or custodial activities.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects; budgeting and financial management; and developing effective working relationships.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: personnel processes; pertinent policies, regulations and/or laws; education code; and budget management and accounting.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and consider a variety of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; meeting deadlines and schedules; setting priorities; working as part of a team; dealing with frequent interruptions and changing priorities; and maintaining confidentiality.

#### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a department, large work unit, and/or across several small work units; tracking budget expenditures. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 30% sitting, 40% walking, and 30% standing. The job is performed under some temperature extremes and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience within a specialized field with increasing levels of responsibility is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

#### **Required Testing**

Job-Related Skills Proficiency Test

#### **Certificates and Licenses**

Forklift and Pallet Jack Operators Certificate  
Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

07A

## Custodian

### Purpose Statement

The job of Custodian is done for the purpose/s of providing custodial services at assigned site; ensuring an attractive, sanitary and safe environment for students, staff and visitors; performing a variety of special cleaning operations; assist with preparation of facilities for classroom activities and campus events; perform minor repair and maintenance and assure security of the site during assigned hours.

This job reports to Custodial & Warehouse Supervisor/Energy Conservation Manager

### Essential Functions

- Cleans assigned facilities and/or grounds (e.g. classrooms, offices, restrooms, multipurpose rooms, kitchens, workrooms, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Inspects facilities (e.g. report safety, sanitation and fire hazards to appropriate authorities; report need for maintenance repairs to appropriate personnel; any vandalism, etc.) for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition, identifying necessary repairs to facilities and/or equipment, etc.
- Maintains supplies and equipment (e.g. operates floor stripper, buffer, carpet shampooer, vacuum cleaner, small power tools; replaces belts and bags on vacuum cleaners, etc.) for the purpose of ensuring the availability of custodial items required to properly maintain facilities.
- Participates in meetings, workshops, trainings, and seminars as assigned for the purpose of conveying and/or gathering information required to perform job functions.
- Performs minor, job related, maintenance on custodial equipment, classroom furniture and fixtures (e.g. check clocks and bells for accuracy; replace lights; adjust shades or blinds adjust desks and other furniture; change vacuum cleaner belts, bags, energy conservation practices as directed, etc.) for the purpose of ensuring proper functioning and usability of items.
- Prepares site for daily operations and assure security of school (e.g. opening/locking gates, doors and windows; turn of light; monitor for fire hazards, raising flags, sweeping walkway, etc.) for the purpose of ensuring facilities are operational, secure and hazard free.
- Responds to inquiries from staff, students, parents, and/or visitors (e.g. requests from staff, etc.) for the purpose of providing information, taking appropriate action and/or directing to appropriate personnel for resolution.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, vandalism, alarms, etc.) for the purpose of taking appropriate action or notifying appropriate personnel for resolution.
- Secures facilities and grounds during assigned hours (e.g. doors, windows, gates, alarms, lights, etc.; monitor facilities for fire hazards and report to appropriate personnel, etc.) for the purpose of minimizing property damage, equipment loss and/or potential liability.
- Supports other site maintenance staff (e.g. adjust and arrange furniture and equipment; set up school facilities for special events and meetings, etc.) for the purpose of completing site custodial activities.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment and materials used in industrial maintenance; adhering to safety practices; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: methods of industrial cleaning including floor and carpet; basic tools for minor repairs; safety practices and procedures.

ABILITY is required to schedule activities and/or meetings; collate data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals; work with a variety of data; and utilize a variety of types of job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; and meeting deadlines and schedules.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to effect the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 5% sitting, 80% walking, and 15% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

39

## Director Child Care (& Recreation) Programs

### Purpose Statement

The job of Director Child Care (& Recreation) Programs is done for the purpose/s of directing after school, summer camp recreation, and preschool programs; creating a safe environment for children to meet social, emotional and academic goals; serving as the district's Early Learning Specialist for community outreach and grant requirements; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines; and serving as a member of the leadership team.

This job reports to Assistant Superintendent Education Services

### Essential Functions

- Collaborates with internal and external personnel (e.g. other administrators, district personnel and contractors, public agencies, parents, staff, etc.) for the purpose of implementing and/or maintaining services and programs.
- Compiles data from a wide variety of sources (e.g. budget reports, financial data, staffing records, enrollment data, etc.) for the purpose of implementing policies and procedures and/or monitoring program components.
- Directs department operations - after-school program, state pre-school and parent fee preschool programs (e.g. assess programs, interpret, develop/monitor procedures, plan/develop new programs, seek resources as needed, etc.) for the purpose of providing services within established time frames and in compliance with all Federal, State and local requirements.
- Evaluates preschool and after school programs and services for the purpose of providing recommendations and/or ensuring services are delivered in compliance with mandated requirements.
- Facilitates meetings, workshops, seminars, etc. (e.g. staff training, staff meetings, parent meetings, kindergarten info night, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.
- Monitors financial activities for state funded and parent fee based programs (e.g. grant status, budget, revenue, cost; contract terms, expenditures, procurement, etc.) for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Participates in a variety of meetings (e.g. workshops, school readiness and other committees, community and public agencies, seminars, conferences, board meetings, parent info meetings, etc.) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out their administrative responsibilities.
- Performs personnel administrative functions (e.g. hiring, evaluations, reduction in force/separations, grievances, misconduct, training, professional development, etc.) for the purpose of maintaining necessary staffing, enhancing productivity of staff, and ensuring necessary department/program outcomes are achieved.
- Prepares a wide variety of often complex materials (e.g. Sustainability Plan, program budgets, funding requests, State reports, analyses, recommendations, procedures, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.

- Presents information on a variety of topics related to administrative responsibilities (e.g. financial information, overviews of programs/services, policies and procedures, grant status, etc.) for the purpose of providing general information, training others, implementing actions, etc.
- Provides input for development and implementation of new curriculum for the purpose of providing quality childcare programs for students served by the District in accordance with established guidelines.
- Researches a variety of topics (e.g. grants, community needs for childcare programs, regulations, etc.) for the purpose of being knowledgeable on trends and changes and/or making recommendations.
- Responds to inquiries of staff, district personnel, other professional organizations for the purpose of providing information and/or direction as may be required.
- Serves as a resource to district personnel/administrators, a liaison to community/government agencies, and as the district's Early Learning Specialist for the purpose of explaining procedures conveying and/or receiving information as needed for the planning, developing and evaluating of services related to child care.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; overseeing program financial activities; developing effective working relationships; preparing and maintaining accurate records; and administering personnel policies and procedures; and coordinating with other agencies.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations, ie. ECERS, CLASS, Title 22, Title 5, EDI, DRDP, USDA nutritional guidelines; personnel processes; standard business practices; teaching strategies; working with families; and stages of child development.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of types of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining effective working relationships; meeting deadlines and schedules; setting priorities; working with multiple projects, frequent interruptions, and changing work priorities; working with detailed information/data and maintaining accurate records; maintaining confidentiality; and facilitating communication between persons with frequently divergent positions.

#### **Responsibility**

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing a department; supervising the use of funds. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience within a specialized field with increasing levels of responsibility is required.

**Education:** Masters degree in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Certificates and Licenses**

Administrators Credential

**Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Tuberculosis Clearance

Flu, Measles & Pertussis Vaccinations (SB-792)

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

14

## Director Fiscal Services

### Purpose Statement

The job of Director Fiscal Services is done for the purpose/s of directing business programs and financial services; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines; and serving as a member of the leadership team.

This job reports to Assistant Superintendent Business Administration

### Essential Functions

- Analyzes a variety of financial information (e.g. income/expense projections, vendor reviews, contract terms, etc.) for the purpose of providing direction and support, making recommendations, maximizing use of funds, and/or ensuring overall operations are within budget.
- Assists a variety of external agency personnel (e.g. auditors, grant representatives, regulatory agency staff, etc.) for the purpose of providing information and general support.
- Collaborates with internal and external personnel (e.g. other administrators, auditors, public agencies, etc.) for the purpose of implementing and/or maintaining services and programs.
- Compiles data from a wide variety of sources (e.g. staff members, other administrators, financial systems, etc.) for the purpose of analyzing issues, ensuring compliance with organization policies and procedures, and/or monitoring program components.
- Directs department operations (e.g. accounts payable/receivable, general ledger, financial reports, district attendance, special fund accounting, cash flow, publishing, purchasing, etc.) for the purpose of providing services within established time frames and in compliance with related requirements.
- Facilitates meetings, workshops, and seminars covering a variety of financial topics and audiences (e.g. financial procedures, regulatory requirements, community or outside agencies, interdepartmental meetings, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.
- Maintains a variety of manual and electronic fiscal information, files and records (e.g. accounts payable, accounts receivable, contracts, special project and fund accounting, attendance accounting, cash flow, etc.) for the purpose of providing an up-to-date reference and audit trail.
- Manages assigned program and/or departmental responsibilities (e.g. financial reporting, budgeting, purchasing authority levels, vendor review process, petty cash process, etc.) for the purpose of achieving organizational objectives, and ensuring compliance with legal, financial and District requirements.
- Monitors budget allocations, expenditures, fund balances and related financial activities for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Performs personnel administrative functions (e.g. hiring, evaluations, reduction in force/separations, grievances, misconduct, training, professional development, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within budget.



- Prepares a wide variety of materials (e.g. annual budgets, financial statements, reports for the Board, Superintendent, department administrators, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, and/or providing supporting materials for requested actions.
- Presents information (e.g. budget overviews, accounting processes, distribution formulas, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Researches financial topics and related legal issues (e.g. discrepancies, current legislative trends, etc.) for the purpose of evaluating compliance requirements and potential implications on district operations.
- Responds to a wide variety of inquiries from staff, other administrators and district personnel (e.g. accounting guidelines, expenditure status, grant guidelines, etc.) for the purpose of resolving problems, providing information and/or referring to appropriate personnel.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications, including business software; planning and managing projects; and preparing and maintaining accurate records; performing accounting procedures.

KNOWLEDGE is required to utilize theoretical mathematical concepts; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations; personnel processes; program planning and development; school budgeting, policies and audit procedures; concepts of grammar and punctuation; principles of public and fund accounting and budgeting; cost/fund accounting; grammar, spelling and punctuation.

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating effectively with diverse groups and individuals; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data.

**Responsibility**

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; managing a department; supervising the use of funds for multiple departments. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience within a specialized field with increasing levels of responsibility is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:**

**Required Testing**

**Certificates and Licenses**

Job-Related Skills Proficiency Test

Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Tuberculosis Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

17

## Director Food Service

### Purpose Statement

The job of Director Food Service is done for the purpose/s of directing food and nutrition programs and services; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines; and serving as a member of the leadership team.

This job reports to Assistant Superintendent Business Administration

### Essential Functions

- Collaborates with internal and external personnel (e.g. other administrators, district personnel and contractors, school principals, suppliers, Health Department, etc.) for the purpose of implementing and/or maintaining services and programs.
- Creates menu plans (e.g. portions, nutrient analysis, etc.) for the purpose of meeting students' mandated daily nutritional requirements.
- Develops guidelines, specifications and standard processes for purchasing of food, supplies and equipment (e.g. preparation of RFP's, bid review, etc.) for the purpose of ensuring competitive pricing is received and that purchases are made in accordance within established District requirements.
- Develops budgets and financial forecasts (e.g. income/expense projections, etc.) for the purpose of providing financial guidance and recommendations to administrative personnel and Assistant Superintendent.
- Directs department operations; the maintenance of services and the implementation of new programs and/or processes (e.g. purchasing process, bid limits, safety/sanitation processes, fee collection methods, IOU policy, customer service standards, etc.) for the purpose of providing services within established time frames and in compliance with regulations and guidelines.
- Facilitates meetings and workshops (e.g. on site training, health/wellness committee, staff meetings, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.
- Inspects cafeterias for the purpose of ensuring healthful and sanitary conditions, in compliance with all NSLP, Federal and State Regulations.
- Manages a wide variety of programs (e.g. National Lunch School Program, Middle School snack programs, menu design/nutrient analysis, etc.) for the purpose of ensuring district compliance with regulations and guidelines.
- Monitors budget allocations, expenditures, fund balances and related financial activities (e.g. approves all quotes/bids/contracts, maintain checking account/general ledger, etc.) for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Monitors District Food Service and Health and Wellness policies for the purpose of ensuring that they are current and in compliance with all codes and regulations.
- Participates in meetings, workshops and seminars (e.g. staff meetings, leadership meetings, etc.) for the purpose of conveying and/or gathering information required to perform functions.

- Performs personnel administrative functions (e.g. hiring, evaluations, reduction in force/separations, grievances, misconduct, training, professional development, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within budget.
- Presents written and oral reports to a wide variety of audiences (e.g. state and federal reports, parent committee presentations, administrator advice/consulting, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Promotes food service operations and special events (e.g. marketing promotions, featured products, etc.) for the purpose of improving financial performance by meeting customer needs.
- Provides training and supervision to assigned personnel for the purpose of ensuring services are delivered in compliance with established guidelines and Professional Standards Regulations.
- Recommends new hires, promotions, termination and transfers for the purpose of maintaining staffing needs and productivity of the work force.
- Researches a variety of topics (e.g. new products, safety and health requirements, laws, regulations, etc.) for the purpose of recommending purchases/contracts and maintaining district-wide services.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; overseeing program financial activities; planning and managing projects; and preparing and maintaining accurate records; enforcing discipline policies.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations; personnel processes; standard business practices; program planning and development; concepts of grammar and punctuation; and concepts of quantity cooking and nutritional analysis; health standards; practices of personnel administration.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating and providing supervision with diverse groups and individuals; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data.

#### **Responsibility**

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing a department; supervising the use of funds. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 70% sitting, 10% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience within a specialized field with increasing levels of responsibility is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Certificates and Licenses**

Food Handlers/SafeServ Certificate

**Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Tuberculosis Clearance

Hepatitis B Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

07

## Director Human Resources

### Purpose Statement

The job of Director Human Resources is done for the purpose/s of directing human resource programs and services; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines; and serving as a member of the leadership team.

This job reports to Assistant Superintendent Personnel and the Personnel Commission

### Essential Functions

- Administers a wide variety of personnel policies and employment agreements (e.g. worker's compensation program, labor and employment contracts, compensation schedule, job classifications, etc.) for the purpose of conforming to district policies, relevant laws, contracts and agreements.
- Collaborates with internal and external personnel (e.g. supervisors, employees, other administrators, legal advisors, testing/recruitment vendors, etc.) for the purpose of implementing and/or maintaining services and programs.
- Coordinates the recruitment process of classified staff (e.g. advertising vacancies, developing application procedures and selection plan/instruments, weighing/scoring examinations, conducting interviews, making recommendations for hire, orienting new employees, etc.) for the purpose of maintaining a highly qualified staff.
- Directs classified department operations (e.g. maintaining HR services for the District, implementing new HR programs and processes, hiring, training, supervising HR employees, etc.) for the purpose of providing services within established time frames and in compliance with related requirements.
- Facilitates meetings, workshops, seminars (e.g. Safety Committee, contract negotiations, personnel actions, regulatory requirements, actions involving outside agencies, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.
- Investigates grievances and/or complaints from classified employees (e.g. sexual harassment, pay and/or assignment disputes, etc.) for the purpose of reaching resolutions that provide a healthy work environment.
- Maintains manual and electronic documents, files and records (e.g. contract maintenance, eligibility lists, background information, vacancy listings, applicant tracking, HR website, etc.) for the purpose of providing accurate information in compliance with regulatory requirements and established guidelines.
- Maintains classified personnel records for the purpose of documentation for recruiting, hiring, retaining, assigning and promoting personnel and ensuring documentation of personnel processes are in compliance established requirements.
- Monitors budget allocations, expenditures, fund balances and related financial activities (e.g. general fund training budget, department budget, etc.) for the purpose of ensuring that allocations are accurate, expenses are within budget limits and/or fiscal practices are followed.
- Oversees a variety of processes (e.g. classified payroll, classified posting, interview schedule, substitute placement, new employee orientation, departmental procedures, unemployment claims, etc.) for the purpose of ensuring efficient processing of applicants and employees in addressing position requirements and complying with legal and/or administrative requirements.

- Participates in meetings, workshops, job fairs and seminars (e.g. weekly cabinet meeting, Board meetings, Personnel Commission meetings, staff meetings, etc.) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out their administrative responsibilities.
- Participates in collective bargaining processes for the purpose of assisting district negotiation of labor agreements.
- Performs personnel administrative functions (e.g. hiring, evaluations, reduction in force/separations, grievances, misconduct, training, labor negotiations, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and ensuring department/program outcomes are achieved.
- Prepares a wide variety of complex written materials (e.g. plans, budgets, funding requests, analyses, recommendations, procedures, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.
- Presents written and oral reports to a wide variety of audiences (e.g. Personnel Commission, Board of Trustees, safety committee, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Recommends policies, procedures and/or actions (e.g. HR-related Board policies, etc.) for the purpose of providing direction for meeting the district's goals and objectives.
- Researches information required to manage assignments (e.g. relevant policies/regulations, current practices, staffing requirements, financial resources, etc.) for the purpose of developing new programs/services; ensuring compliance with legislative requirements; securing general information for planning; and/or responding to requests.
- Responds to written and verbal inquiries from a variety of internal and external sources (e.g. staffing, conflicts in policies and regulations, community concerns, parental requests, etc.) for the purpose of identifying the relevant issues and recommending or implementing a remediation plan.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects; preparing budgets and reviewing financial information; developing effective working relationships; problem solving; data analysis; and administering personnel policies and procedures.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: job analysis techniques; supervision/leadership principles; and pertinent codes, policies, regulations and/or laws.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; meeting deadlines and schedules; working with detailed information; working as part of a team; working with multiple projects; dealing with frequent interruptions and changing priorities; maintaining confidentiality; and facilitating communication

between persons with frequently divergent positions.

**Responsibility**

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing a department; supervising the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience within a specialized field is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

17



## Director, Maintenance, Operations & Facilities

### Purpose Statement

The job of Director, Maintenance, Operations & Facilities is done for the purpose/s of supervising maintenance and repair services and activities; overseeing assigned personnel; coordinating construction projects and related activities; providing information to others; and scheduling work assignments within established time frames and standards.

This job reports to Assistant Superintendent, Business Services

### Essential Functions

- Assists Assistant Superintendent and other administrators (e.g. provide technical expertise and assistance on construction and procurement matters, etc.) for the purpose of supporting the development of policies, procedures, and programs in the implementation of the facilities maintenance program.
- Collaborates with administrators, personnel and outside organizations (e.g. project/repair status, bid process, work requests/priorities, etc.) for the purpose of coordinating activities, resolving issues and conflicts and exchanging information.
- Coordinates pesticide and herbicide application program (e.g. informing staff, parents, site personnel, etc.) for the purpose of meeting district requirements for providing information on pest control chemicals and related health hazards.
- Coordinates District facility usage with internal personnel and community group members (e.g. scheduling, usage approval, maintenance, etc.) for the purpose of ensuring buildings and outdoor areas are available and in good working order as per District policies and guidelines.
- Develops and monitors budget allocations, expenditures, fund balances and related financial activities for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Evaluates requisitions, change orders, bids, etc. used in the acquisition of supplies, equipment and/or services for the purpose of ensuring compliance with bid and/or order documentation ensuring proper use of district funds.
- Evaluates programs and/or projects (e.g. maintenance projects carried out by internal or external suppliers, etc.) for the purpose of carrying out and achieving timeline, project design and budget objectives.
- Facilitates meetings and workshops (e.g. staff meetings, safety training, construction project meetings, vendor meetings, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.
- Implements developed specifications for maintenance, repair, modification and new construction projects (e.g. educational specifications, cost analysis, project schedules, cost analysis, permits, purchasing/bid time and construction, etc.) for the purpose of providing them to architects, contractors, asbestos abatement specialists, construction management firms, etc. for selection and awarding of contracts.
- Inspects new construction, repair work, projects, equipment, work orders for the purpose of ensuring that jobs are completed efficiently; specifications are within regulatory requirements; and approving inspection reports and payment requests.

- Inspects buildings, vehicles, playgrounds, landscaping and workplaces for the purpose of ensuring compliance with regulatory and safety requirements; ensuring District preventive maintenance processes are being completed and site maintenance being performed as required.
- Manages assigned program and/or departmental responsibilities (e.g. telecommunications systems and service; long and short-term maintenance programs, etc.) for the purpose of achieving organizational objectives, and ensuring compliance with legal, financial and District requirements.
- Manages formal bidding, RF and RFQ processes (e.g. prepare specifications, evaluate bids, recommend vendors, etc.) for the purpose of securing items and/or services within budget specifications and in compliance with regulatory requirements.
- Operates remote thermostat system for the purpose of assuring proper function and maximum efficiency.
- Prepares a variety of written materials (e.g. regulatory compliance reports, project status, open work order report, safety reports, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Provides oversight for the operation and upkeep of the maintenance facility and other District facilities for the purpose of ensuring the safety and security of each facility in accordance with District policy and regulatory requirements.
- Researches a variety of topics for the purpose of developing new programs/services, ensuring compliance with relevant requirements, securing general information for planning, taking appropriate actions, and/or responding to requests.
- Responds to emergency situations both during and outside regular work hours (e.g. vandalism, break-ins, fires, etc.) for the purpose of addressing immediate safety concerns.
- Reviews landscape and outside maintenance plans (e.g. interpret blueprints, estimate costs, create schedule, etc.) for the purpose of advising school organizations on purchases of landscape material, equipment, fencing, and playground equipment.
- Supervises department functions (e.g. hiring, firing, training, planning, scheduling, etc.) for the purpose of ensuring that the department functions in a safe and efficient manner.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; overseeing program financial activities; developing effective working relationships; preparing and maintaining accurate records; and administering personnel policies and procedures.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: tools, methods, materials, and equipment used in carpentry, plumbing, painting, and electrical work; pertinent laws, codes, policies, and/or regulations; personnel processes; and standard business practices.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based

competencies required to satisfactorily perform the functions of the job include: establishing and maintaining effective working relationships; meeting deadlines and schedules; setting priorities; working with multiple projects, frequent interruptions, and changing work priorities; working with detailed information/data and maintaining accurate records; maintaining confidentiality; and facilitating communication between persons with frequently divergent positions.

**Responsibility**

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; managing multiple departments; determining the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 30% walking, and 20% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in some varying atmospheric conditions.

**Experience:** Job related experience within a specialized field with increasing levels of responsibility is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Not Rated

**Approval Date**

**Salary Grade**

14

## Duplicating Operator

### Purpose Statement

The job of Duplicating Operator is done for the purpose/s of providing support to the duplicating process with specific responsibilities for completing requests in accordance with work order specifications, including copying, collating, binding, paper stock; assisting with design and layout of materials; ensuring the safe and efficient operation of reproduction equipment; and delivering completed materials within established timelines.

This job reports to Director Fiscal Services

### Essential Functions

- Assists district employees, parents, board members, etc. with the design and production requirements for duplicating jobs (e.g. recommend paper, review layout, evaluate costs, etc.) for the purpose of meeting requester's needs and defined specifications in the most cost effective and viable manner.
- Calculates resource requirements (e.g. preparation and production time and labor and material costs, etc.) for the purpose of itemizing printing costs and establishing workload priorities.
- Delivers completed media product for the purpose of making product available to the customer.
- Duplicates documents (e.g. announcements, forms, letterhead, fliers, pamphlets, etc.) for the purpose of providing materials needed by school personnel for instruction, conferences, special events and meetings.
- Inspects copied jobs for the purpose of completing jobs within requested specifications, quality standards and quantity requirements.
- Maintains manual and electronic documents, files and records (e.g. job orders, originals, inventory of handbooks, cost analyses, printing requisitions, billing departments for completed projects, etc.) for the purpose of providing an up-to-date reference and audit trail for compliance.
- Orders supplies and materials from internal and external sources for the purpose of ensuring the availability of supplies as needed.
- Performs other related duties as assigned (e.g. assistance to school site personnel concerning duplicating work; assist other department staff as necessary, etc.) for the purpose of ensuring the efficient and effective functioning of the work unit.
- Performs cleaning, minor repairs, and routine maintenance; (e.g. follow established procedures in reporting to supervisor needed service and repair calls, etc.) for the purpose of maintaining machines and equipment in good working condition.
- Prepares written materials (e.g. requisitions, leave reports, memos, work requests, etc.) for the purpose of documenting activities, providing written reference, conveying information and/or complying with financial, legal and administrative requirements.
- Prepares completed jobs (e.g. binding, collating, shrink-wrapping, etc.) for the purpose of packaging jobs for distribution.
- Processes mail (e.g. prepare, sort and post for district recipients and US mail daily, etc.) for the purpose of ensuring proper postage is affixed, expenses are allocated to appropriate departments, and postal regulations are followed.

- Reproduces a variety of forms and documents (e.g. announcements, agendas, letterheads, fliers, pamphlets, etc.) for the purpose of providing materials requested by school personnel for instruction, conferences, special events and meetings, maintaining confidentiality, delivering to appropriate personnel.
- Schedules printing and duplicating services (e.g. bulletins, newsletters, booklets, and special requests, etc.) for the purpose of ensuring availability of completed materials by requested completion date.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating equipment used in reprographics processes; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: operation of bindery and high speed photocopying equipment; and safety practices and procedures.

ABILITY is required to schedule activities and/or meetings; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: meeting deadlines and schedules; setting priorities; displaying mechanical aptitude; providing customer service; and working with frequent interruptions.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to effect the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, significant stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 15% sitting, 15% walking, and 70% standing. The job is performed under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience is desired.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Clearances**

Criminal Background Clearance  
 DOJ Fingerprint Clearance  
 Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

32

## Electrician

### Purpose Statement

The job of Electrician is done for the purpose/s of providing electrical services with specific responsibility for identifying repair and/or replacement needs; installing, repairing, maintaining and upgrading electrical systems and equipment; maintain all District electrical systems in working order; assisting other skilled trades; and ensuring that tools and materials are available at job site.

This job reports to Maintenance Supervisor

### Essential Functions

- Coordinates with school personnel at job sites, supervisor and/or other maintenance personnel (e.g. creates work orders, as part of a team on larger projects, etc.) for the purpose of completing projects and work orders efficiently in support of the education process.
- Diagnoses causes of electrical problems or failures (e.g. power outage, school clock system malfunction, outlet failures, etc.) for the purpose of identifying equipment and/or systems repair.
- Estimates materials and/or equipment quantities needed to complete work projects for the purpose of obtaining materials and assigning tasks to ensure job completion.
- Informs personnel regarding status of work orders (e.g. supervisory staff, other maintenance workers, school site personnel, etc.) for the purpose of providing information for making decisions, taking appropriate action and/or complying with health and building regulations.
- Installs electrical system components (e.g. power outlets, interior and exterior light fixtures, electrical wiring and conduit, security alarm systems, school clock system, etc.) for the purpose of providing enhanced and/or upgraded electrical capabilities.
- Maintains tools and equipment for the purpose of ensuring availability in safe operating condition.
- Participates in meetings, workshops, training, and seminars, as assigned for the purpose of conveying and/or gathering information required to perform job functions.
- Performs routine and preventive maintenance (e.g. bell schedule updates, checking wiring and fixtures, etc.) for the purpose of ensuring the ongoing functioning of electrical systems.
- Prepares written materials (e.g. open new work orders, complete work orders with time, labor and materials information, complete supply requests, etc.) for the purpose of documenting activities and/or conveying information.
- Procures equipment and supplies (e.g. switches, circuits, wiring, conduit, etc.) for the purpose of maintaining inventory and ensuring availability of items required to complete the necessary installation and/or repair.
- Repairs electrical components and/or systems (e.g. motors, circuits, transformers, generators, compressors, switches, outlets, school clock systems, cathodic protection system, building security alarm system, etc.) for the purpose of ensuring a safe working condition.
- Responds as directed to emergency situations during and after hours for the purpose of resolving immediate safety concerns.
- Reviews existing blue prints of District-wide electrical systems for the purpose of determining the efficient maintenance or installation of new or upgraded systems.

- Transports a variety of tools, equipment and supplies (e.g. switches, circuits, conduit, wiring, etc.) for the purpose of ensuring the availability of materials required at job site.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment used in the repair and maintenance of electrical systems; planning and managing projects; preparing and maintaining accurate records; adhering to safety practices and handling hazardous materials.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: methods, techniques, materials, tools used in installation, troubleshooting, maintenance, and repair of electrical systems/subsystems; troubleshoot/maintain mechanical, electrical, environmental systems/subsystems including control/balancing these systems; blueprints and schematics; safety precautions and procedures; and electrical codes and regulations.

ABILITY is required to schedule activities and/or meetings; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others; work with data utilizing defined and similar processes; and operate equipment using a variety of processes. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; working as part of a team; and working independently and with interruptions.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 30% walking, and 60% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience within a specialized field is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Journey Level Certificate  
Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

66

## ESP Instructor

### Purpose Statement

The job of ESP Instructor is done for the purpose/s of organize and implement a high quality, cost-effective program that provides before and after school child care fully integrated with the elementary school program; assure compliance with school objectives to meet the needs of children, parents, school and the community.

This job reports to Director Child Care (& Recreation) Programs

### Essential Functions

- Administers immediate first aid, scheduled prescription and over the counter medication and medical assistance as instructed by a health care professional (e.g. nausea, shortness of breath, seizures, dizziness, headaches, sprains, etc.) for the purpose of meeting immediate health care needs.
- Communicates with teachers, ESP Management, parents and appropriate community agency personnel (e.g. public safety officials, children needs and/or concerns and related matters, etc.) for the purpose of assisting in evaluating progress and/or implementing ESP objectives.
- Conduct a variety of activities (e.g. parent meetings, conferences, back to school night, open house, kindergarten round-up, fire drills, field trips, etc.) for the purpose of providing support to the school, students and parents.
- Coordinates class activities with subordinates (e.g. provide communication and flexibility in carrying out lesson plan, etc.) for the purpose of overall quality of student outcomes and achieving establish classroom objectives.
- Implements clean and orderly environment (e.g. arrange and set-up rooms, etc.) for the purpose of ensuring facilities are operational, and hazard free.
- Maintains a variety of records, reports and program materials (e.g. health, accident/injury reports, attendance, student portfolios, attendance sheets, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and complying with district requirements.
- Manages student behavior during field trips for the purpose of ensuring student compliance with established guidelines and maintaining student safety.
- Monitors interactions between staff, children and parents (e.g. teach student behavior and conflict management, modification and redirection, etc.) for the purpose of maintaining behavior standards established by the district.
- Operates computer, other office equipment, various audio-visual and instructional machines (e.g. assigning/reviewing work, coordinating communication, reviewing attendance/absence information, standard office applications, homework/grading applications, educational applications, student information system software, classroom instruction, etc.) for the purpose of classroom organization, classroom instruction and enrichment.
- Prepares classroom activities and lesson plans for multiple age groups in assigned classrooms for the purpose of overall quality of student outcomes and achieving establish classroom objectives.
- Provides instruction to students in a safe, nurturing environment; curriculum-based activities (e.g. proper use of equipment and materials; teach and facilitate pro-social skills; provide guidance and encouragement, etc.) for the purpose of reinforcing instructional objectives; and ensuring students success in school.



- Reports incidents (e.g. observe behavior of children; monitor for signs of neglect or suspected child abuse, fights; suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and
- Request supplies for various activities (e.g. toys, games, instructional tools, computers, etc.) for the purpose of ensuring availability of items and/or providing a learning environment.
- Serves one or more items of food for the purpose of meeting mandated nutritional requirements and/or requests of students and school personnel.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; applying pertinent laws, codes, policies, and/or regulations; coordinating activities with other schools, districts and/or agencies; facilitating department goals; and organizing and communicating information and concepts.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: knowledge of curriculum, instruction, and subjects of assignments (music, art, or physical education); pertinent laws, codes, policies, and/or regulations; public relations protocols; and relevant professional standards and practices; age appropriate activities/behaviors; nutritional guidelines.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with persons of varied educational and cultural backgrounds; meeting deadlines and schedules; providing leadership, direction, and team building; providing opportunities for the exchange of ideas; and setting priorities.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to effect the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 10% sitting, 45% walking, and 45% standing. The job is performed under minimal temperature variations and in a clean atmosphere.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

12 ECE credit hours  
CPR/First Aid Certificate

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance

**FLSA Status**  
Non Exempt

**Approval Date**

**Salary Grade**  
25

## Executive Assistant

### Purpose Statement

The job of Executive Assistant is done for the purpose/s of assisting the Superintendent and Board of Trustees in the daily operation of the district as well as the planning, implementing, directing and maintaining of District programs by providing a wide variety of complex and confidential administrative and secretarial support; analyzing requests and providing recommendations for action; communicating information on behalf of the district and the governing board to its staff, other districts, public agencies, etc.; and overseeing assigned personnel.

This job reports to Superintendent

### Essential Functions

- Assists with policy manual development and distribution (e.g. reviews and coordinates approvals, provides current policy information, etc.) for the purpose of ensuring that policy information is up-to-date and readily available; providing policy manuals on a continuing and as requested basis in accordance with District protocol.
- Attends Board meetings, public hearings and work sessions for the purpose of providing information, recording minutes; coordinating materials distribution and/or supporting the needs of attendees with guidelines.
- Communicates with a broad audience (e.g. staff, parents, students, administrators, community members, etc.) for the purpose of providing and receiving information in accordance with established policies consistent with the vision of the District, ensuring a high level of customer service.
- Compiles data from a wide variety of diversified sources (e.g. staff members, Board Members, Community Organizations, government agencies, etc.) for the purpose of preparing reports, making recommendations; and/or preparing information for the Superintendent.
- Coordinates a wide variety of projects, activities and/or events for the Superintendent and Board of Trustees (e.g. meetings, receptions, luncheons, workshops, travel/accommodations, etc.) for the purpose of completing activities and/or delivering services in a timely and professional manner.
- Maintains a wide variety of confidential complex manual and electronic documents files and records (e.g. contacts, time sheets, legislative information, databases, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a variety of activities on behalf of the Superintendent (e.g. Board procedures, public relations issues, meeting arrangements, account balances, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements.
- Oversees the work activities within the office for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines.
- Participates in meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Prepares a wide variety of complex written materials (e.g. correspondence, agendas, minutes, editorials, electronic newsletter, event programs, press releases, reports, etc.) for the purpose of communicating information and/or creating documentation in compliance with established guidelines.

- Processes a wide variety of complex documents and materials (e.g. time sheets, work orders, requisitions, travel reimbursements, budget transfers, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements.
- Procures supplies and equipment for the purpose of maintaining availability of required items.
- Reconciles account balances for assigned budget categories for the purpose of maintaining accurate account balances.
- Represents the Office of the Superintendent as directed for the purpose of responding to matters that require immediate attention to ensure inquiry is addressed or directed to appropriate staff.
- Researches a variety of topics (e.g. current practices, policies, education codes, board agenda items, parental complaints, legal updates, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Responds to a wide variety of calls, concern and/or complaints for the purpose of resolving problems, providing information to ensure inquiry is resolved or directed to appropriate staff.
- Schedules a wide variety of activities (e.g. appointments, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements for the Superintendent, other administrators and/or board members.
- Supports Superintendent and Board of Trustees for the purpose of providing assistance with their functions and responsibilities.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications; planning and managing projects; preparing and maintaining accurate records; and utilizing delegated authority.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: school district operations and philosophy; concepts of grammar and punctuation; and business telephone etiquette.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working with constant interruptions; and working with detailed information/data.

#### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; monitoring budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some

lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 75% sitting, 20% walking, and 5% standing. The job is performed in a generally hazard free environment.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

55

## Extended School Program Aide

### Purpose Statement

The job of Extended School Program Aide is done for the purpose/s of providing a high quality, cost-effective program that provides before and after school child care fully integrated with the elementary school program; assist with the planning, implementing and participation in a variety of activities to meet the needs and interests of children.

This job reports to Director Child Care (& Recreation) Programs

### Essential Functions

- Administers immediate first aid, scheduled prescription and over the counter medication and medial assistance as instructed by a health care professional (e.g. nausea, shortness of breath, seizures, dizziness, headaches, sprains, etc.) for the purpose of meeting immediate health care needs.
- Assist with planning and implementing a variety of activities (e.g. meeting the needs and interests of the children; supervise children in outdoor and indoor play; lead children in singing, dancing; other recreational and educational activities; snack and lunch, clean up eating areas; supervising rest periods, etc.) for the purpose of overall quality of student outcomes and achieving establish classroom objectives.
- Attends meetings and in-service presentations (e.g. attend staff meetings, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Maintains a variety of records, reports and program materials (e.g. health, accident/injury reports, attendance, student portfolios, attendance sheets and routine maintenance, others as assigned, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and complying with district requirements.
- Manages student behavior (e.g. on site, field trips, bus loading/unloading, etc.) for the purpose of providing a safe and optimal recreational learning environment.
- Models appropriate behavior for children (e.g. conversation, manners, clean up activities, listening skills, etc.) for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues.
- Provides assistance for physical, personal hygiene and self image needs of students (e.g. basic first aide; promoting self-esteem and healthy self-image; personal hygiene, etc.) for the purpose of meeting immediate health care needs and/or developing children's daily living activities and behavioral skills.
- Provides instruction to students in a safe, nurturing environment; curriculum-based activities (e.g. STEM; cooking; art; proper use of equipment and materials; teach and facilitate pro-social skills; provide guidance and encouragement; patient, caring and sensitive manner, etc.) for the purpose of reinforcing instructional objectives; and ensuring students success in school.
- Reports incidents (e.g. observe behavior of children; monitor for signs of neglect or suspected child abuse, fights; suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to school policies and mandatory reporting.
- Supports clean, safe and orderly environment (e.g. sanitary and orderly child care environment, etc.) for the purpose of ensuring facilities are operational, and hazard free.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; applying pertinent laws, codes, policies, and/or regulations; coordinating activities with other schools, districts and/or agencies; facilitating department goals; and organizing and communicating information and concepts; administer first aid and/or prescribed medications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: knowledge of curriculum, instruction, and subjects of assignments (music, art, or physical education); pertinent laws, codes, policies, and/or regulations; public relations protocols; understanding of nutritional guidelines; stages of child development for children with special needs; classroom management techniques and relevant professional standards and practices;.

ABILITY is required to schedule activities; collate data; and use basic, job-related equipment. Flexibility is required to work with data utilizing specific, defined processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals; work with specific, job-related data; and utilize specific, job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with persons of varied educational and cultural backgrounds; meeting deadlines and schedules; providing leadership, direction, and team building; providing opportunities for the exchange of ideas; and setting priorities.

### **Responsibility**

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to effect the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 45% walking, and 45% standing. The job is performed under some temperature extremes and in a clean atmosphere.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance  
Hepatitis B Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

13

## Extended School Program Lead Instructor

### Purpose Statement

The job of Extended School Program Lead Instructor is done for the purpose/s of managing, coordinating and implementing a high quality, cost-effective program, that provides before and after school child care fully integrated with the elementary school program; assure compliance with school objectives to meet the needs of children, parents, school and the community; provide work direction and guidance to staff.

This job is distinguished from similar jobs by the following characteristics: Mandated Reporter.

This job reports to Director Child Care (& Recreation) Programs

### Essential Functions

- Administers immediate first aid and medical assistance as instructed by a health care professional (e.g. notify appropriate personnel, emergency units, prescription and over the counter medication, other medical procedures as needed, etc.) for the purpose of meeting immediate health care needs.
- Assist with employment process, training and monitoring staff performance (e.g. hiring; orient and train staff on appropriate methods, procedures, behavior standards, implementation of curriculum, staff evaluations, goal setting/expectations; work direction and guidance; modeling; etc.) for the purpose of meeting district staffing expectations while complying with established guidelines.
- Collaborates with other school personnel (e.g. Psychologists, Speech Therapists, Special Education staff, etc.) for the purpose of providing a safe, accommodating, successful and nurturing environment for all students; providing support in accordance with IEP's or any specific behavioral plans.
- Coordinates class activities with staff (e.g. create and implement lesson plans and activities in multiple classrooms; plan and coordinate field trips, provide communication and flexibility; staff meetings; clean and orderly environment; arrange and set-up rooms, etc.) for the purpose of overall quality of student outcomes and achieving established program objectives.
- Manages budget allocations, expenditures, fund balances and related financial activities (e.g. snack, educational materials, toys, games, outdoor equipment; project student participation for future purchases; purchase orders, purchasing, etc.) for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Monitors interactions between staff and children (e.g. teach and model appropriate behavior and conflict management, modification and redirection, etc.) for the purpose of maintaining behavior standards established by the district.
- Organizes a variety of activities (e.g. parent meetings, conferences, back to school night, open house, kindergarten round-up, emergency drills, field trips, etc.) for the purpose of providing support to the school, students and parents.
- Participates in a variety of meetings (e.g. PTO, district meetings, community meetings; outside agencies, IEP's, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a variety of reports and documentation (e.g. plans, budgets, funding requests, procedures; tuition records and fees collected; health, accident/injury reports, staff attendance records, program objectives, schedules, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and complying with district requirements.



- Provides guidance, instruction and modeling positive behavior to students in a safe, nurturing environment; curriculum-based activities (e.g. proper use of equipment and materials; teach and facilitate pro-social skills; encouragement of expected behavior, etc.) for the purpose of reinforcing instructional objectives; and ensuring students success in school.
- Responds to inquiries of other school personnel (e.g. support to preschool staff when needed, etc.) for the purpose of providing information, assistance and/or direction related to preschool program.
- Serves as liaison between administration, staff, students and parents (e.g. teachers, principals, district staff, school secretary, school nurse, school psychologist, ESP management, payroll, and public safety officials, etc.) for the purpose of allowing for efficient communication between all parties; providing information and direction regarding plans, activities, schedules, children needs or concerns, etc.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; applying pertinent laws, codes, policies, and/or regulations; coordinating activities with other schools, districts and/or agencies; facilitating department goals; and organizing and communicating information and concepts.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: knowledge of curriculum, instruction, and subjects of assignments (music, art, or physical education); pertinent laws, codes, policies, and/or regulations; nutritional guidelines and dietary requirements; public relations protocols; and relevant professional standards and practices.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with persons of varied educational and cultural backgrounds; meeting deadlines and schedules; providing leadership, direction, and team building; providing opportunities for the exchange of ideas; and setting priorities.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; tracking budget expenditures. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to effect the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 10% sitting, 45% walking, and 45% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:** Bachelor's degree in non-related field, plus 24 units of Early Childhood or related courses. Adult Supervision and Management courses are required.

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

CPR/First Aid Certificate

**Continuing Educ. / Training**

**Clearances**

Maintains Certificates and/or Licenses

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance  
Hepatitis B Clearance  
Flu, Measles & Pertussis Vaccinations (SB-792)

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

40

## Field Support Help Desk Technician

### Purpose Statement

The job of Field Support Help Desk Technician is done for the purpose/s of installing, troubleshooting and maintaining computer hardware, software, and peripheral equipment; diagnosing and repairing hardware and network failures; providing technical support and training to site administrators; and resolving school site operational issues.

This job reports to Information Technology Supervisor

### Essential Functions

- Assesses malfunctions of computer hardware, software applications or electronic equipment (e.g. PC and MAC desktops, laptops, local and network printers, mobile devices, operating system, application, network connectivity, etc.) for the purpose of identifying replacement needs.
- Attends school site and departmental meetings for the purpose of providing and/or gathering information relating to job functions.
- Coordinates repair work schedules with school and district office personnel for the purpose of minimizing disruption of services and/or inconvenience.
- Installs computer hardware, peripherals, and software (e.g. load local/cloud-based software, configure network connections, setup/move equipment, connect/disconnect from network/power, etc.) for the purpose of maintaining overall site operations.
- Maintains manual and electronic documents, files and records (e.g. help desk tickets, preventive maintenance records, etc.) for the purpose of documenting activities, conveying information and/or providing an up-to-date reference and audit trail.
- Provides remote helpdesk support for the purpose of assisting District staff as assigned with technical and non-technical issues.
- Repairs computers, peripherals, and electronic equipment (e.g. PC and MAC desktops, laptops, local and network printers, mobile devices, operating system, application, network connectivity, A/V systems, etc.) for the purpose of maintaining equipment in a safe and functional operating condition.
- Responds to a variety of questions from site staff, parents and students for the purpose of providing information, guidance or referral.
- Troubleshoot hardware, software, and network problems (e.g. PC and MAC desktops, laptops, local and network printers, mobile devices, A/V equipment, operating system and application software, network connectivity, etc.) for the purpose of isolating source of failure and resolving problems.
- Tutors school site staff on a variety of software applications and hardware operations (e.g. email, standard office applications (local/cloud-based), homework/grading applications, connectivity/printing, student information system software, educational apps, etc.) for the purpose of providing ongoing support and maximizing the capabilities of assigned staff.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to routinely upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: utilizing diagnostic tools; adhering to safety practices; and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: maintenance, and repair of computers, printers, A/V equipment; operation of computer and electronic test equipment and tools; network connectivity principles; software/hardware/network configuration; and record keeping.

ABILITY is required to schedule activities; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; establishing effective working relationships; displaying technical aptitude; communicating with technologically diverse groups; being attentive to detail; and working under time constraints.

### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to impact the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, significant stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 40% sitting, 30% walking, and 30% standing. The job is performed under conditions with exposure to risk of injury and/or illness and in a clean atmosphere.

**Experience:** Job related experience is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

#### **Required Testing**

Job-Related Skills Proficiency Test

#### **Certificates and Licenses**

#### **Continuing Educ. / Training**

#### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

#### **FLSA Status**

Non Exempt

#### **Approval Date**

#### **Salary Grade**

45

## Food Service Delivery Driver

### Purpose Statement

The job of Food Service Delivery Driver is done for the purpose/s of providing support to the warehousing operations and the food service department with specific responsibilities for transporting food, supplies, and/or equipment to designated sites while maintaining vehicle in a sanitary and safe operating condition.

This job reports to Director Food Service

### Essential Functions

- Assist warehouse in maintaining organization for the purpose of maintaining accuracy with inventory and stock rotation.
- Loads food items, supplies and/or equipment for the purpose of preparing items for transport to assigned location.
- Maintains manual and electronic files and records (e.g. temperature logs, delivery logs, routes, inventory, etc.) for the purpose of providing written documentation, conveying information and compliance with food handling/processing guidelines.
- Maintains assigned vehicle (e.g. fluid levels, fueling, cleaning, tire pressure, etc.) for the purpose of ensuring safe operation of vehicle and sanitation of transported food items.
- Oversees the pick up and deposits of collected monies at sites for the purpose of ensuring minimal financial risk remain at school sites and ensuring district finances are secured.
- Transports food items, supplies and/or equipment (e.g. USDA commodities, paper goods, produce, etc.) for the purpose of delivering requested items to designated sites on schedule.
- Unloads food items, supplies and/or equipment (e.g. schools district-wide, warehouse, etc.) for the purpose of providing requested items at designated sites in a timely manner.

### Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the department.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks using existing skills. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices.

KNOWLEDGE is required to perform basic math; read and follow instructions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: basic computer use, basic vehicle maintenance, and safety practices and procedures.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with specific, job-related data; and utilize job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: meeting deadlines and schedules .

#### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 80% walking, and 10% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

48

## Food Service Field Operations Coordinator

### Purpose Statement

The job of Food Service Field Operations Coordinator is done for the purpose/s of providing support to the food service activities district-wide with specific responsibilities for managing activities and personnel at multiple sites to perform their functions in a safe and efficient manner; meeting the mandated nutritional needs of students; ensuring availability of quantities of items; providing written support/resolutions to convey information; and complying with mandated health standards.

This job reports to Director Food Service

### Essential Functions

- Assists in troubleshooting and resolution (e.g. vendors, staff schedules, delivery protocols/schedules, on-line orders, etc.) for the purpose of operational efficiency and distribution of meal services in a timely manner in support of students and staff.
- Coordinates food service schedules for the purpose of providing coverage for sites operational needs.
- Evaluates prepared food for flavor, appearance and temperature (e.g. taste test, special diet menu items, outside vendor food testing, etc.) for the purpose of recommending enhancements.
- Monitors the preparation, cooking, serving and transportation of food and beverage items for the purpose of meeting projected meal quantities and mandated nutritional and health standards and ensuring appealing presentation.
- Orders food and supplies for the purpose of maintaining communication with warehouse and site personnel to ensure an adequate inventory to maintain operations within established nutritional and budget guidelines.
- Oversees the daily activities and operations of the Food Services Program (e.g. food replacement, lunch line logistics, vendor issues, etc.) for the purpose of maintaining site standards of efficiency, safety and sanitation; assure site compliance with the applicable laws, codes, rules and regulations.
- Oversees district kitchen sites operations (e.g. staffing, inspecting, deliveries, storage., etc.) for the purpose of providing efficient food services at the sites in compliance with established nutritional and health requirements.
- Participates in meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs functions of other nutritional services positions, as needed for the purpose of ensuring adequate staff coverage within site nutritional services operations.
- Prepares a variety of documentation (e.g. cumulative meal counts, inventory counts, etc.) for the purpose of providing written support and/or conveying information to ensure national guidelines for programs are compliant.
- Promotes food service operations and special events for the purpose of expanding services and developing nutrition habits in students.
- Trains assigned food service personnel for the purpose of maximizing the productivity of the work force, providing adequate coverage and ensuring adherence to health, safety and nutritional standards of food services operations.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; planning and managing projects; preparing and maintaining accurate records; operating standard office equipment; and using pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: safety practices and procedures; quantify food preparation and handling; and sanitation practices.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of processes. Ability is also required to work with a significant diversity of individuals and/or groups; work with similar types of data; and utilize a variety of types of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; setting priorities; working as part of a team; working with interruptions; and working with detailed information/data.

### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under some temperature extremes and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:** Associates Degree in Institutional Food Management or related area preferred.

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

Food Handlers/SafeServ Certificate

### **Continuing Educ. / Training**

Maintains Certificates and/or Licenses

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Hepatitis B Clearance  
Tuberculosis Clearance

### **FLSA Status**

Non Exempt

### **Approval Date**

### **Salary Grade**

56



## Food Service Worker

### Purpose Statement

The job of Food Service Worker is done for the purpose/s of providing support to the food service activities at assigned location with specific responsibilities for preparing and serving food items to students and/or school personnel; and maintaining food service inventory and facilities in a safe and sanitary condition.

This job reports to Director Food Service

### Essential Functions

- Arranges food and beverage items (e.g. breakfast stand, lunch carts, etc.) for the purpose of serving them to students and staff in an efficient manner.
- Cleans utensils, equipment, and storage, food preparation and serving areas for the purpose of maintaining required sanitary conditions to meet regulatory guidelines.
- Inspects food items and/or supplies for the purpose of verifying quantity, quality and specifications of orders and/or complying with mandated health standards.
- Inventories food, condiments and supplies (e.g. number of meals served, etc.) for the purpose of ensuring availability of items required for meeting projected menu requirements.
- Maintains equipment, storage, food preparation and serving areas in a sanitary condition for the purpose of preparing reports and complying with current health standards.
- Monitors kitchen and cafeteria areas; student volunteers for the purpose of ensuring a safe and sanitary working environment and guidelines are followed.
- Orders food and supplies for the purpose of maintaining communication with warehouse and site personnel to ensure an adequate inventory to maintain operations within established nutritional and budget guidelines.
- Oversees receipt of deliveries for the purpose of ensuring proper storage and preparation and rotation of goods.
- Performs functions of other nutritional services positions, as requested by supervisor for the purpose of ensuring adequate staff coverage within site nutritional services operations.
- Prepares forecasting for lunch preparation and delivery for the purpose of ensuring adequate meals are available.
- Prepares food and beverage items for the purpose of meeting mandated nutritional and projected meal requirements.
- Processes cash and electronic payments for meals for the purpose of serving students and ensuring sales and deposit slips are accurate.
- Reports equipment malfunctions for the purpose of notifying supervisor of need for repair and/or replacement.
- Serves one or more items of food for the purpose of meeting mandated nutritional requirements and/or requests of students and school personnel.

## **Other Functions**

- Participates in meetings; attend workshops and training for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks using existing skills. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; and operating equipment found in a commercial kitchen; operating standard office equipment.

KNOWLEDGE is required to perform basic math; read and follow instructions; and understand multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: safety practices and procedures; quantify food preparation and handling; and sanitation practices.; computer skills.

ABILITY is required to schedule activities; collate data; and use job-related equipment. Flexibility is required to work with others; work with data utilizing specific, defined processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals; work with specific, job-related data; and utilize job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: working as part of a team; and working with interruptions.

### **Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others; operating within a defined budget. There is a continual opportunity to impact the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 2% sitting, 38% walking, and 60% standing. The job is performed under temperature extremes and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience is desired.

**Education:** High school diploma or equivalent.

**Equivalency:**

### **Required Testing**

Job-Related Skills Proficiency Test

### **Continuing Educ. / Training**

Maintains Certificates and/or Licenses

### **Certificates and Licenses**

Food Handlers/SafeServ Certificate

### **Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Hepatitis B Clearance

Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

10

## Food Services Technician

### Purpose Statement

The job of Food Services Technician is done for the purpose/s of providing administrative support to the Director, performs a variety of complex technical financial and computer technology duties; support site staff with training and computer literacy within the food service program.

This job reports to Director Food Service

### Essential Functions

- Compiles data from a variety of sources (e.g. work orders, specialized reports, student eligibility for services, etc.) for the purpose of complying with financial, legal and/or administrative requirements.
- Coordinates a variety of projects, functions and/or program components (e.g. meetings, in-service events, conferences, travel and accommodations, etc.) for the purpose of completing activities and/or delivering services in a timely fashion.
- Maintains a wide variety of manual and electronic documents files and records (e.g. equipment, monitoring system, POS system, federal reports, etc.) for the purpose of providing accurate information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Oversees the student eligibility process for free lunch services through certification review for the purpose of ensuring participants in the program have met required state and federal regulations and confidentiality of records are maintained.
- Participates in meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Prepares a variety of documents (e.g. correspondence, agendas, minutes, event programs, bulletins, reports, etc.) for the purpose of communicating information and/or creating documentation in compliance with established guidelines.
- Processes documents and materials (e.g. accounts receivable/payable, travel reimbursements, budget transfers, etc.) for the purpose of disseminating information; resolving discrepancies in compliance with administrative guidelines and/or regulatory requirements.
- Reconciles financial data related to student account balances (e.g. register tapes, sales reports, bank statements, etc.) for the purpose of maintaining accurate account balances to ensure financial practices and budgetary guidelines are followed.
- Researches a variety of inquiries (e.g. current practices, policies, education codes, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Responds to a variety of inquiries from a variety of internal and external parties (e.g. program information, correspondence, state data, etc.) for the purpose of providing information or direction and/or facilitating communication among parties.
- Supports assigned administrative personnel (e.g. note taking, software/hardware troubleshooting, recordkeeping, phones/messages, etc.) for the purpose of providing assistance with their functions and responsibilities.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications; and preparing and maintaining accurate records; using pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: business telephone etiquette; concepts of grammar and punctuation; and office practices and procedures; office application software.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; displaying tact and courtesy; maintaining confidentiality; setting priorities; being attentive to detail; establishing and maintaining effective working relationships; working as part of a team; and working with frequent interruptions.

### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; monitoring budget expenditures. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 45% sitting, 5% walking, and 50% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

### **Equivalency:**

#### **Required Testing**

Job-Related Skills Proficiency Test

#### **Certificates and Licenses**

Food Handlers/SafeServ Certificate

#### **Continuing Educ. / Training**

Maintains Certificates and/or Licenses

#### **Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Hepatitis B Clearance

Tuberculosis Clearance

### **FLSA Status**

Non Exempt

### **Approval Date**

### **Salary Grade**

51

## Grounds Supervisor

### Purpose Statement

The job of Grounds Supervisor is done for the purpose/s of supervising grounds services and activities; overseeing assigned personnel; procuring and applying pesticides; performing grounds maintenance and general gardening work; and scheduling work assignments within established time frames and standards.

This job reports to Assistant Superintendent Business Administration

### Essential Functions

- Coordinates a variety of items (e.g. daily work schedules, groundwater conservation, rental of outside areas, youth sports, pesticide and herbicide application program, etc.) for the purpose of meeting district requirements.
- Facilitates meetings, workshops and seminars (e.g. pesticide training, monthly safety meetings, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Informs staff, students and others present at job sites for the purpose of providing information on pest control chemicals and related health hazards.
- Inspects district playground and landscape areas (e.g. fencing, concrete/masonry, parking lots, field markings, athletic fields, etc.) for the purpose of ensuring that staff performance is meeting established standards for proper maintenance and care.
- Maintains inventory of supplies, equipment (e.g. pesticides/chemicals, gardening supplies, tools, etc.) for the purpose of ensuring the availability of required items and documenting utilization of inventory at each site location.
- Maintains pesticide license for the purpose of ensuring that the district meets all regulatory requirements.
- Monitors fund balances of assigned programs and related financial activity for the purpose of ensuring that allocations are accurate, related revenues are generated, expenses are within budget limits and/or fiscal practices are followed.
- Oversees all aspects of grounds care (e.g. coordinating work assignments, pesticide/herbicide applications, inspecting and/or evaluating projects, etc.) for the purpose of ensuring that projects are completed in a safe and efficient manner in compliance with regulatory requirements.
- Performs duties of other grounds maintenance staff (e.g. planting/moving/ removing plants and shrubs, weed removal, fertilizer spraying, applying athletic field lines, sweeping/vacuuming/blowing sidewalks/driveways/parking lots, etc.) for the purpose of maintaining campus grounds in accordance with established standards.
- Prepares written materials (e.g. status reports, pesticide use reports, compliance reports, requisitions, equipment/vehicle maintenance records, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Procures pesticides, equipment, supplies and materials for the purpose of maintaining availability of required items and completing jobs efficiently and within budgetary limits.
- Recommends policies, procedures and/or actions for the purpose of providing direction for meeting the district's goals and objectives.

- Responds to emergencies both during and outside regular work hours (e.g. vandalism, break-ins, fires, etc.) for the purpose of determining and implementing appropriate actions required to resolve situation.
- Responds to inquiries from staff, students, parents, and/or visitors for the purpose of providing information, taking appropriate action and/or directing to appropriate personnel for resolution.
- Reviews landscape and outside maintenance plans (e.g. interpret blueprints, estimate costs, create schedule, etc.) for the purpose of advising school organizations on purchases of landscape material, equipment, fencing, and playground equipment.
- Supervises department personnel (e.g. hiring/termination recommendations, disciplinary action, transfers, reassignments, planning/scheduling/coordinating activities, training, etc.) for the purpose of ensuring that the department functions in a safe and efficient manner.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: .

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: .

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and consider a variety of factors when using equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize a variety of types of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: .

**Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a department, large work unit, and/or across several small work units; tracking budget expenditures. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 30% walking, and 50% standing. The job is performed under some temperature extremes and in a generally hazard free environment.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class C Drivers License  
Pesticide Applicator License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance

Tuberculosis Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

06A

## Groundskeeper

### Purpose Statement

The job of Groundskeeper is done for the purpose/s of providing grounds maintenance services at assigned site/s; ensuring attractive and safe grounds area/s and athletic fields; protecting against erosion; performing a variety of special grounds maintenance operations; and maintaining grounds for assemblies, events and/or recreational activities.

This job reports to Grounds Supervisor

### Essential Functions

- Cleans landscaped areas and related items (e.g. storm drains, fields, litter, sweep and blow walks, driveways, parking lots; pick up paper and rubbish, etc.) for the purpose of keeping grounds attractive and safe; preventing flooding and removing hazards.
- Maintains equipment and tools (e.g. sharpen mower blades, clean decks, oil/grease equipment; clean air filters; clean radiator screen, check air pressure, etc.) for the purpose of ensuring for the availability of equipment in a safe operating condition.
- Operates maintenance equipment and hand tools (e.g. edgers, power clippers, small mowers, sprayers, etc.) for the purpose of maintaining safe and attractive grounds.
- Plants a variety of landscaping materials (e.g. lawns, shrubbery, hedges, trees, flowers; cultivates, waters, trim, transplant, fertilize, etc.) for the purpose of keeping the grounds attractive and protecting against erosion.
- Prepares grounds and athletic fields for the purpose of providing adequate, attractive and safe areas for assemblies, recreational activities and/or athletic events.
- Removes weeds and undergrowth from school yard/landscaped areas for the purpose of maintaining a clean and safe environment.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, vandalism, alarms, etc.) for the purpose of taking appropriate action or notifying appropriate personnel for resolution.
- Transports a variety of tools, equipment, supplies, etc. (e.g. move furniture, supplies and equipment, etc.) for the purpose of ensuring the availability of materials required at job site.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment used in grounds maintenance including tractors; weed whips; mowers; hand and power tools; etc.; and adhering to safety practices.

KNOWLEDGE is required to perform algebra and/or geometry; read and follow instructions; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: method of preparing and maintaining various plants; shrubs; lawns; etc.; and safety practices and procedures.

ABILITY is required to schedule activities and/or meetings; collate data; and consider a number of factors when using



equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with specific, job-related data; and utilize a variety of job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; meeting deadlines and schedules; working under time constraints; and communicating with diverse groups.

**Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others; operating within a defined budget. There is some opportunity to effect the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 70% walking, and 20% standing. The job is performed under some temperature extremes and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience is desired.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Certificates and Licenses**

Valid CA Class C Drivers License

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

45

## Head Custodian

### Purpose Statement

The job of Head Custodian is done for the purpose/s of providing custodial services at assigned site; ensuring an attractive, sanitary and safe environment for students, staff and visitors; performing a variety of special cleaning operations; overseeing the preparation of facilities for classroom activities and campus events; overseeing and supporting assigned custodians in the performance of their assignments; and ensuring that assignments are completed in a safe, proper and timely manner.

This job reports to Assigned Administrator

### Essential Functions

- Cleans assigned facilities and/or grounds (e.g. classrooms, offices, restrooms, multipurpose rooms, kitchen, workrooms, meeting rooms, parking lots, walkways, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Consults with administrative personnel (e.g. custodial and maintenance projects and activities; assist faculty and staff with custodial and minor maintenance issues, etc.) for the purpose of planning, prioritizing and scheduling custodial activities and achieving site maintenance objectives.
- Delivers a variety of items (e.g. supplies, mail, packages, furniture, etc.) for the purpose of distributing materials to the appropriate parties within site.
- Informs site personnel for the purpose of providing information and direction regarding activities, safety issues and/or proper maintenance of facilities and/or equipment.
- Inspects facilities (e.g. work completed by custodians for accuracy and compliance; report safety, sanitation and fire hazards to appropriate authorities; report need for maintenance repairs to appropriate personnel; any vandalism, etc.) for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition, identifying necessary repairs to facilities and/or equipment, etc.
- Maintains supplies and equipment (e.g. vacuum and floor cleaning equipment; belts, bags, etc.) for the purpose of ensuring the availability of custodial items required to properly maintain facilities.
- Operates and maintains equipment (e.g. vacuums, floor stripper, leaf blower, floor striper, buffer, shampooer, etc.) for the purpose of ensuring functionality to meet work site needs following maintenance and safety guidelines and regulations.
- Oversees facility maintenance activities and assigned custodial personnel (e.g. adjust and arrange furniture and equipment; set up for special events and meetings, etc.) for the purpose of ensuring functions are performed efficiently in compliance with site requirements and established standards.
- Participates in meetings, workshops, trainings, and seminars as assigned for the purpose of conveying and/or gathering information required to perform job functions.
- Performs minor, job related, maintenance on custodial equipment, classroom furniture and fixtures (e.g. change vacuum cleaner belts, bags, light bulbs; energy conservation practices as directed, etc.) for the purpose of ensuring proper functioning and usability of items.
- Prepares written materials (e.g. supply requisitions, safety inspections, work orders, inventory records, time sheets, etc.) for the purpose of documenting activities and/or relating activities to administration for action.

- Prepares site for daily operations (e.g. opening gates, raising flags, clearing walkways, cone set-up, trash pick-up, etc.) for the purpose of ensuring facilities are operational and hazard free in accordance with established guidelines.
- Requisitions equipment, supplies and materials for the purpose of maintaining availability of required items and completing jobs efficiently.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, vandalism, alarms, etc.) for the purpose of taking appropriate action or notifying appropriate personnel for resolution.
- Responds to inquiries from staff, students, parents, and/or visitors for the purpose of providing information, taking appropriate action and/or directing to appropriate personnel for resolution.
- Secures facilities and grounds during assigned hours (e.g. doors, windows, gates, alarms, lights, etc.; monitor facilities for fire hazards and report to appropriate personnel, etc.) for the purpose of minimizing property damage, equipment loss and/or potential liability.
- Supports other site maintenance staff (e.g. grounds, trades, etc.) for the purpose of completing site custodial activities.
- Transports a variety of tools, equipment, supplies, etc. for the purpose of ensuring the availability of materials required at job site.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment and materials used in industrial maintenance; adhering to safety practices; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: methods of industrial cleaning including floor and carpet; basic tools for minor repairs; safety practices and procedures.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; and meeting deadlines and schedules.

#### **Responsibility**

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 75% walking, and 15% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Continuing Educ. / Training**

**Certificates and Licenses**

**Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

## Health Assistant

### Purpose Statement

The job of Health Assistant is done for the purpose/s of providing support to the school site operations, under direction of the nurse, with specific responsibilities for administering first aid and dispensing prescribed medications under the direction of a health care professional; coordinating with other personnel in supporting students with special needs; documenting activities in accordance with established guidelines and/or regulatory requirements; and assisting health care professionals in scheduling prescribed health screenings and services.

This job is distinguished from similar jobs by the following characteristics: This position is under the supervision of the School Nurse.

This job reports to Principal

### Essential Functions

- Administers emergency first aid and scheduled prescription and over the counter medication to students under the direction of health professional (e.g. shortness of breath, seizures, dizziness, headaches, sprains, performs care until paramedic and/or school nurse arrives; diabetic care; prepares first aid kits for classrooms; field trips as assigned, etc.) for the purpose of meeting immediate health care needs.
- Advises assigned administrator and nurse of observations involving students' safety, abuse (physical, emotional, sexual, drug, etc.) and other health-related issues for the purpose of identifying problems, referring for proper treatment and complying with legal requirements.
- Assists nurse in completing health screenings (e.g. lice, vision, hearing, height/weight, dental, etc.) for the purpose of identifying health concerns and/or delivering school health services in compliance with established guidelines.
- Attends meetings, workshops and trainings (e.g. CPR, first aid, seizure procedures, mandatory reporter trainings; specific medical conditions;, etc.) for the purpose of gathering information required to perform functions.
- Communicates with parents, students and school staff (e.g. list of students with medical conditions; notifications of student restrictions from activities; general health information; communicable diseases, etc.) for the purpose of providing information and/or complying with legal requirements.
- Distributes information on a variety of health subjects (e.g. lice, ringworm, drug prevention, personal hygiene; compile list of students with medical conditions/ distribute as necessary; notifications of student restrictions from activities, etc.) for the purpose of providing instructional materials to teachers, students and/or parents.
- Maintains inventory of medications and office supplies (e.g. monitor amount of student medication on hand, notify parent prior to expiration of medications and medication recalls; prepare expired medications at the end of school year, etc.) for the purpose of ensuring items availability as needed and making recommendations to the School Nurse as required.
- Maintains student health informational records (e.g. prescription dispensing log, medical emergency cards, record immunizations; immunization waivers, etc.) for the purpose of providing information to school nurse; providing information required by regulatory requirements.
- Monitors students referred to the health office (e.g. receive health concern request from staff or parents; inspect for communicable diseases and/or parasites, etc.) for the purpose of ensuring their safety and/or referring to school nurse and/or a medical professional for review and/or services.

- Performs record keeping and clerical functions (e.g. data entry of medical alert status, immunization records, immunizations due/follow-up reminders to parents, withdrawing students, answering calls, copying, faxing, etc.) for the purpose of supporting health services activities.
- Refers students, under the direction of nurse, requiring further medical attention (e.g. communicable diseases and/or parasites; complete proper records, send notifications, restrict students as necessary, etc.) for the purpose of providing information on available follow-up treatment and services in accordance with HIPPA and FERPA regulations.
- Reports suspected child or substance abuse to appropriate State agency for the purpose of maintaining students personal safety, a positive learning environment and adhering to regulatory requirements and established District guidelines.

**Other Functions**

- Follow good health and safety practices and procedures for the purpose of assuring the health and safety of students and self.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: administering first aid/CPR; handling body fluids and waste materials; operating standard office equipment including pertinent software applications; and preparing and maintaining accurate records .

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: emergency first aid/CPR procedures; safety practices and procedures; health standards, reporting procedures and prioritization of cases.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; being sensitive to and communicating with young adults/teenagers regarding emotional and physical health needs; adapting to changing work priorities; being attentive to detail; time management and displaying tact and courtesy.

**Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 40% sitting, 20% walking, and 40% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience is desired.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

CPR/First Aid Certificate

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

30

## Health Technician/LVN \*\* NEW

### Purpose Statement

The job of Health Technician/LVN \*\* NEW is done for the purpose/s of providing health care services meeting the health needs of all assigned students; providing appropriate care for ill, medically fragile and/or injured students on a regular and emergency basis; administering first aid and dispensing prescribed medications; providing health information and serving as a resource to parents, teachers, staff, and administrators; identifying health problems for review with the school nurse; complying with the laws relating to student health, including parental and guardian consent; coordinating with other personnel in supporting students and individual health action plans; documenting activities in accordance with established guidelines and/or regulatory requirements; and assisting health care professionals with health screenings and services.

This job is distinguished from similar jobs by the following characteristics: This position is under the guidance of the Credentialed School Nurse.

This job reports to Principal

### Essential Functions

- Administers first aid, emergency medical care, medication and specialized medical treatments (e.g. gavage feeding, diabetic care, catheterization, wound care, etc.) for the purpose of providing appropriate care for ill, medically fragile and/or injured children within established guidelines.
- Assists students with personal care as necessary (e.g. diapering, toileting, etc.) for the purpose of providing appropriate care in accordance with established policy and guidelines.
- Assists school nurse in completing health screenings (e.g. lice, height/weight, vital signs, etc.) for the purpose of identifying health concerns and/or delivering school health services in compliance with established guidelines.
- Attends meetings, workshops and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.
- Communicates with parents, students, school staff, and/or public agencies (e.g. list of students with medical conditions; notifications of student restrictions from activities; general health information; communicable diseases, etc.) for the purpose of promoting needed treatment and/or complying with legal requirements.
- Implements health care plans for students with health conditions as described in IEP's or other written plans of care for the purpose of meeting the needs of students with chronic health problems and/or accommodation requirements.
- Informs assigned administrator and school nurse of observations involving students' safety, abuse (physical, sexual, drug, etc.) and other health related issues for the purpose of identifying problems, referring for proper treatment and complying with legal requirements.
- Maintains student's confidential files and records (e.g. health care plans, nursing activities, prescription dispensing log, medical emergency cards, health cards, parent info, record immunizations in data system, track immunization waivers, etc.) for the purpose of providing information required by legal requirements and professional standards.
- Maintains inventory of medications, medical and office supplies (e.g. monitor amount of student medication on hand, notify parent prior to expiration of medications; alert nurse of needed items; properly dispose of expired medications, etc.) for the purpose of ensuring items availability as needed.



- Monitors students with chronic illnesses and health office referrals for the purpose of ensuring their safety and well-being; providing assistance for the child in achieving the highest possible functional level and referring to parents or medical professionals as directed by the school nurse.
- Performs record keeping and clerical functions (e.g. data entry of medical information, immunization records, student health information, answering calls, copying, faxing, etc.) for the purpose of supporting health services activities through the maintenance of paper and electronic records.
- Reports health and safety issues to assigned administrator and school nurse (e.g. fights, suspected child or substance abuse, contagious diseases, etc.) for the purpose of maintaining students personal safety, a positive learning environment and complying with regulatory requirements and established guidelines.
- Responds to emergency medical situations (e.g. severe falls, prescription reactions, bleeding, etc.) for the purpose of ensuring appropriate immediate medical attention and related follow-up action.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: administering first aid/CPR; handling body fluids and waste materials; operating standard office equipment including pertinent software applications; and preparing and maintaining accurate records .

KNOWLEDGE is required to perform algebra and/or geometry; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: emergency first aid/CPR procedures; safety practices and procedures; and health standards and reporting procedures .

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of processes. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of types of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; being sensitive to and communicating with young adults/teenagers regarding a variety health needs; adapting to changing work priorities; being attentive to detail; and displaying tact and courtesy.

**Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 40% sitting, 30% walking, and 30% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

CPR/First Aid Certificate  
Licensed Vocational Nurse Certificate

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Tuberculosis Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

56

## Heating and Ventilation Technician

### Purpose Statement

The job of Heating and Ventilation Technician is done for the purpose/s of providing heating and ventilation services with specific responsibility for identifying repair and/or replacement needs; installing, repairing, maintaining and upgrading heating and ventilation systems and equipment; assisting other skilled trades; and ensuring that tools and materials are available at job site.

This job reports to Maintenance Supervisor

### Essential Functions

- Asssts with contract work (e.g. HVAC-R subcontractors, etc.) for the purpose of ensuring contract terms are fulfilled, work standards are met and project completed in accordance with District specifications.
- Coordinates with school personnel at job sites, supervisor and/or other maintenance personnel (e.g. creates work orders, as part of a team on larger projects, etc.) for the purpose of completing projects and work orders efficiently in support of the education process.
- Diagnoses causes of problems and/or failures in heating and ventilating systems for the purpose of identifying equipment and/or systems repair and/or replacement needs.
- Fabricates equipment parts (e.g. duct work, chassis covers, etc.) for the purpose of meeting specialty needs and/or replacing unavailable parts.
- Informs personnel regarding status of work orders (e.g. supervisory staff, other maintenance workers, district staff, etc.) for the purpose of providing information for making decisions, taking appropriate action and/or complying with building and safety regulations.
- Installs heating and ventilating equipment and systems (e.g. valves, exhaust fans, motors, gaskets, filters, belts, fuses, controls, thermostats, switches, gauges, tubing, pipes, etc.) for the purpose of providing enhanced and/or upgraded capabilities.
- Maintains tools and equipment for the purpose of ensuring availability in safe operating condition.
- Monitors heating and ventilating systems and their components (e.g. gas piping, forced gas air heating units, building exhaust fans, ventilation units, switches, fuses, time clocks, etc.) for the purpose of evaluating condition, identifying necessary repairs and recommending preventive maintenance.
- Participates in meetings, workshops, training, and seminars as assigned for the purpose of conveying and/or gathering information required to perform job functions.
- Performs routine and preventive maintenance (e.g. filter changes, gas pipe repairs, rewiring heaters, replacing switches and other components, etc.) for the purpose of ensuring the ongoing functioning of heating and ventilating systems.
- Prepares written materials (e.g. open new work orders, complete work orders with time, labor and materials information, track filter changes, etc.) for the purpose of documenting activities and/or conveying information.
- Repairs a variety of appliances, heating, and ventilating equipment (e.g. refrigerators, washers, dryers, forced air heaters, exhaust fans, etc.) for the purpose of ensuring a comfortable learning environment.
- Requests equipment and supplies for the purpose of maintaining inventory and ensuring availability of items required to complete the necessary installation and/or repair.

- Responds as directed to emergency situations during or after hours for the purpose of resolving immediate safety concerns.
- Transports a variety of tools, equipment and supplies (e.g. filters, motors, pipes, ladders, etc.) for the purpose of ensuring the availability of materials required at job site.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment used in the installation, repair and maintenance on heating and ventilating equipment, including pipe fitting, sheet metal and electrical work as it pertains to heating and ventilation repair; planning and managing projects; preparing and maintaining accurate records; and handling hazardous materials.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: indoor air monitoring equipment and interpret resulting data; standards for design and construction; applicable codes and regulations; and hazards and safety precautions.

ABILITY is required to schedule activities and/or meetings; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others; work with data utilizing defined and similar processes; and utilize equipment under a variety of conditions for multiple purposes. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; working as part of a team; working with constant interruptions; and displaying mechanical aptitude.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, significant stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 20% walking, and 70% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience within a specialized field is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class C Drivers License  
Journey Level Certificate

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

**Approval Date**

**Salary Grade**



## Information Technology Supervisor

### Purpose Statement

The job of Information Technology Supervisor is done for the purpose/s of planning, implementing, directing and maintaining the district's hardware and software and use of technology within the curriculum and business applications; overseeing assigned personnel; evaluating and providing recommendations regarding complementing classroom instruction and business information systems with network and data communications hardware and software.

This job reports to Assistant Superintendent Business Administration

### Essential Functions

- Assists with developing policies and procedures relating to District technology (e.g. computers, networking, software, peripherals, etc.) for the purpose of providing safe and secure technology programs for staff and students.
- Collaborates with internal and external personnel (e.g. other administrators, staff, etc.) for the purpose of implementing and/or maintaining technology services; and integration of classroom educational technology.
- Engineers computer networks (e.g. reviews/analyzes systems and determines improvements, etc.) for the purpose of providing reliable communication applications.
- Implements technology activities and/or projects (e.g. ParentPortal, single sign on, classroom hardware, etc.) for the purpose of serving the technological needs of students, educators, district operations, staff and the public.
- Maintains computer hardware and software applications through the use of service contractors and District staff (e.g. WiFi network, connectivity, student information system, student data warehouse, databases, educational apps, etc.) for the purpose of ensuring availability of instructional materials and district operations.
- Manages a variety of projects and/or activities (e.g. E-Rate program, CALPADS data entry, BYOD learning program, technology procurement, software licensing, IT initiatives, etc.) for the purpose of providing services within established time frames and in compliance with requirements.
- Monitors budget allocations, expenditures, fund balances and related financial activities for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Participates in meetings, workshops and seminars (e.g. staff meetings, industry groups, leadership meetings, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Performs personnel functions (e.g. interviewing, evaluating, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within budget.
- Prepares a variety of materials (e.g. configuration and bid specifications, system and user documentation, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Provides leadership and technical support (e.g. defines department goals and objectives; establishes policies, procedures, and standards, etc.) for the purpose of designing, developing and maintaining an efficient, unified and fully integrated technology system.

- Researches network and data communications hardware and software (e.g. educational technology devices/apps, etc.) for the purpose of previewing products to provide recommendations regarding applications and purchases.
- Responds to inquires (e.g. requests for new/additional data processing, questions about technology plans, requests/concerns of parents/teachers, etc.) for the purpose of providing information and/or direction.
- Reviews a variety of documentation (e.g. purchase orders, requests for new/additional technology, bid specifications, etc.) for the purpose of ensuring accuracy, feasibility and compliance with established guidelines and district goals.
- Serves as liaison to software/hardware providers for the purpose of conveying and/or receiving information and coordinating district activities.
- Supervises department personnel (e.g. hiring/termination recommendations, disciplinary action, transfers, reassignments, planning/scheduling/coordinating activities, training, etc.) for the purpose of ensuring that the department functions in a safe and efficient manner.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex, technical tasks with a need to routinely upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment; planning and managing projects; managing technical employees; and utilizing pertinent computer hardware and software applications.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations; personnel processes; current and emerging network and data communications hardware and software.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of processes. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a wide variety of types of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing priorities; communicating with persons of varied backgrounds and technology expertise; establishing and maintaining effective working relationships; maintaining confidentiality; meeting deadlines and schedules; providing direction; leadership; and setting priorities; working as part of a team; and working with frequent interruptions.

#### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; managing a department; supervising the use of funds. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience within a specialized field is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:** High School Education (or equivalency) plus significant experience in development, maintenance, and installation of data systems.

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

12



## Instructional Assistant - Applied Behavior Analysis

### Purpose Statement

The job of Instructional Assistant - Applied Behavior Analysis is done for the purpose/s of providing support to the instructional program within assigned classroom with specific responsibility for assisting in the supervision, care and instruction of special needs students in the regular classroom or in a self-contained classroom; assisting in implementing plans for instruction; monitoring student behavior during non-classroom time; providing information to appropriate school personnel; and attending IEP meetings, as needed.

This job reports to Assigned Administrator

### Essential Functions

- Administers immediate first aid and medical assistance as instructed by a school nurse or health care professional (e.g. personal hygiene, toileting of students, diapering, tube feeding, colostomy bags, medication, developing basic self-sufficiency, etc.) for the purpose of meeting immediate health care needs.
- Assist with crisis situations (e.g. following crisis intervention procedures as set forth by the West Orange County Consortium of Special Education (WOCCSE), etc.) for the purpose of providing a safe and optimal learning environment.
- Attends meetings and in-service presentations (e.g. Special Education in-services; first aid, CPR, emergency procedures, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Communicates with supervising instructional staff and professional support personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Facilitates special education students in personal interactions and/or specific student issues (e.g. social interactions; assist with problem solving, etc.) for the purpose of developing interpersonal skills and successful problem solving strategies.
- Implements under the supervision of assigned teacher and/or psychologist, behavioral plans designed by IEP team for students with behavior disorders or other special conditions (e.g. DTT; Picture Exchange Communication System (PECS); Behavior Intervention Plan (BIP); school setting; PBIP, etc.) for the purpose of presenting and/or reinforcing learning concepts in accordance with District recommended and approved methods/strategies.
- Maintains instructional materials and/or manual and electronic files/records (e.g. collect data; record anecdotal student progress notes; maintains confidentiality according to established guidelines, etc.) for the purpose of ensuring availability of items; providing written reference; and/or meeting mandated requirements.
- Monitors students during assigned periods within a variety of school environments (e.g. assist with behavior management and supervision; rest rooms, playgrounds, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning environment.
- Provides under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, etc.) for the purpose of reinforcing instructional objectives; implementing IEP plans; and ensuring students success in school.
- Tutors students individually or in small groups (e.g. accordance with the IEP; tests, homework, make-up work, etc.) for the purpose of supporting teachers in the classroom.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.

ABILITY is required to schedule activities; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with constant interruptions.

### **Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 33% sitting, 33% walking, and 34% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

### **Continuing Educ. / Training**

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

### **FLSA Status**

Non Exempt

### **Approval Date**

### **Salary Grade**

34

## Instructional Assistant - Bilingual

### Purpose Statement

The job of Instructional Assistant - Bilingual is done for the purpose/s of providing support to the instructional programs within assigned classrooms with specific responsibility for assisting students' English language acquisition from their native language; also serving as a resource to other school personnel requiring assistance with non-English speaking persons.

This job reports to Assigned Administrator

### Essential Functions

- Administers tests to referred students (e.g. assessing proficiency in English skills (oral and written); initial & other mandated testing for English language learners, etc.) for the purpose of assisting teacher, and other professionals in determining class placement and/or program eligibility.
- Assists students, individually or in groups, with lesson assignments (e.g. tutor individual or small groups of limited-English proficient students; reinforcing instruction- language arts, reading, arithmetic, social studies, science, etc; provide information on student's progress and performance, etc.) for the purpose of presenting and/or reinforcing learning concepts in student home language.
- Attend workshop, meetings and in-service training for the purpose of gathering information required to perform job functions.
- Communicates with parents (e.g. test results, needs, students' placement, etc.) for the purpose of ensuring that an ongoing partnership between the home and school is formed.
- Implements, under the supervision of the teacher, instructional programs and lesson plans (e.g. interpret for exams as needed; translate stories;, etc.) for the purpose of presenting and/or reinforcing learning concepts.
- Interprets verbal and translates written communication (e.g. Parent/Teacher Conferences; meetings; telephone calls with parents; notes; letters and other materials as assigned, etc.) for the purpose of assisting students, teachers and parents in communicating.
- Maintains clean and orderly environment (e.g. help arrange and set-up room(s), etc.) for the purpose of ensuring facilities are operational, and hazard free.
- Monitors individual and/or groups of students in a variety of settings (e.g. classroom, playground, field trips, library, lunchroom, bus loading/unloading, etc.) for the purpose of providing a safe and positive learning environment.
- Provide support to the teacher's lesson plans for the purpose of promoting language development and improving students' skills.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: translating written documents; operating standard office equipment using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: concepts of grammar and punctuation in both English and Second Language; age appropriate activities.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups including those with limited English proficiency and establishing and maintaining effective working relationships.

**Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 70% sitting, 15% walking, and 15% standing. The job is performed in a generally hazard free environment.

**Experience:** Job related experience is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

## Instructional Assistant - Mild/Moderate

### Purpose Statement

The job of Instructional Assistant - Mild/Moderate is done for the purpose/s of providing support to the instructional program within assigned classroom with specific responsibility for assisting in the supervision, care and instruction of special needs students in a designated non-severely/physically handicapped special education instruction program, including Special Day Class (SDC), Resource Specialist Program (RSP) or other non-critical care instruction program; in the regular classroom or in a self-contained classroom; assisting in implementing plans for instruction; monitoring student behavior during non-classroom time; providing information to appropriate school personnel.

This job reports to Assigned Administrator

### Essential Functions

- Adapts classroom activities, learning aids, assignments and/or materials under the direction of the supervising teacher (e.g. rephrase materials; explain instructions and words; administer, monitor and score a variety of non-standardized tests; review, practice and study activities, etc.) for the purpose of supporting and reinforcing classroom objectives.
- Administers immediate basic aid and medical assistance as instructed by a health care professional (e.g. following health and safety practices and procedures, etc.) for the purpose of meeting immediate health care needs.
- Assists students with severe disabilities who may be included in special education program for non-severely disabled students (e.g. physical assistance in mobility, feeding, transfer and personal needs, etc.) for the purpose of maintaining a safe and positive learning environment while maintaining students' personal needs.
- Attends meetings and in-service presentations (e.g. staff meetings, in-service training, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Communicates with supervising instructional staff and professional support personnel, as directed for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Implements under the supervision of assigned teacher, behavioral plans designed by IEP team for students with behavior disorders or other special conditions (e.g. use of positive reinforcement strategies and techniques; assist in the shaping of social behavior, etc.) for the purpose of presenting and/or reinforcing learning concepts.
- Maintains instructional materials and/or manual and electronic files/records (e.g. clerical duties; scoring tests and charting student progress; record grades; maintain student records and files; maintaining confidentiality, etc.) for the purpose of ensuring availability of items; providing written reference; and/or meeting mandated requirements.
- Models appropriate behavior for students (e.g. conversation, manners, clean up activities, listening skills, etc.) for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues; improving student success.
- Monitors students during assigned periods within a variety of school environments (e.g. rest rooms, playgrounds, direct group activities, hallways, bus loading zones, field trips, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning environment.
- Participates in the implementation of IEP goals (e.g. instruction in a variety of activities; provide guidance in academic learning, social skills, physical development and personal hygiene; assist in administering and proctoring tests, etc.) for the purpose of meeting IEP goals and/or district benchmarks.

- Provides instructional assistance to individuals or groups of special education students and regular ed students in special classes and mainstreamed regular ed classes (e.g. classroom activities, lunch, physical education period, recess, etc.) for the purpose of reinforcing instructional objectives; implementing plans; and ensuring students' success in school.
- Provides instructional support and assistance to teachers and students assigned to a designated non severely/physically handicapped special education instruction program (e.g. including Special Day Class (SDC) and Resource Specialist program (RSP), etc.) for the purpose of supporting and reinforcing classroom objectives.
- Provides under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, etc.) for the purpose of reinforcing instructional objectives; implementing IEP plans; and ensuring students' success in school.
- Supports classroom teachers and other school personnel (e.g. set up work areas and displays, operating computer, operating audio visual equipment; distributing and collecting paper, supplies and materials; assisting students in the operation of audio-visual and educational training equipment, etc.) for the purpose of assisting personnel in the implementation of curriculum and teaching methodologies.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.

ABILITY is required to schedule activities; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with constant interruptions.

#### **Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 15% sitting, 35% walking, and 50% standing. The job is performed under conditions with exposure to risk of injury and/or illness and in a clean atmosphere.

**Experience:** Job related experience is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Continuing Educ. / Training**

**Certificates and Licenses**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

25

## Instructional Assistant - Moderate/Severe

### Purpose Statement

The job of Instructional Assistant - Moderate/Severe is done for the purpose/s of providing support in the instruction to individuals or groups of students in an assigned special education program including Severely Handicapped and Physical Handicapped programs; monitor and report student progress regarding behavior and performance; perform a variety of clerical and supportive duties related to classroom activities.

This job reports to Assigned Administrator

### Essential Functions

- Adapts classroom activities, learning aides, assignments and/or materials under the direction of the supervising teacher (e.g. rephrase materials; explain instructions and words; review, practice and study activities, etc.) for the purpose of supporting and reinforcing classroom objectives.
- Administers routine first aid including emergency treatment of children experiencing seizures or respiratory problems, orthopedic distress and pulmonary conditions (e.g. following health and safety practices and procedures; maintain daily documentation of specialized physical health care services and procedures, etc.) for the purpose of meeting immediate health care needs.
- Assist a certificated teacher in providing instruction to students in an assigned special education program such as Severely Handicapped (SH) or Physical Handicapped (PH) special education assignments for the purpose of reinforcing instructional objectives; implementing IEP plans; and ensuring students success in school.
- Assists medically fragile or physically disabled students (e.g. lifting students in and out of wheelchairs, braces and other orthopedic equipment; positioning pupils; toileting and diapering, dressing, undressing, bathing, grooming and feeding; use of feeding tube; safe use and operation of wheel chairs, devices and other equipment; catheters and urinals, etc.) for the purpose of maintaining a safe and positive learning environment while maintaining students' personal needs and hygiene.
- Attends meetings and in-service presentations (e.g. staff meetings, in-service training, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Gives instructional assistance to individuals or groups of special education students in mainstreamed classes (e.g. classroom activities, lunch, physical education period, recess, etc.) for the purpose of reinforcing instructional objectives; implementing plans; and ensuring students success in school.
- Implements under the supervision of assigned teacher, behavioral plans designed by IEP team for students with behavior disorders or other special conditions (e.g. use of positive reinforcement strategies and techniques; assist in the shaping of social behavior, etc.) for the purpose of presenting and/or reinforcing learning concepts.
- Maintains instructional materials and/or manual and electronic files/records (e.g. clerical duties; charting student progress; maintaining confidentiality, etc.) for the purpose of ensuring availability of items; providing written reference; and/or meeting mandated requirements.
- Monitors students during assigned periods within a variety of school environments (e.g. rest rooms, playgrounds, direct group activities, hallways, bus loading zones, cafeteria, parking lots, field trips, etc.) for the purpose of maintaining a safe and positive learning environment.
- Participates in the implementation of IEP or Physical Training Programs (e.g. instruction in a variety of activities; provide guidance in critical life skills, academic learning, social and leisure skills, physical development and personal hygiene; assist in administering and proctoring tests, etc.) for the purpose of meeting IEP goals and/or district benchmarks.



- Provides under the supervision of assigned teacher, instruction to students with learning disabilities and language, communication and behavioral problems a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, etc.) for the purpose of reinforcing instructional objectives; implementing IEP plans; and ensuring students success in school.
- Supports classroom teachers and other school personnel (e.g. set up work areas, exhibits and displays, operating computer, operating audio visual equipment; distributing and collecting paper, supplies and materials; assisting students in the operation of audio-visual and educational training equipment, etc.) for the purpose of assisting personnel in the implementation of curriculum and teaching methodologies.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.

ABILITY is required to schedule activities; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with constant interruptions.

**Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 40% sitting, 20% walking, and 40% standing. The job is performed under conditions with exposure to risk of injury and/or illness and in a clean atmosphere.

**Experience:** Job related experience is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
 DOJ Fingerprint Clearance  
 Tuberculosis Clearance

**FLSA Status**  
Non Exempt

**Approval Date**

**Salary Grade**  
30

## Instructional Assistant

### Purpose Statement

The job of Instructional Assistant is done for the purpose/s of providing support to the instructional program within assigned classroom with specific responsibility for working with individual and/or small groups of students in the classroom, and around the school campus; and providing clerical support to teacher/s and staff.

This job reports to Assigned Administrator

### Essential Functions

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher (e.g. administer, monitor and score tests and assignments; rephrase materials and explains instructions and words, etc.) for the purpose of supporting and reinforcing classroom objectives.
- Administers immediate first aid and medical assistance as instructed by a health care professional (e.g. follow health and safety practices and procedures, etc.) for the purpose of meeting immediate health care needs.
- Administers classroom assignments, tests, homework assignments, make-up work, etc. (e.g. tutor individual or small groups of students; reinforcing instructions; monitor and oversee student practices, assignments and assessments, etc.) for the purpose of supporting teachers in the instructional process with students.
- Maintains classroom equipment, work area, and manual and electronic files and records (e.g. operate a variety of office, instructional and audio-visual equipment; perform clerical duties; maintain student files; maintain confidentiality, etc.) for the purpose of ensuring availability of items; providing written reference; providing a safe learning environment; and/or meeting mandated requirements.
- Monitors individual and/or groups of students in a variety of settings (e.g. classroom, playground, field trips, library, lunchroom, bus loading/unloading; control behavior of students according to approved procedures; report progress regarding student performance and behavior; direct group activities, etc.) for the purpose of providing a safe and positive learning environment.
- Supports classroom teachers and other school personnel (e.g. set up work areas and displays, operating computer, audio visual equipment; distributing and collecting paper, supplies and materials; prepare instructional, motivational and decorative materials - vocabulary lists, worksheets, games, flash cards, improvement and achievement awards and displays; assist students in Homework Club, etc.) for the purpose of assisting them in the implementation of curriculum and teaching methodologies.

### Other Functions

- Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read

a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: concepts of grammar and punctuation; stages of child development and learning styles; and age appropriate activities.

ABILITY is required to schedule activities; collate data; and use basic, job-related equipment. Flexibility is required to work with others; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; setting priorities; working as part of a team; and working with constant interruptions.

**Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 55% sitting, 10% walking, and 35% standing. The job is performed under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

21

## Instructional Science Materials Assistant

### Purpose Statement

The job of Instructional Science Materials Assistant is done for the purpose/s of building and refurbishing science kits; providing support to the warehousing operations with specific responsibilities for maintaining required inventory levels; ensuring specifications, quantity and quality of orders are correct.

This job reports to Assigned Administrator

### Essential Functions

- Assist with checking in returned kits to warehouse (e.g. unload trucks, sort kits, load to pallets, etc.) for the purpose of updating inventory of equipment/materials for future labs.
- Builds science kits (e.g. from verbal and written instructions; prepares boxes for delivery to school sites; verifies each item against inventory list; ensures inclusion of all required items, etc.) for the purpose of meeting classroom lab requirements as requested.
- Cleans warehouse (e.g. sweeping floors, dusting shelves, cleaning tables, emptying trash, etc.) for the purpose of maintaining a safe and sanitary work area.
- Conducts physical inventories (e.g. counts, restocks shelves from new and recycled materials; assembles, packages and labels materials, etc.) for the purpose of ensuring the availability of equipment/materials for scheduled labs.
- Delivers live materials (e.g. such as animals and insects to school sites; may drive to vendor sources to purchase and pick up; deliver rush items to schools, etc.) for the purpose of distributing items to assigned locations and/or individuals.
- Lifts and moves heavy materials with assistance (e.g. forklift, hand truck, pallet jack, cart; may assist in loading and unloading trucks, etc.) for the purpose of transporting orders and materials to designated sites.
- Maintains inventory of science kits (e.g. refurbishing kits; assembly, packaging, labeling, etc.) for the purpose of ensuring availability of items.
- Operate office equipment (e.g. computer, copier, calculator, and paper cutter, etc.) for the purpose of ensuring the efficient and effective functioning of the site.

### Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating equipment used in warehouse operations; operating standard office equipment including pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: basic computer use.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment.

Flexibility is required to work with others; work with data utilizing specific, defined processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a variety of job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; meeting deadlines and schedules; setting priorities; and physical stamina; and ability to read, write and communicate clearly in English .

**Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 25% walking, and 65% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is desired.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

21

## Insurance Benefits Technician

### Purpose Statement

The job of Insurance Benefits Technician is done for the purpose/s of providing support to the delivery of human resource services with specific responsibility for assisting with all aspects of employee benefits, workers compensation and benefit information; resolving insurance benefit, workers compensation, retirement, reporting and reconciliation problems; providing information to employees, state agencies, providers and/or administrators; and ensuring employee proof of coverage and accurate billing.

This job reports to Assistant Superintendent, Personnel

### Essential Functions

- Administers employee benefit and worker's compensation programs in compliance with carrier contracts (e.g. enrolling new employees, explaining benefit options, organizing benefit fairs, mediating benefit eligibility and payment issues, open enrollment, filing claims, return to work, etc.) for the purpose of providing maximum coverage to employees within contract specifications.
- Assists personnel, retirees, beneficiaries and/or insurance providers for the purpose of verifying eligibility, conveying information and processing claims and enrollments.
- Compile state and federal healthcare data for the purpose of meeting mandated reporting compliance.
- Create complex spreadsheets for premium calculations (e.g. full-time, part-time, retirees, etc.) for the purpose of ensuring proper coverage and deductions during employee/retiree eligibility for enrollment and accuracy of vendor billing meeting compliance and guidelines.
- Distributes documents (e.g. open enrollment packets, new/change forms, fringe benefit packages, flyers, etc.) for the purpose of providing information and proof of insurance coverage/s.
- Maintains a variety of information (e.g. benefits, provider contracts, claim files, workers compensation records, employee records, etc.) for the purpose of providing an up-to-date reference and documentation meeting regulatory and district guidelines.
- Participates meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.
- Prepares written materials (e.g. reports, memos, letters, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Processes a variety of benefit information for the purpose of completing enrollment/changes within program guidelines.
- Provides information for District Insurance Committee meetings for the purpose of ensuring employees have an understanding on plan options, costs and selection; providing administrators with information/recommendations.
- Reconciles enrollment forms and billings to employee records (e.g. COBRA, disability, retirement, health, FMLA, etc.) for the purpose of ensuring accurate eligibility and payment information and complying with contract provisions.

- Researches discrepancies between employee, payroll, benefit provider/s, and government agencies for the purpose of ensuring accuracy of records and maximizing eligible payments.
- Resolves conflicts with benefit providers (e.g. medical, dental, vision, workers compensation, etc.) for the purpose of verifying eligibility, conveying information and processing claims.
- Supports assigned administrators (e.g. calculating sick leave by-backs, preparing special reports, etc.) for the purpose of providing information from which to make operational decisions.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying district, state and federal policies and regulations; operating standard office equipment; preparing and maintaining accurate records; planning and managing projects; and utilizing pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: codes, regulations & laws related to the job functions; concepts of grammar and punctuation.

ABILITY is required to schedule activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize specific, job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; meeting deadlines and schedules; maintaining confidentiality; working with constant interruptions; and working with detailed information/data.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 94% sitting, 5% walking, and 1% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is desired.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**Continuing Educ. / Training**

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

38



## Irrigation Technician

### Purpose Statement

The job of Irrigation Technician is done for the purpose/s of providing maintenance services with specific responsibility for ensuring completion of assigned work order projects; performing a wide variety of skilled maintenance activities (e.g. installation, maintenance and repair of irrigation systems); assisting other maintenance workers; and ensuring that tools and materials are available at job site.

This job reports to Grounds Supervisor

### Essential Functions

- Analyzes blue prints, schematics, and drawing of irrigation systems (e.g. estimate and record time, labor and material, etc.) for the purpose of determining the efficient installation of new or upgraded systems.
- Diagnoses causes of problems and/or failures in irrigation system for the purpose of identifying equipment and/or systems repair and replacement needs.
- Installs route water and control lines (e.g. lay out and fabricate additions to existing system; dig ditches and trenches, etc.) for the purpose of providing enhancements and/or upgraded capabilities.
- Operates power equipment (e.g. backhoe, trenching equipment, etc.) for the purpose of implementing installation, maintenance and repair of irrigation systems.
- Participates in meetings; attend workshops and training for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs routine, preventive maintenance and replacing components (e.g. proper water distribution of turf and shrub areas; irrigation controls, timing devices-correct time and duration of operation, sprinkler heads-clean and adjust height, valves and lines; perform back flow testing, valves, etc.) for the purpose of ensuring the ongoing functioning of irrigation system.
- Requests equipment and supplies (e.g. order new supplies according to established procedures, etc.) for the purpose of maintaining inventory and ensuring availability of items required to complete the necessary installation and/or repair.
- Supports other site maintenance staff (e.g. perform general grounds maintenance, light custodial duties, semi-skilled plumbing maintenance work; supervise the work of helpers as assigned, etc.) for the purpose of completing site maintenance activities.
- Transports a variety of tools, equipment and supplies for the purpose of ensuring the availability of materials required at job site.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: performing skilled maintenance involving the carpentry, plumbing and electrical trades; using hand and power tools skillfully and safely; operating a variety of equipment and machinery such as various saws, planes, drill presses, sanders, jack hammers, drills, sandblasters and forklifts; operating a motor vehicles as necessary.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: methods, practices, equipment and tools used in the specific trade area; health and safety regulations; proper methods of storing equipment, materials and supplies; requirements of maintaining school buildings in a safe, clean and orderly condition.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: understanding and following oral and written directions; establishing and maintaining effective working relationships with others; analyzing situations accurately and adopting an effective course of action; and maintaining routine records.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 5% sitting, 60% walking, and 35% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

58

## Lead Heavy Duty Mechanic

### Purpose Statement

The job of Lead Heavy Duty Mechanic is done for the purpose/s of providing mechanic services with specific responsibility for identifying repair and/or replacement needs; performing repairs and preventive maintenance on equipment and district vehicles; ensuring completion of repairs in accordance with trade standards; assisting other skills trades and ensuring that tools and materials are available at job site.

This job reports to Transportation Supervisor

### Essential Functions

- Coordinates with administration and other trades for the purpose of completing projects/work orders efficiently.
- Diagnoses equipment malfunctions (e.g. HVAC, smog/smoke, saws, etc.) for the purpose of determining needed repairs and/or replacements; maintaining recordkeeping for district compliance.
- Fabricates parts utilizing welding equipment for the purpose of providing items necessary for repairs to minimize delays in meeting work orders.
- Inspects district vehicles and equipment (e.g. brake system, oil levels, coolant, tire pressure, general conditions, CNG tanks, etc.) for the purpose of ensuring that the vehicle is in a safe operating condition.
- Maintains tools, equipment and/or shop area for the purpose of ensuring the availability of tools and equipment, and safety within the workspace.
- Monitors Diesel Particulate Filters for the purpose of evaluating condition, identifying and performing needed cleaning necessary for maintaining regulatory compliance.
- Participates in meetings; attend workshops and training for the purpose of gathering and/or dissemination required to perform job functions.
- Performs preventive maintenance inspection of gasoline, CNG, and diesel school buses for the purpose of meeting compliance with Motor Carrier Safety Regulations; safety; and recordkeeping guidelines.
- Prepares written materials (e.g. repair and maintenance logs, cost, parts, warranty claims, etc.) for the purpose of documenting required information and meeting regulatory requirements.
- Repairs heavy equipment (e.g. tractors, back hoes, hydraulic systems, forklifts, tractors, saws, etc.) for the purpose of ensuring availability of equipment in safe operating condition.
- Transports tools, equipment and/or supplies for the purpose of ensuring on-site and vendor repairs are performed in a timely manner.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; handling hazardous materials; operating equipment used in vehicle repair and maintenance; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: safety practices and procedures; pertinent codes, policies, regulations and/or laws; diesel and electrical systems; and trends in automotive diagnosis and repair.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: displaying mechanical aptitude; adapting to changing work priorities; being attentive to detail; communicating with diverse groups; meeting deadlines and schedules; and setting priorities.

**Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, significant stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 25% sitting, 25% walking, and 50% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience within a specialized field is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class B Drivers License with Passenger + S Endorsements  
CPR/First Aid Certificate  
School Bus Drivers Certificate Restriction #1 only

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

74

## Lead Preschool Instructor

### Purpose Statement

The job of Lead Preschool Instructor is done for the purpose/s of providing direction, support and training to Preschool Instructors and Aides; plan, organize, develop and implement approved curriculum for the development of children enrolled in the District's State or Child Development Center preschool program.

This job reports to Director Child Care (& Recreation) Programs

### Essential Functions

- Administers immediate first aid, scheduled medication and medical assistance as instructed by a health care professional (e.g. nausea, shortness of breath, seizures, dizziness, headaches, sprains, etc.) for the purpose of meetings immediate health care needs.
- Assists the program director with parent education training and special parent night programs (e.g. models conversation, listening skills, expectations, discipline, literacy and math, etc.) for the purpose of teaching parenting skills as a strategy for improving student success in academic, interpersonal and daily living skills.
- Compiles data from a wide variety of sources (e.g. staff, public agencies, student needs, DRDP data, monthly monitoring reports, coaching logs, assessments of sites and staff, etc.) for the purpose of implementing policies and procedures and/or monitoring program components.
- Develops resource materials (e.g. monthly GLAD units, CGI units, etc.) for the purpose of providing teachers at all sites with district approved strategies for developing academic language, literacy and mathematical reasoning skills.
- Develops positive and supportive relationships with Child Development staff (e.g. developing plans and strategies for children with behavior issues; participate in IEP's, provide input; provides learning links and activities; technical assistance, etc.) for the purpose of supporting staff growth through the mentoring process.
- Facilitates meetings, workshops, seminars, etc. (e.g. program related topics, child development topics, staff mentoring and follow up, etc.) for the purpose of identifying issues, developing recommendations, supporting staff growth through mentoring, implementing programs and reporting to the director.
- Maintain schedules for on-site visits observation, and support of the Preschool Instructors/Aides (e.g. constructive feedback, on-site support, modeling, co-teaching, observing Classroom Assessment Scoring System (CLASS), Desired Results Developmental Portfolio (DRDP), Star Quality Child Care Program, ECERS, Guided Language Acquisition Design (GLAD) program, etc.) for the purpose of assessing coaching needs.
- Participates in a variety of meetings (e.g. workshops, inter and intra district committees, community and public agencies, seminars, conferences, etc.) for the purpose of providing general information, training others, implementing actions, etc.
- Serves as a resource to district personnel and community agencies (e.g. works with commission and county to develop yearly goals, etc.) for the purpose of explaining procedures conveying and/or receiving information as needed for the planning, developing and evaluating of services related to child care.
- Substitute for absent Preschool Instructors (e.g. follow lesson plans, delivering group and individual student instruction within established curriculum guidelines; collaborating with other teachers; other professional staff; administrators in addressing instructional and/or classroom issues, etc.) for the purpose of support to the instructional process by serving as a teacher with specific responsibility for supervising students within the classroom and other assigned areas.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; overseeing program financial activities; developing effective working relationships; preparing and maintaining accurate records; and administering personnel policies and procedures; and coordinating with other agencies.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations, including CA State licensing Title 22 and Title 5 regulations; personnel processes; standard business practices; teaching strategies; working with families; and stages of child development.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with data of varied types and/or purposes; and utilize a variety of types of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining effective working relationships; meeting deadlines and schedules; setting priorities; working with multiple projects, frequent interruptions, and changing work priorities; working with detailed information/data and maintaining accurate records; maintaining confidentiality; and facilitating communication between persons with frequently divergent positions.

### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a department, large work unit, and/or across several small work units; monitoring budget expenditures. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to effect the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 30% sitting, 35% walking, and 35% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience within a specialized field is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:** Multi Subject Credential with 24 ECE credit hours can be substituted for Degree in ECE or Child Development.

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

Early Childhood Education Certificate - Site Supervisor  
CPR/First Aid Certificate

### **Continuing Educ. / Training**

Maintains Certificates and/or Licenses

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance  
Flu, Measles & Pertussis Vaccinations (SB-792)

### **FLSA Status**

Non Exempt

### **Approval Date**

### **Salary Grade**

39

## Library/Media Technician

### Purpose Statement

The job of Library/Media Technician is done for the purpose/s of providing support to the instructional program with specific responsibilities for maintaining the library collections at school sites; identifying age appropriate resources for students and teachers utilizing library resources; selecting appropriate items in support of classroom instruction; and performing clerical functions related to collection, processing, circulation, maintenance, and inventory of library materials and/or textbooks.

This job reports to Principal

### Essential Functions

- Assists teachers, students and administrators (e.g. on-line card cataloging, search stations, etc.) for the purpose of proper uses of tools and materials; identifying resource materials for use in classroom and/or class assignments.
- Coordinate book fairs, bulletin boards, events and activities for the purpose of promoting reading and literary events.
- Evaluates books and/or periodicals for retention within collection (e.g. repairing damaged books, recommending retirement of books and/or periodicals, etc.) for the purpose of ensuring the availability and appropriateness of books and library materials.
- Maintains materials inventory current and new (e.g. library books, library hardware/software, media equipment, other educational technology resources, instructional materials, etc.) for the purpose of providing an up-to-date reference and ensuring the availability and proper classification/cataloging of materials.
- Monitors student activities for the purpose of maintaining a safe environment conducive to learning.
- Operates and troubleshoots variety of media production equipment and systems (e.g. printer, scanners, video tape, edit media, duplicate media, etc.) for the purpose of providing media production services.
- Orders and researches library materials, supplies and equipment in collaboration with personnel for the purpose of ensuring appropriate material are identified in support curriculum and recreational reading.
- Participates in meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs circulation activities (e.g. item check-in and check-out, prepare circulation count, lists of overdue items, etc.) for the purpose of controlling the use, location and availability of items in the collection and fiscal accountability.
- Prepare and organize book collections for the purpose of supporting the current district reading adoption program to assist students and teachers in locating level-appropriate reading materials.
- Prepares manual and electronic documents and reports (e.g. collection statistics, scheduling reports/requests, renewal information, overdue lists, textbook orders, fines, costs, etc.) for the purpose of providing documentation and information as requested.
- Processes library books, periodicals, software and related media materials (e.g. logging into master files; bar coding, shelving, producing required reports, etc.) for the purpose of providing students and staff with required materials.

- Processes new student library cards, notices of missing, damaged, or overdue books, media and materials for the purpose of providing and/or maintaining access to library resources and securing reimbursement for losses in accordance with district guidelines.
- Repairs books and materials for the purpose of ensuring the availability of books and library materials.
- Responds to inquiries of students, staff, parents (e.g. availability of books, finding appropriate reference documents, status of overdue fines, etc.) for the purpose of providing information and/or direction in support of student learning.

**Other Functions**

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the department.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: library practices; and computer and Internet operations.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing effective working relationships.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to effect the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 35% sitting, 30% walking, and 35% standing. The job is performed under conditions with exposure to risk of injury and/or illness and in a clean atmosphere.

**Experience:** Job related experience is desired.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

38



## Licensed Vocational Nurse

### Purpose Statement

The job of Licensed Vocational Nurse is done for the purpose/s of providing health care services within meeting the individual health needs of students; incorporating health care plans directed by credentialed school nurse and physicians; complying with the laws relating to student health, including parental and guardian consent; providing appropriate care for ill, medically fragile and/or injured students; providing health information and serving as a resource to teachers, staff, and administrators; and identifying health problems for referral for proper treatment.

This job reports to Director Support Services

### Essential Functions

- Administers first aid, medication and specialized medical treatments (e.g. gavage feeding, diabetic care, catheterization, etc.) for the purpose of providing appropriate care for ill, medically fragile and/or injured children.
- Assists with providing health instructions to students for the purpose of promoting a healthy lifestyle and/or acting as a resource to students, teachers, and other school personnel.
- Collaborates with school/District staff members, Registered Nurse, Health Assistants, parents, students, and/or public agencies for the purpose of promoting and/or securing student health services; providing information and complying with legal requirements.
- Implements health care plans for students with health problems as described in IEP's or other written plans of care for the purpose of meeting the needs of students with chronic health problems and/or accommodation requirements.
- Maintains student's confidential files and records (e.g. health care plans, nursing activities, etc.) for the purpose of providing information required by legal requirements and professional standards.
- Maintains contact with parents/guardians for the purpose of advising them of changes in student health and/or recommending further medical and/or emotional intervention.
- Monitors students with chronic illnesses for the purpose of assisting the child in achieving the highest possible functional level.
- Participates in a variety of meetings, workshops and seminars, and interdisciplinary teams (e.g. health conferences with parents, staff and community resources, etc.) for the purpose of gathering, conveying and/or sharing information on students health needs, service delivery, and educational programs; and/or improving skills and knowledge.
- Prepares documentation (e.g. student health history, current health status, district/county/state reports, etc.) for the purpose of providing written support, conveying information, and/or complying with mandated requirements and professional guidelines.
- Reports health and safety issues to assigned administrator and appropriate agencies (e.g. fights, suspected child or substance abuse, contagious diseases, etc.) for the purpose of maintaining students personal safety, a positive learning environment and complying with regulatory requirements and established guidelines.
- Responds to emergency medical situations (e.g. severe falls, prescription reactions, bleeding, etc.) for the purpose of ensuring appropriate immediate medical attention and related follow-up action.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying pertinent codes, policies, regulations and/or laws; operating standard office equipment including pertinent software applications; preparing and maintaining accurate records; adhering to safety practices; administering first aid; and operating medical equipment utilized in school environment.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: providing health services in a school setting; state laws regarding sexually transmitted diseases; health standards and hazards; and stages of child development.

ABILITY is required to schedule activities and/or meetings; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; communicating with diverse groups; establishing and maintaining effective working relationships; adhering to safety practices; and being attentive to detail.

### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience within a specialized field is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

Licensed Vocational Nurse Certificate  
Valid CA Class C Drivers License

### **Continuing Educ. / Training**

Maintains Certificates and/or Licenses

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

### **FLSA Status**

Exempt

### **Approval Date**

### **Salary Grade**

56

## Locksmith

### Purpose Statement

The job of Locksmith is done for the purpose/s of providing locksmith services with specific responsibility for in the master key system, repair, alteration, installation and keying of locks on buildings, equipment, lockers; resolving immediate operational and/or safety concerns; assisting other skilled trades; and ensuring that tools and materials are available at job site.

This job reports to Maintenance Supervisor

### Essential Functions

- Assists outside contractors and/or skilled trades worker as assigned for the purpose of developing their technical skills and adhering to regulatory requirements.
- Constructs repairs, alters, and inspects articles and structures (e.g. partitions, counters, doors, scaffolds, forms, cabinets, desks, etc.) for the purpose of ensuring functionality to meet work order request; maintenance and safety guidelines.
- Coordinates with site and department personnel services needed (e.g. door hardware, cylinders, placement of tumblers, pins, etc.) for the purpose of determining type of materials and/or parts required to secure property, address safety hazards, and complete projects and work orders efficiently.
- Estimates materials and/or equipment quantities needed to complete work projects for the purpose of ensuring timely completion of projects.
- Fabricates unique locks and locking devices for the purpose of customizes parts to adapt to existing materials and ensure finished product meets regulatory laws and ordinances.
- Informs personnel regarding status of work orders (e.g. supervisory staff, other maintenance workers, school personnel, etc.) for the purpose of providing necessary information for work space readiness to minimize disruption to site personnel and student activities while complying with building and safety regulations.
- Installs and repairs locking systems and other equipment as assigned (e.g. doors, door hardware, closures, panic hardware, lockers, weather striping, thresholds, security bolts, etc.) for the purpose of adding or replacing materials to maintaining secure and healthy work environment.
- Maintains materials, facility locks, security systems and their components (e.g. master key system, parts, etc.) for the purpose of evaluating materials condition to identifying and recommend purchasing and/or preventive maintenance.
- Operates and maintains a variety of power tools and equipment (e.g. saws, shears, grinders, drill press, jointers, planers, routers, welding equipment, etc.) for the purpose of ensuring functionality to meet work order request; maintenance and safety guidelines and regulations.
- Participates in meetings; attend workshops and training as assigned for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs a variety of general maintenance work (e.g. lockers, cabinets, doors and frames, hinges, panic bars, etc.) for the purpose of completing lock installation.
- Prepares written materials and computer records (e.g. repair status, activity logs, programming doors, code assignment tracking, etc.) for the purpose of documenting activities, system access security, and report preparation.

- Process new or duplicate keys assigning codes (e.g. building and vehicle keys, file cabinets, desks, cabinets, intrusion alarms, lost or stolen locks/keys, etc.) for the purpose of providing timely service and maintaining an accurate master key system to ensure proper access and security of facilities.
- Repairs a variety of building materials and locking systems (e.g. locks key and re-key, worn tumblers, shortens tumblers, springs, changes combinations, exist hardware, metal, wood doors furniture, etc.) for the purpose of ensuring work orders are completed meeting job specifications and regulatory requirements.
- Requests equipment and supplies for the purpose of maintaining inventory and ensuring availability of materials required to complete the necessary installation and/or repair.
- Responds to emergency situations as directed during or after hours for the purpose of resolving immediate security and safety issues.
- Transports a variety of tools, equipment and supplies for the purpose of ensuring the availability of materials required at job site.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment used in trades, power and hand tools, etc.; adhering to safety practices; and planning and managing projects.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: methods, materials and equipment used in locks; types and uses of available locks; and safety practices and procedures.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to work with others; work with data utilizing defined and similar processes; and operate equipment using a variety of processes. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; setting priorities; working as part of a team; and displaying mechanical aptitude.

#### **Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 30% sitting, 40% walking, and 30% standing. The job is performed in a generally hazard free environment and in a clean atmosphere.

**Experience:** Job related experience within a specialized field is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

#### **Required Testing**

#### **Certificates and Licenses**

Job-Related Skills Proficiency Test

Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

62

## Maintenance Supervisor

### Purpose Statement

The job of Maintenance Supervisor is done for the purpose/s of supervising maintenance and repair services and activities; overseeing assigned personnel; coordinating construction projects and related activities; providing information to others; and scheduling work assignments within established time frames and standards.

This job reports to Assistant Superintendent, Business Services

### Essential Functions

- Assists Assistant Superintendent and other administrators (e.g. provide technical expertise and assistance on construction and procurement matters, etc.) for the purpose of supporting the development of policies, procedures, and programs.
- Communicates with administrators, personnel and outside organizations (e.g. project/repair status, bid process, work requests/priorities, etc.) for the purpose of coordinating activities, resolving issues and conflicts and exchanging information.
- Coordinates District facility usage with internal personnel and community group members (e.g. scheduling, usage approval, maintenance, etc.) for the purpose of ensuring buildings and outdoor areas are available and in good working order as per District policies and guidelines.
- Develops specifications for maintenance, repair, modification and new construction projects (e.g. educational specifications, cost analysis, project schedules, cost analysis, permits, purchasing/bid time and construction, etc.) for the purpose of providing them to architects, contractors, asbestos abatement specialists, construction management firms, etc. for selection and awarding of contracts.
- Evaluates requisitions, change orders, bids, etc. used in the acquisition of supplies, equipment and/or services for the purpose of ensuring compliance with bid and/or order documentation ensuring proper use of district funds.
- Evaluates programs and/or projects (e.g. maintenance projects carried out by internal or external suppliers, etc.) for the purpose of carrying out and achieving objectives.
- Facilitates meetings and workshops (e.g. staff meetings, safety training, construction project meetings, vendor meetings, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.
- Inspects safety of buildings, vehicles and workplaces (e.g. playgrounds, landscape, parking lots, etc.) for the purpose of ensuring compliance with regulatory requirements and district preventive maintenance processes.
- Inspects new construction, repair work, projects, equipment, work orders for the purpose of ensuring that jobs are completed efficiently; specifications are within regulatory requirements; and approving inspection reports and payment requests.
- Manages formal bidding, RF and RFQ processes (e.g. prepare specifications, evaluate bids, recommend vendors, etc.) for the purpose of securing items and/or services within budget specifications and in compliance with regulatory requirements.
- Monitors budget allocations, expenditures, fund balances and related financial activities for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.

- Monitors fund balances of assigned programs and related financial activity for the purpose of ensuring that allocations are accurate, related revenues are generated, expenses are within budget limits and/or fiscal practices are followed.
- Operates remote thermostat system for the purpose of assuring proper function and maximum efficiency.
- Prepares a variety of written materials (e.g. regulatory compliance reports, project status, open work order report, safety reports, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Provides oversight for the operation and upkeep of the maintenance facility for the purpose of ensuring the safety and security of the facility in accordance with District policy and regulatory requirements.
- Researches a variety of topics for the purpose of developing new programs/services, ensuring compliance with relevant requirements, securing general information for planning, taking appropriate actions, and/or responding to requests.
- Responds to emergency situations both during and outside regular work hours (e.g. vandalism, break-ins, fires, etc.) for the purpose of addressing immediate safety concerns.
- Supervises department functions (e.g. hiring, firing, training, planning, scheduling, etc.) for the purpose of ensuring that the department functions in a safe and efficient manner.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; overseeing program financial activities; developing effective working relationships; preparing and maintaining accurate records; and administering personnel policies and procedures.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: tools, methods, materials, and equipment used in carpentry, plumbing, painting, and electrical work; pertinent laws, codes, policies, and/or regulations; personnel processes; and standard business practices.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with similar types of data; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining effective working relationships; meeting deadlines and schedules; setting priorities; working with multiple projects, frequent interruptions, and changing work priorities; working with detailed information/data and maintaining accurate records; maintaining confidentiality; and facilitating communication between persons with frequently divergent positions.

#### **Responsibility**

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; managing multiple departments; supervising the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands:

occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 30% walking, and 20% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in some varying atmospheric conditions.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Tuberculosis Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

08



## Maintenance Worker I

### Purpose Statement

The job of Maintenance Worker I is done for the purpose/s of providing maintenance services with specific responsibility for maintaining facilities in safe operating condition; addressing immediate operational and/or safety concerns; assisting skilled trades; and ensuring that tools and materials are available at job site.

This job reports to Maintenance Supervisor

### Essential Functions

- Arranges furniture and equipment for the purpose of providing adequate preparations special events.
- Assists skilled maintenance workers with projects (e.g. carpentry, electrical, heating and ventilating, painting, and plumbing, etc.) for the purpose of completing projects in a safe, efficient manner.
- Builds and assembles items (e.g. furniture and equipment,install bathroom dispensers, etc.) for the purpose of modifying and/or adapting facilities to specific needs.
- Cleans gutters, culverts, cath basins and other drainage structures; job sites for the purpose of preventing damage and/or limiting liability exposure.
- Coordinates with assigned lead and/or supervisor and other trades for the purpose of completing projects and work orders efficiently.
- Installs a variety of materials as directed (e.g. lighting, heating and ventilating systems, alarms, plumbing, security, electrical panels, etc.) for the purpose of providing support and ensuring building code regulations and guidelines are met.
- Maintains tools and equipment (e.g. saws, sanders, hand tools, heavy machinery, etc.) for the purpose of ensuring functionality to meet work order request; maintenance and safety guidelines and regulations.
- Operates and maintains vehicle, tools and a variety of equipment for the purpose of ensuring functionality to meet work order request; maintenance and safety guidelines and regulations.
- Participates in meetings; attend workshops and trainings as assigned for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs routine and preventive maintenance activities (e.g. carpentry, painting, glazing, painting, etc.) for the purpose of completing projects within established time frames.
- Prepares written materials as assigned (e.g. repair status, activity logs, etc.) for the purpose of documenting activities and/or conveying information.
- Repairs a variety of facility items (e.g. carpet, roof, furniture, broken glass,plaster, shelving, etc.) for the purpose of ensuring a safe working condition.
- Requests equipment and supplies for the purpose of maintaining inventory and ensuring availability of items required to complete the necessary installation and/or repair.
- Responds to emergency situations as directed during and after hours as assigned for the purpose of resolving immediate safety concerns.
- Transports a variety of tools, equipment and supplies for the purpose of ensuring the availability of materials required at job site.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment used in skilled trades, power and hand tools, etc.; adhering to safety practices; handling hazardous materials; and planning and managing projects.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: standard methods, materials and tools used in assigned skilled trade; and safety practices and procedures.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a variety of job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; developing effective working relationships; displaying mechanical aptitude; and working under time constraints.

### **Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to effect the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

### **Continuing Educ. / Training**

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

### **FLSA Status**

Non Exempt

### **Approval Date**

### **Salary Grade**

46

## Maintenance Worker II

### Purpose Statement

The job of Maintenance Worker II is done for the purpose/s of providing maintenance services with specific responsibility for ensuring completion of assigned work order projects; performing a wide variety of skilled maintenance activities (e.g. carpentry, plumbing, electrical, etc.); assisting other maintenance workers; and ensuring that tools and materials are available at job site.

This job reports to Maintenance Supervisor

### Essential Functions

- Assists outside contractors and/or skilled trades workers as assigned for the purpose of ensuring the completion of projects in a timely manner and according to specifications.
- Constructs repairs, alters, and inspects articles and structures (e.g. carpet and flooring, roofing, electrical and heating/ventilation, plumbing, playground equipment, etc.) for the purpose of ensuring functionality to meet work order request; maintenance and safety guidelines.
- Informs personnel regarding procedures and/or status of work orders (e.g. supervisory staff, other maintenance workers, etc.) for the purpose of providing information for making decisions, taking appropriate action and/or complying with building and safety regulations.
- Installs a wide variety of materials (e.g. carpet, tile, roofing, cabinets, drywall, plumbing, insulation, glass, electrical, masonry, etc.) for the purpose of providing enhancements and/or upgrades ensuring building code regulations and guidelines are met.
- Operates and maintains vehicle, tools, and equipment (e.g. saws, sanders, hand tools, heavy machinery, etc.) for the purpose of ensuring functionality to meet work order request; maintenance and safety guidelines and regulations.
- Participates in meetings; attend workshops and training as assigned for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs routine and preventive maintenance for the purpose of ensuring the ongoing functioning of facilities.
- Performs a variety of skilled trade functions (e.g. minor plumbing, painting, carpentry, etc.) for the purpose of completing projects within established time frames.
- Prepares written materials related to assigned activities (e.g. work order status, activity logs, etc.) for the purpose of documenting activities and/or conveying information.
- Repairs a variety of facility items (e.g. carpet, roof, furniture, broken glass, plaster, shelving, etc.) for the purpose of ensuring a safe working condition.
- Repairs facilities, equipment and systems for the purpose of ensuring a safe working condition.
- Responds to emergency situations as directed during and after hours as assigned for the purpose of resolving immediate safety concerns.
- Transports a variety of tools, equipment and supplies for the purpose of ensuring the availability of materials required at job site.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: performing skilled maintenance involving the carpentry, plumbing and electrical trades; using hand and power tools skillfully and safely; operating a variety of equipment and machinery such as various saws, planes, drill presses, sanders, jack hammers, drills, sandblasters and forklifts; operating a motor vehicles as necessary.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: methods, practices, equipment and tools used in various trades including carpentry, electrical and plumbing; health and safety regulations; proper methods of storing equipment, materials and supplies; requirements of maintaining school buildings in a safe, clean and orderly condition.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: understanding and following oral and written directions; establishing and maintaining effective working relationships with others; analyzing situations accurately and adopting an effective course of action; and maintaining routine records.

### **Responsibility**

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

Journey Level Certificate

### **Continuing Educ. / Training**

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

54

## Maintenance Worker III

### Purpose Statement

The job of Maintenance Worker III is done for the purpose/s of providing maintenance services; troubleshooting situations with district personnel; ensuring completion of projects in accordance with trade standards; providing information on the proper use of equipment; identifying repair and/or replacement needs; performing minor to major maintenance including emergency repairs; and assisting skilled trades.

This job reports to Maintenance Supervisor

### Essential Functions

- Assists outside contractors and/or skills trades worker as assigned (e.g. new, summer helpers, etc.) for the purpose of developing their technical skills and adhering to regulatory requirements.
- Constructs repairs, alters, and inspects articles and structures (e.g. partitions, counters, doors, scaffolds, forms, cabinets, desks, etc.) for the purpose of ensuring functionality to meet work order request; maintenance and safety guidelines.
- Estimates materials and/or equipment quantities needed to complete work projects for the purpose of ensuring timely completion of projects.
- Informs personnel regarding status of work orders (e.g. supervisory staff, other maintenance workers, site staff, etc.) for the purpose of providing information for decisions making, taking appropriate action and/or complying with health and safety regulations.
- Inspects and repair playground equipment (e.g. swings, slides, athletic courts, etc.) for the purpose of replacing structures and/or parts ensuring safety of students and staff.
- Installs fencing, classroom and office systems components for the purpose of providing a safe and workable environment.
- Operates and maintains vehicle, tools and a variety of equipment (e.g. saws, lathes, shapers, jointers, wood working machinery, etc.) for the purpose of ensuring functionality to meet work order request; maintenance and safety guidelines and regulations.
- Participates in meetings; attend workshops and training as assigned for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs routine and preventive maintenance (e.g. glazing windows, drywall surfaces, etc.) for the purpose of ensuring the ongoing functioning of facilities.
- Prepares written materials related to assigned activities (e.g. work order status, time sheets, etc.) for the purpose of documenting activities and/or conveying information.
- Responds to emergency situations as directed during and after hours for the purpose of resolving immediate safety concerns.
- Transports a variety of tools, equipment and supplies for the purpose of ensuring the availability of materials required at job site.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

### Job Requirements: Minimum Qualifications

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying pertinent codes, policies, regulations and/or laws; operating equipment used in the trades; operating standard office equipment including pertinent software applications; handling hazardous materials; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: maintenance programs, state and federal requirements regarding maintenance at school sites; and codes, regulations and laws related to the job functions.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; providing direction and leadership; setting priorities; working as part of a team; and adapting to changing priorities.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others; operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience within a specialized field with increasing levels of responsibility is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Journey Level Certificate  
Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

62

## Material Expeditor

### Purpose Statement

The job of Material Expeditor is done for the purpose/s of providing maintenance services with specific responsibility for assigning workers; tracking material/equipment costs; ensuring completion of projects in accordance with trade standards; coordinating special projects; and assisting maintenance supervisor and skilled trades.

This job reports to Maintenance Supervisor

### Essential Functions

- Assists maintenance supervisor (e.g. assign/prioritize/escalate work orders, provide status of open orders, prepare emergency work orders, provide technical expertise and assistance, etc.) for the purpose of ensuring the proper and efficient maintenance and repair of District buildings, facilities and grounds.
- Communicates with maintenance workers, supervisor, District personnel and outside organizations (e.g. work order status, project timelines, priorities, materials order status, etc.) for the purpose of coordinating activities, resolving issues and conflicts and exchanging information.
- Coordinates complex projects with administration, other maintenance workers/skilled trades, and outside vendors (e.g. roof repair, emergency leak repair, mold remediation, preventative maintenance, etc.) for the purpose of completing projects/work orders efficiently.
- Dispatches maintenance personnel (e.g. assign work orders, call-out personnel for emergency repair, etc.) for the purpose of resolving maintenance requests.
- Estimates quantities and costs of materials and/or equipment needed to complete work projects for the purpose of ensuring timely completion of projects.
- Implements assigned activities and/or projects (e.g. hazardous material compliance, storm water runoff compliance, etc.) for the purpose of delivering services in compliance with guidelines and regulations.
- Informs personnel regarding procedures and/or status of work orders for the purpose of providing information for decisions making, taking appropriate action and/or complying with health and safety regulations.
- Inspects completed work performed by outside contractors for the purpose of ensuring quality of work standards are met.
- Maintains a variety of files and records (e.g. time sheets, attendance records, work order material and labor costs, budget codes, inventory of materials and tools, purchase orders, petty/revolving cash, etc.) for the purpose of providing an up to date reference and audit trail.
- Negotiates with vendors for the purpose of ensuring purchases are within district requirements.
- Oversees maintenance department personnel and contractors day to day activities and operations (e.g. assign and prioritize work, track completion of tasks, review and approve orders for materials/parts/equipment, provide technical support, etc.) for the purpose of ensuring that assignments are completed in a safe, proper and timely manner and maximizing the efficiency of the workforce.
- Participates in meetings, workshops, trainings, and seminars for the purpose of conveying and/or gathering information required to perform functions.

- Performs routine and preventive maintenance and repair (e.g. cutting materials, boarding up after vandalism, turning off water and power, etc.) for the purpose of ensuring the ongoing functioning of district wide systems.
- Prepares reports and written materials related to assigned activities and personnel (e.g. annual activities report, monthly attendance reports, work order material/labor costs, work order status, etc.) for the purpose of documenting activities and/or conveying information.
- Procures equipment and supplies (e.g. gloves, safety equipment, tools, etc.) for the purpose of maintaining availability of required items in order to complete jobs efficiently.
- Represents Maintenance Supervisor in their absence for the purpose of conveying and/or gathering information required for continuing departmental operations.
- Researches a variety of topics (e.g. material costs/availability, new regulations, etc.) for the purpose of ensuring compliance with relevant requirements, securing general information for planning, and/or responding to requests.
- Responds to emergency situations during and after hours for the purpose of resolving immediate safety concerns.
- Supervises assigned personnel in the absence of the Maintenance Supervisor for the purpose of maintaining necessary staffing, enhancing productivity of staff, and ensuring necessary department outcomes are achieved.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying pertinent codes, policies, regulations and/or laws; operating standard office equipment including pertinent software applications; handling hazardous materials; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: tools, methods, materials, and equipment used in carpentry, plumbing, painting, and electrical work; maintenance programs, state and federal requirements regarding maintenance at school sites; and codes, regulations and laws related to the job functions.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; providing direction and leadership; setting priorities; working as part of a team; and adapting to changing priorities.

#### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; supervising the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to impact the organization's services.

#### **Work Environment**



The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 40% sitting, 30% walking, and 30% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

**Experience:** Job related experience within a specialized field with increasing levels of responsibility is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

66

## Mower Operator

### Purpose Statement

The job of Mower Operator is done for the purpose/s of providing grounds maintenance; operating a variety of power mowers, edger's and trimming equipment to ensure an attractive and safe grounds area/s and athletic fields; performs a variety of grounds maintenance and gardening work.

This job reports to Grounds Supervisor

### Essential Functions

- Assists with the installation and repair of irrigation systems and components (e.g. valves, wiring, timers, switches, etc.) for the purpose of ensuring equipment and/or components are in proper working order.
- Coordinates with custodial, grounds, site administrators, and athletic coaches a mowing schedules (e.g. playground, athletic fields, etc.) for the purpose of following and maintaining an established schedule.
- Maintains tools and/or equipment (e.g. perform minor repairs to mowers and power equipment, etc.) for the purpose of ensuring the availability of equipment in safe operating condition.
- Operates field mower and a variety of ground maintenance and construction equipment (e.g. trucks, tractors, mowers, edgers, trimmers, etc.) for the purpose of being able to performing job functions.
- Responds to emergency situations (e.g. animals, students, suspicious activities and people, water lines, sidewalks, etc.) for the purpose of assisting in resolving immediate safety concerns.
- Transports mowers and other heavy equipment to and from work sites for the purpose of ensuring their availability for use in completing work assignments.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating a variety of equipment including dump truck, back hoe, skip loader, power mowers, forklifts, jackhammers and other related equipment; and operating, maintaining and making minor repairs to power grounds equipment and tools.

KNOWLEDGE is required to perform algebra and/or geometry; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: methods, materials, tools and operation of large power equipment used in grounds construction and maintenance work; health and safety regulations; methods used in caring for plants, shrubs, flowers, trees and lawns; lawn planting and cutting procedures.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: understanding and following oral and written directions; working independently with little direction; planning and organizing work; establishing and maintaining effective working

relationships with others; and preparing accurate records.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

48

## Office Assistant - Department/Program \*NEW

### Purpose Statement

The job of Office Assistant - Department/Program \*NEW is done for the purpose/s of providing clerical and administrative support for activities within the assigned program or department; responding to inquiries from staff, the public, parents, vendors, etc. by providing requested information and/or referral to other parties.

This job reports to Assigned Administrator

### Essential Functions

- Answers telephone system for the purpose of responding to inquiries, transferring calls to appropriate departments, and/or taking messages.
- Assists the assigned administrator in coordination of daily activities (e.g. substitute food service workers; vendor deliveries, etc.) for the purpose of ensuring that all department and program services are fully staffed, equipment in working order, and all appropriate paperwork completed in accordance with District policies.
- Communicates with other department personnel (e.g. orders, deliveries, inventory, etc.) for the purpose of coordinating activities, resolving issues and conflicts and exchanging information.
- Maintains a wide variety of manual and electronic documents files and records (e.g. vendor invoices, reports, inventory, supply orders, etc.) for the purpose of providing accurate information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors budget allocations, expenditures, fund balances and related financial activities (e.g. invoices, purchase orders, petty cash, etc.) for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Performs general clerical functions (e.g. scheduling, copying, faxing, data entry, filing, etc.) for the purpose of supporting office operations.
- Prepares a variety of documents (e.g. correspondence, reports, department time sheets and time cards, etc.) for the purpose of communicating information and/or creating accurate documentation in compliance with established guidelines.
- Processes documents from the school sites (e.g. frozen, dry and refrigerated food orders; requisitions; work orders, etc.) for the purpose of ensuring orders are delivered; services performed; and inventory is maintained at an appropriate level for completing and fulfilling orders.
- Receives a variety of items (e.g. mail, special deliveries, packages, supplies, messages, etc.) for the purpose of distributing materials to appropriate parties.
- Responds to questions and notify internal and external parties (e.g. department personnel, vendors, school site personnel, etc.) for the purpose of providing appropriate information in a timely manner.
- Supports all program or departmental operations for the purpose of providing assistance with departmental functions for the completion of tasks, goals and assignments.

### Other Functions

- Performs other related duties as assigned (e.g. ring bell on special events, etc.) for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: preparing and maintaining accurate records; operating standard office equipment; and utilizing pertinent software applications, including Word, Excel and email.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: business telephone etiquette.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; adapting to changing priorities; working with frequent interruptions; communicating with diverse groups; and displaying tact and courtesy.

**Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others; monitoring budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 30% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

## Office Assistant - Food Service \*NEW

### Purpose Statement

The job of Office Assistant - Food Service \*NEW is done for the purpose/s of providing clerical and administrative support for activities within the Food Service Program; responding to inquiries from staff, the public, parents, students, etc. by providing requested information and/or referral to other parties.

This job reports to Food Service Director

### Essential Functions

- Answers telephone system for the purpose of responding to inquiries and/or taking messages.
- Assists the Food Service Director in the coordination of substitute food service workers for the purpose of ensuring that all school sites have sufficient staffing and maintaining accurate records of food service workers.
- Communicates with other department personnel (e.g. food orders, deliveries, inventory, etc.) for the purpose of coordinating activities, resolving issues and conflicts and exchanging information.
- Maintains a wide variety of manual and electronic documents files and records (e.g. vendor invoices, reports, inventory, supply orders, etc.) for the purpose of providing accurate information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Performs general clerical functions (e.g. scheduling, copying, faxing, data entry, filing, etc.) for the purpose of supporting office operations.
- Prepares a variety of documents (e.g. correspondence, reports, food service worker time sheets and time cards, etc.) for the purpose of communicating information and/or creating accurate documentation in compliance with established guidelines.
- Processes documents and food service order sheets from the school sites (e.g. frozen, dry and refrigerated items, etc.) for the purpose of assuring appropriate food orders are delivered and inventory is maintained at an appropriate level for fulfilling food service orders.
- Receives a variety of items (e.g. mail, special deliveries, packages, supplies, messages, etc.) for the purpose of distributing materials to appropriate parties.
- Responds to questions and notify internal and external parties (e.g. food service personnel, vendors, school site personnel, etc.) for the purpose of providing appropriate information.
- Supports the Food Service Department for the purpose of providing assistance with departmental functions.

### Other Functions

- Performs other related duties as assigned (e.g. ring bell on special events, etc.) for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: preparing and maintaining accurate records; operating standard office equipment; and utilizing pertinent software applications, including Word, Excel and email.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: business telephone etiquette.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; adapting to changing priorities; working with frequent interruptions; communicating with diverse groups; and displaying tact and courtesy.

**Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 0% sitting, 0% walking, and 0% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

36

## Office Assistant

### Purpose Statement

The job of Office Assistant is done for the purpose/s of greeting and directing visitors; responding to inquiries from staff, the public, parents, students, etc. by providing requested information and/or referral to other parties; perform a variety of clerical duties in support of assigned school site office.

This job reports to Assigned Administrator

### Essential Functions

- Administers emergency first aid and scheduled prescription and over the counter medication to students (e.g. nausea, shortness of breath, seizures, dizziness, headaches, sprains, injuries, etc.) for the purpose of meeting immediate health care needs until paramedic and/or school nurse arrives;.
- Answers telephone system for the purpose of screening calls, transferring calls, receiving and recording information, responding to inquiries and/or taking messages.
- Assists various school personnel in completing a variety of clerical tasks (e.g. alphabetize and organize; type/print letters and forms; set up packets, input attendance data; student data information collection; truancy information, etc.) for the purpose of supporting office operations; completing necessary tasks in an efficient and timely fashion.
- Greets individuals entering the building (e.g. visitors, parents, students, vendors, etc.) for the purpose of responding to inquiries; and/or directing individuals to appropriate location in accordance with established building security procedures.
- Maintains reception area materials (e.g. applications/forms; newsletters, event calendars; informational brochures, etc.) for the purpose of providing resource information to visitors.
- Maintains site information (e.g. use schedules; staff directories; emergency contacts; enrollment information; cum files; transcripts, etc.) for the purpose of providing reference information in accordance with established District guidelines.
- Monitors students (e.g. referred to office for illness or disciplinary action, early drop-off, late pick-up, etc.) for the purpose of ensuring student welfare and maintaining a secure office environment.
- Operate office equipment (e.g. computer, copier, fax machine, public address system, two-way radio, etc.) for the purpose of ensuring the efficient and effective functioning of the site.
- Performs general clerical functions (e.g. scheduling, copying, faxing, data entry, filing, student attendance/transfer paperwork, etc.) for the purpose of supporting office operations.
- Receives a variety of items (e.g. mail, special deliveries, packages, supplies, messages, etc.) for the purpose of distributing materials to appropriate parties.
- Responds to questions from internal and external parties (e.g. staff, parents, students, public agencies, etc.) for the purpose of providing information on school procedures and/or process; or referring questions to appropriate party.

### Other Functions

- Performs other related duties as assigned (e.g. ring bell on special events, etc.) for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications



## Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: preparing and maintaining accurate records; operating standard office equipment; and utilizing pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: business telephone etiquette.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; adapting to changing priorities; working with frequent interruptions; communicating with diverse groups; and displaying tact and courtesy.

## Responsibility

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to effect the organization's services.

## Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 30% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

### Required Testing

Job-Related Skills Proficiency Test

### Continuing Educ. / Training

Maintains Certificates and/or Licenses

### Certificates and Licenses

CPR/First Aid Certificate

### Clearances

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

## FLSA Status

Non Exempt

## Approval Date

## Salary Grade

36

## Painter

### Purpose Statement

The job of Painter is done for the purpose/s of providing painting services with specific responsibility for preparing, painting and/or staining a variety of surfaces and creating/maintaining signage; ensuring completion of projects in accordance with trade standards; assisting other skilled trades; and ensuring that tools and materials are available at job site.

This job reports to Maintenance Supervisor

### Essential Functions

- Arranges furniture and equipment for the purpose of preparing for painting projects and/or preparing for special events.
- Assists other maintenance workers with projects (e.g. transporting and/or securing materials, completing specific tasks, preparing work areas, etc.) for the purpose of completing projects in a safe, efficient manner.
- Coordinates with school personnel at job sites, supervisor and/or other maintenance personnel (e.g. creates work orders, as part of a team on larger projects, etc.) for the purpose of completing projects and work orders efficiently in support of the education process.
- Estimates materials and/or equipment needed to complete work projects for the purpose of obtaining materials and assigning tasks to ensure job completion.
- Fabricates metal and vinyl outdoor signs (e.g. cut to shape, paint, mount, etc.) for the purpose of providing directions and information.
- Informs personnel regarding procedures and/or status of work for the purpose of providing information for making decisions, taking appropriate action and/or complying with building and safety regulations.
- Maintains tools and equipment (e.g. cleans painting tools and work areas, etc.) for the purpose of ensuring availability in safe operating condition.
- Paints a variety of surfaces (e.g. buildings, parking lot markings, floors, outdoor furniture, signs, athletic areas, etc.) for the purpose of maintaining facilities in an attractive, safe, and usable condition.
- Participates in meetings, workshops, trainings, and seminars as assigned for the purpose of conveying and/or gathering information required to perform job functions.
- Prepares a variety of surfaces (e.g. taping/texturing/patching walls/drywall, cleaning, sanding, patching, masking, etc.) for the purpose of ensuring that they are ready for painting and/or refinishing.
- Prepares written materials (e.g. open new work orders, complete work orders with time, labor and materials information, etc.) for the purpose of documenting activities and/or conveying information.
- Procures equipment and supplies (e.g. brushes, rollers, tarps, paint, etc.) for the purpose of maintaining inventory and ensuring availability of items required to complete the necessary installation and/or repair.
- Removes graffiti (e.g. cleaning walls, graffiti removal, etc.) for the purpose of minimizing vandalism and maintaining attractive facilities.
- Transports a variety of tools, equipment and supplies (e.g. paint, ladders, scaffolding, scraper, sander, power washer, etc.) for the purpose of ensuring the availability of materials required at job site.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment used in industrial painting including air spraying equipment, line spraying equipment, brushes, rollers, ladders, scaffolding, etc.; operating equipment used in carpentry including hand saws, metal sheers; handling hazardous materials; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: methods, techniques, materials, tools used in painting; and safety practices and procedures.

ABILITY is required to schedule activities and/or meetings; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; setting priorities; working as part of a team; and ability to read, write and communicate clearly in English.

### **Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 20% walking, and 70% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

**Experience:** Job related experience within a specialized field is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

Valid CA Class C Drivers License

### **Continuing Educ. / Training**

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

64

## Payroll Clerk

### Purpose Statement

The job of Payroll Clerk is done for the purpose/s of providing support to payroll processing and accounting activities with specific responsibility; calculating pay, responding to complex and unusual payroll problems and computational questions; ensuring compliance with mandated requirements; and maintaining confidential employee records.

This job reports to Assistant Superintendent Personnel

### Essential Functions

- Compiles payroll information for district personnel (e.g. time cards, submittal of time and employment service data, etc.) for the purpose of providing required documentation and/or processing information.
- Informs staff and/or external parties regarding procedural requirements (e.g. employment verification, distribution of withholding documents, etc.) for the purpose of clarification and timely processing transactions.
- Maintains a variety of payroll information, files and records (e.g. pay cycle documents, timesheets, tax withholding, etc.) for the purpose of ensuring the availability of documentation and compliance with established policies and regulatory guidelines.
- Maintains spreadsheets, probationary employment dates, position control (e.g. new hires, summer school/camp, etc.) for the purpose of accurate pay checks disbursed in compliance with pay practices and district guidelines.
- Monitors assigned payroll activities and/or components (e.g. leave time, work location, etc.) for the purpose of ensuring compliance with established financial, legal and/or administrative requirements.
- Participates in meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.
- Prepares written materials and electronic payroll information (e.g. earning statement, deductions, terminations, retirements, etc.) for the purpose of documenting activities, providing reference, conveying information, and complying with established financial, legal and/or administrative requirements.
- Processes payroll related data utilizing human resource/payroll databases (e.g. time sheets, additional duty withholding information, verification of employment, etc.) for the purpose of updating information, authorizing timely payment, and/or complying with established payroll practices.
- Reconciles payroll account balances (e.g. registers, vendor accounts, etc.) for the purpose of maintaining accurate account balances and complying with established guidelines.
- Researches discrepancies of payroll information and/or documentation (e.g. time sheets, leave time, etc.) for the purpose of ensuring accuracy and adherence to procedures prior to processing.
- Resolves discrepancies with payroll and/or documentation (e.g. payroll, attendance withholding versus W4, salary status, etc.) for the purpose of ensuring accuracy of records and employee pay.

- Responds to inquiries regarding payroll procedures (e.g. wage levies and garnishments, savings, contributions, direct deposits, etc.) for the purpose of providing necessary information for making decisions, assisting employees, taking appropriate action and/or complying with established pay and timekeeping guidelines.
- Responds to internal and external inquiries and complaints (e.g. deductions, leave policy/guidelines, etc.) for the purpose of resolving verbal and written inquiries within a timely manner.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects; and developing effective working relationships.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: personnel processes; pertinent codes, policies, regulations and/or laws relating to payroll; and PeopleSoft Payroll Application.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; meeting deadlines and schedules; working as part of a team; and maintaining confidentiality.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 90% sitting, 5% walking, and 5% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is desired.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Clearances**

Criminal Background Clearance  
 DOJ Fingerprint Clearance  
 Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

47

## Plumber

### Purpose Statement

The job of Plumber is done for the purpose/s of providing plumbing services with specific responsibility for identifying repair and/or replacement needs; installing, repairing, and/or upgrading plumbing and storm water systems; maintaining all District plumbing systems in working order; ensuring compliance with accessibility, health and safety codes; ensuring completion of projects in accordance with trade standards; providing information on the proper uses of equipment; assisting other skilled trades; and ensuring that tools and materials are available at job site.

This job reports to Maintenance Supervisor

### Essential Functions

- Assists with subcontracted plumbing work for the purpose of ensuring work is completed as per current codes and regulations.
- Coordinates with school personnel at job sites, supervisor and/or other maintenance personnel (e.g. creates work orders, as part of a team on larger projects, etc.) for the purpose of completing projects and work orders efficiently in support of the education process.
- Diagnoses causes of problems and/or failures in plumbing/irrigation/storm water/natural gas delivery systems (e.g. leaks, overflows, blockages, etc.) for the purpose of identifying repair and/or replacement needs.
- Estimates materials and/or equipment quantities needed to complete work projects for the purpose of obtaining materials and assigning tasks to ensure job completion.
- Informs personnel regarding status of work orders (e.g. supervisory staff, other maintenance workers, etc.) for the purpose of providing information for making decisions, taking appropriate action and/or complying with building and safety regulations.
- Installs plumbing/irrigation/storm water/natural gas delivery systems and fixtures (e.g. hot water heaters, drinking fountains, toilets and urinals, catch basins, downspouts, sump pumps, etc.) for the purpose of providing enhanced and/or upgraded capabilities.
- Maintains plumbing/irrigation/storm water/natural gas delivery systems for the purpose of evaluating condition, identifying necessary repairs and recommending preventive maintenance.
- Maintains tools and equipment for the purpose of ensuring availability in safe operating condition.
- Participates in meetings, workshops, trainings, and seminars as assigned for the purpose of conveying and/or gathering information required to perform job functions.
- Prepares written materials (e.g. open new work orders, complete work orders with time, labor and materials information, complete supply requests, etc.) for the purpose of documenting activities and/or conveying information.
- Repairs plumbing/irrigation/storm water/natural gas delivery systems (e.g. faucets and drinking fountains, hot water heaters and pumps, plumbing fixtures, plumbing and natural gas piping, downspouts, bubblers, roof drains, sump pumps, etc.) for the purpose of ensuring a comfortable and safe learning environment.
- Requests equipment and supplies for the purpose of maintaining inventory and ensuring availability of items required to complete the necessary installation and/or repair.

- Responds as directed, to emergency situations during and after hours for the purpose of resolving immediate safety concerns.
- Reviews existing blue prints of District-wide plumbing systems for the purpose of determining the efficient maintenance or installation of new or upgraded systems.
- Transports a variety of tools, equipment and supplies (e.g. valves, pipe, parts, cutting/soldering tools, snakes/rooters, etc.) for the purpose of ensuring the availability of materials required at job site.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment used in plumbing, repair/installation of gas delivery and storm water systems; planning and managing projects; preparing and maintaining accurate records; and adhering to safety practices.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: methods, techniques, materials, tools used in plumbing, gas delivery system, and storm water system installation, maintenance, and repair; and safety practices and procedures.

ABILITY is required to schedule activities and/or meetings; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others; work with data utilizing defined and similar processes; and operate equipment using a variety of processes. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; and working with frequent interruptions.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, significant stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 40% walking, and 50% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

**Experience:** Job related experience within a specialized field is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class C Drivers License  
Journey Level Certificate

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**  
Non Exempt

**Approval Date**

**Salary Grade**  
66



## Preschool Aide

### Purpose Statement

The job of Preschool Aide is done for the purpose/s of assisting, with daily oversight of the Preschool Instructor, with planning, organizing and implementing a variety of activities to meet the needs and interests of preschool-age children; participate in activities with groups of children; and maintain and report progress regarding behavior and performance.

This job reports to Director Child Care (& Recreation) Programs

### Essential Functions

- Administers immediate first aid, scheduled prescription and over the counter medication and medical assistance as instructed by a health care professional (e.g. nausea, shortness of breath, seizures, dizziness, headaches, sprains, etc.) for the purpose of meeting immediate health care needs.
- Assists with preparation of site for daily operations (e.g. set-up work areas; snack and lunch; displays, materials and equipment; collect and distribute papers and supplies; clean-up; maintain clean, sanitary and orderly indoor and outdoor environment, etc.) for the purpose of ensuring facilities are operational, and hazard free.
- Attends training and meetings (e.g. workshops, conferences, courses; as assigned, etc.) for the purpose of conveying and/or gathering information required to perform functions; receiving updated child development current best practices information.
- Collects anecdotal notes and other data (e.g. student behavior observations; test scores, etc.) for the purpose of providing information to the instructor or other district personnel for assessment.
- Delivers children directly to and from to parents, guardians, or designee (e.g. observes sign in and out book signatures, etc.) for the purpose of ensuring safety of children and compliance with State regulations in accordance with custodial guidelines.
- Establish standards of appropriate student behavior (e.g. atmosphere that develops each child's self-esteem; models appropriate behavior, etc.) for the purpose of achieving effective participation in activities; providing a safe and optimal learning environment.
- Facilitates a program which meets the developing needs of children (e.g. related to interests, abilities, special talents and individual learning; communicate with Preschool Instructor the developmental needs of each child, etc.) for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Prepares activities and assists in implementing activities (e.g. age appropriate; supervise children in outdoor and indoor play; lead children in classroom activities, etc.) for the purpose of reinforcing instructional objectives; and ensuring students success in school, while providing a safe, caring, sensitive and loving environment.
- Provides for physical and personal hygiene needs of the children (e.g. assist with snack and lunch; wash children's hands and faces as needed; assist with rest and nap periods; toileting, etc.) for the purpose of an effective classroom program and addressing the needs of individual students.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit; providing a safe, clean and nurturing environment for all students.

### Job Requirements: Minimum Qualifications

## Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; applying pertinent laws, codes, policies, and/or regulations; coordinating activities with other schools, districts and/or agencies; facilitating department goals; and organizing and communicating information and concepts.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: knowledge of curriculum, instruction, and subjects of assignments (music, art, or physical education); pertinent laws, codes, policies, and/or regulations; public relations protocols; and relevant professional standards and practices.

ABILITY is required to schedule activities; collate data; and use basic, job-related equipment. Flexibility is required to work with data utilizing specific, defined processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize specific, job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with persons of varied educational and cultural backgrounds; meeting deadlines and schedules; providing leadership, direction, and team building; providing opportunities for the exchange of ideas; and setting priorities.

## Responsibility

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

## Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:** 24ECE units preferred.

## Required Testing

Job-Related Skills Proficiency Test

## Continuing Educ. / Training

Maintains Certificates and/or Licenses

## Certificates and Licenses

CPR/First Aid Certificate

## Clearances

Criminal Background Clearance

DOJ Fingerprint Clearance

Tuberculosis Clearance

Flu, Measles & Pertussis Vaccinations (SB-792)

## FLSA Status

Non Exempt

## Approval Date

## Salary Grade

18

## Preschool Instructor

### Purpose Statement

The job of Preschool Instructor is done for the purpose/s of planning, organizing and implementing approved curriculum for the development of children enrolled in the District's State or Child Development Center preschool program; provide for a safe and nurturing environment conducive to the growth and development of children.

This job reports to Director Child Care (& Recreation) Programs

### Essential Functions

- Administers immediate first aid and medical assistance as instructed by a health care professional (e.g. nausea, shortness of breath, seizures, dizziness, headaches, sprains, etc.) for the purpose of meeting immediate health care needs.
- Administers developmental assessment programs (e.g. observe children (using DRDP) during classroom activities; maintain child portfolios and related records; conduct parent conferences using a Desired Results Developmental Portfolio (DRDP, etc.) for the purpose of assessing student competency levels and/or developing individual learning plans in accordance with established procedures.
- Assure appropriate classroom supplies and furniture, materials and food inventory are maintained (e.g. develop menus; order, purchase and transport materials and supplies as necessary; maintain records of budget expenditures, etc.) for the purpose of ensuring a balance between budget and program needs are met; maintains proper furniture and supplies meet health, safety and licensing guidelines.
- Establish standards of appropriate student behavior (e.g. atmosphere that develops each child's self-esteem, etc.) for the purpose of achieving effective participation in activities; providing a safe and optimal learning environment in accordance with District behavioral intervention strategies.
- Evaluates program environment utilizing the Early Childhood Environment Rating Scale (ECERS) for the purpose of providing a developmentally appropriate environment for all students.
- Implements parent education program (e.g. orientation, small group discussions, resources, etc.) for the purpose of encouraging parent involvement and providing leadership to the program.
- Implements planned and organized program for preschool-aged children for the purpose of providing activities in compliance with State regulations and in accordance with established District policies and guidelines.
- Maintains a variety of records, reports and program materials (e.g. health, medication; developmental growth; accident/injury reports, attendance, student portfolios, student files; sign in and out forms; individual and group behavior, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and complying with district requirements.
- Participates in emergency preparedness drills (e.g. maintain Emergency Preparedness kits; maintain documentation, etc.) for the purpose of practicing safety procedures in accordance with District guidelines.
- Participates in a variety of training and meetings (e.g. workshops, conferences, courses; professional growth activities as required, etc.) for the purpose of conveying and/or gathering information required to perform functions.

- Provide a program which meets the developmental needs of children (e.g. related to interests, abilities, special talents, home language and individual learning, etc.) for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Supports instruction to students (e.g. assist children in making a satisfactory transition from home to preschool; reinforces positive attitudes and social skills; provide guidance and encouragement, etc.) for the purpose of reinforcing instructional objectives based upon approved Preschool curriculum; and ensuring students success.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; applying pertinent laws, codes, policies, and/or regulations; coordinating activities with other schools, districts and/or agencies; facilitating department goals; and organizing and communicating information and concepts.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: knowledge of curriculum, instruction, and subjects of assignments (music, art, or physical education);. age appropriate activities/behaviors; office application software; stages of child development; pertinent laws, codes, policies, and/or regulations; public relations protocols;, and relevant professional standards and practices.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with persons of varied educational and cultural backgrounds; meeting deadlines and schedules; providing leadership, direction, and team building; providing opportunities for the exchange of ideas; and setting priorities.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:** Bachelors Degree in a related field with 24 ECE.

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Early Childhood Education Certificate - Site Supervisor or higher  
CPR/First Aid Certificate

**Continuing Educ. / Training**

**Clearances**

Maintains Certificates and/or Licenses

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance  
Flu, Measles & Pertussis Vaccinations (SB-792)

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

29

## Purchasing Technician

### Purpose Statement

The job of Purchasing Technician is done for the purpose/s of providing support to department and school site functions with specific responsibility to procure supplies, office equipment, a variety of materials and supplies; purchase of maintenance agreements; initiating bidding process; enhance efficiency and effectiveness of operations; resolving complaints and ensuring the availability of documentation and compliance with established policies and regulatory guidelines.

This job reports to Director Fiscal Services

### Essential Functions

- Assists staff and/or vendors (e.g. ordering and purchasing procedures, available funds, etc.) for the purpose of providing information and facilitating purchasing process in accordance with established policies and guidelines.
- Assists with the physical inventory for the purpose of providing necessary documentation for completion, inventory reconciliation, and purchasing.
- Compiles annual warehouse inventory catalogue for the purpose of ensuring product identification numbers are accurate for distribution and utilization district-wide.
- Compiles data from a wide variety of sources (e.g. vendors, staff, public agencies, etc.) for the purpose of analyzing issues, ensuring compliance with a wide variety of purchasing policies and procedures, and/or monitoring purchasing processes.
- Evaluates order and bid documentation (e.g. requisitions, change orders, bids, etc.) for the purpose of ensuring proper use of district funds in the acquisition of supplies, equipment and/or services.
- Evaluates vendors for the purpose of determining their capability for performing to established specifications.
- Maintains purchasing information, files and records (e.g. Requests for Proposal, purchase orders, vendor files, etc.) for the purpose of ensuring the availability of documentation and compliance with established policies and regulatory guidelines.
- Manages a variety of purchasing functions including orders and inventory control for the district (e.g. communicates with vendors, personnel, financial institutions, etc.) for the purpose of ensuring accurate pricing is listed and purchasing the processes is in accordance with established procedures.
- Monitors the account receivables from internal and external sources (e.g. reconcile cash, receipts, deposits, transfers, credit cards and statements, etc.) for the purpose of ensuring compliance with established fiscal guidelines.
- Negotiates with vendors for the purpose of resolving purchasing issues and/or ensuring purchases are within state and district requirements/regulations.
- Participates in meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Prepares written materials and electronic purchasing information (e.g. warehouse, banking data, board reports, etc.) for the purpose of documenting activities, providing reference, conveying information, and complying with established financial, legal and/or administrative requirements.

- Processes purchasing-related information (e.g. bids, incoming purchase requisitions, purchase orders, mail, etc.) for the purpose of updating and distributing information, authorizing for action and/or complying with established accounting practices.
- Researches contracts, suppliers, equipment and regulations; including evaluation of new products for the purpose of ensuring maintenance of an active vendor/supply database, compliance with budgetary guidelines and establishing on-going business relationships.
- Responds to inquiries from a variety of sources (e.g. district employees, vendors, auditors, etc.) for the purpose of facilitating communication and/or providing guidance among several parties; providing information and/or referral for addressing inquiry.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying federal, state and District policies and regulations; operating standard office equipment; preparing and maintaining accurate records; and utilizing pertinent software applications.

KNOWLEDGE is required to perform algebra and/or geometry; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: accounting/bookkeeping principles; products and materials used in a school nutrition program; pertinent codes including State Access Code Structure (SACS), policies, regulations and/or laws; and quantity buying techniques.

ABILITY is required to schedule activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; adhering to state purchasing guidelines; maintaining confidentiality; and working with detailed information/data .

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; monitoring budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 85% sitting, 5% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:** Associates Degree in a job related field preferred.

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

56



## Recreation Coordinator

### Purpose Statement

The job of Recreation Coordinator is done for the purpose/s of planning, managing, coordinating and implementing a high quality, cost-effective program, that provides a variety of recreation, creative, and leisure activities in a recreation program for school age students; assure compliance with district objectives to meet the needs of children, parents, school and the community; provide work direction and guidance to staff.

This job reports to Director Child Care (& Recreation) Programs

### Essential Functions

- Administers immediate first aid, scheduled prescription and over the counter medication and medical assistance as instructed by a health care professional (e.g. nausea, shortness of breath, seizures, dizziness, headaches, sprains, etc.) for the purpose of meeting immediate health care needs.
- Assist with the employment process, training and supervision of staff (e.g. orient and train staff on appropriate methods, procedures, behavior standards, implementation of curriculum; work direction and guidance; modeling; etc.) for the purpose of meeting district staffing requirements while complying with established guidelines.
- Coordinates a variety activities (e.g. on-site, off site field trips; recreational, creative and leisure, etc.) for the purpose of implementing scheduled activities for students.
- Maintains a variety of reports, documentation and program materials (e.g. plans, budgets, tuition and fees collected; health, accident/injury reports, attendance, routine maintenance, program operation, student portfolios, program objectives, schedules, parent contacts, etc.) for the purpose of documenting activities and issues in compliance with State and District requirements; providing up to date information for presentations, reports or inquiries.
- Manages student behavior (e.g. on site, off site field trips, bus loading/unloading, etc.) for the purpose of providing a safe and optimal learning environment.
- Monitor the use of supplies and equipment (e.g. custodial supplies, classroom materials, etc.) for the purpose of maintaining inventory at appropriate levels for all assigned sites.
- Monitors interactions between staff, children and parents (e.g. teach and model appropriate behavior and conflict management; modification and redirection, etc.) for the purpose of maintaining behavior standards established by the District.
- Prepares site for daily operations (e.g. open and/or close site; maintain clean and orderly environment; arrange and set-up rooms, etc.) for the purpose of ensuring facilities are operational, clean and hazard free.
- Supports summer school program (e.g. K-5 or 6-8 grade assignment; limited term assignment; Enrichment Academy, etc.) for the purpose of assisting in the coordination of established curriculum.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job

conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; applying pertinent laws, codes, policies, and/or regulations; coordinating activities with other schools, districts and/or agencies; facilitating department goals; and organizing and communicating information and concepts.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: knowledge of curriculum, instruction; pertinent laws, codes, policies, and/or regulations; public relations protocols; and relevant professional standards and practices.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with persons of varied educational and cultural backgrounds; meeting deadlines and schedules; providing leadership, direction, and team building; providing opportunities for the exchange of ideas; and setting priorities.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to effect the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under some temperature extremes.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:** Bachelors Degree in related field with 24 ECE.

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

CPR/First Aid Certificate

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance  
Flu, Measles & Pertussis Vaccinations (SB-792)

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

40

## Recreation Leader

### Purpose Statement

The job of Recreation Leader is done for the purpose/s of assisting in the planning and supervising of the activities in a recreation program for participating students.

This job reports to Recreation Coordinator

### Essential Functions

- Administers immediate first aid, scheduled medication and medical assistance as instructed by a health care professional (e.g. nausea, shortness of breath, seizures, dizziness, headaches, sprains, etc.) for the purpose of meeting immediate health care needs.
- Assists with preparation of site for daily operations (e.g. set-up; clean-up; maintain clean, sanitary and orderly environment, etc.) for the purpose of ensuring facilities are operational, and hazard free.
- Attend training and planning session with the Recreation Coordinator or other supervisors as directed (e.g. meetings, in-service training, workshops, etc.) for the purpose of gathering information required to perform job functions.
- Conducts Playshop sessions (e.g. arts and crafts, magic, creative dramatics, music, movement and dance, photography, etc.) for the purpose of implementing scheduled activities for students.
- Demonstrates methods required to perform activities (e.g. instructs, officiates group games, sports and tournaments, etc.) for the purpose of providing an effective program that addresses individual and group requirements for participation.
- Manages student behavior (e.g. on site, field trips, bus loading/unloading, etc.) for the purpose of providing a safe and optimal learning environment; maintains discipline standards according to established guidelines.
- Supervise daily program for students (e.g. on-site, field trips; recreational, creative and leisure, etc.) for the purpose of implementing scheduled activities for middle school students.
- Supports summer school program (e.g. K-5 or 6-8 grade assignment; limited term assignment, etc.) for the purpose of assisting in the coordination of established curriculum.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform single tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; applying pertinent laws, codes, policies, and/or regulations; coordinating activities with other schools, districts and/or agencies; facilitating department goals; and organizing and communicating information and concepts.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: knowledge of curriculum, instruction, and subjects of assignments (music, art, or physical education); pertinent laws, codes, policies, and/or regulations; public relations protocols; and relevant professional

standards and practices.

ABILITY is required to schedule activities; collate data; and use basic, job-related equipment. Flexibility is required to work with others; work with data utilizing specific, defined processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with specific, job-related data; and utilize specific, job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with persons of varied educational and cultural backgrounds; meeting deadlines and schedules; providing leadership, direction, and team building; providing opportunities for the exchange of ideas; and setting priorities.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to effect the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 45% walking, and 45% standing. The job is performed under some temperature extremes and in a clean atmosphere.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

CPR/First Aid Certificate  
Valid CA Class C Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

13

## School Office Manager

### Purpose Statement

The job of School Office Manager is done for the purpose/s of providing complex and confidential secretarial and administrative support to the school-site principal and other administrators; conveying information regarding school functions and procedures; ensuring efficient operation of support functions; and coordinating assigned projects and site activities.

This job reports to Principal

### Essential Functions

- Assists in developing master class schedule (e.g. input student schedules, print class lists/schedules, update student schedules, etc.) for the purpose of ensuring student course and class size requirements are accurate.
- Compiles data from a wide variety of sources (e.g. personnel attendance and payroll records, time cards, student registration information, budget records/account balances, personnel attendance and payroll records, time cards, etc.) for the purpose of preparing reports, making recommendations; and/or preparing information for assigned administrator.
- Coordinates a wide variety of projects, functions and/or program components (e.g. student enrollment, weekly/monthly/trimester awards, parent meetings, in-service events, travel and accommodations, etc.) for the purpose of completing activities and/or delivering services in a timely fashion.
- Maintains a wide variety of manual and electronic documents, files and records (e.g. student/staff attendance, registration, budget data, petty cash distributions, material/equipment inventories, employee records, financial records, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Manages budget allocations, expenditures, fund balances and related financial activities (e.g. monitor and maintains records related to expenditures; assist in preparation of the budget; process invoices; purchase orders, etc.) for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limit and/or fiscal procedures are followed.
- Monitors a wide variety of activities on behalf of assigned Administrator (e.g. staff and parent communications, assembly/meeting arrangements, budget status, work order status, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements.
- Monitors students (e.g. referred to office for illness or disciplinary action, early drop-off, late pick-up, etc.) for the purpose of ensuring student welfare and maintaining a secure office environment.
- Oversees the work activities within the office (e.g. training employees, assigning/reviewing work, coordinating communication, reviewing attendance/absence information, keys/radios, substitute teachers, etc.) for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines.
- Participates in a variety of meetings, workshops, and/or trainings (e.g. District meetings, trainings, parent meetings, staff meetings, etc.) for the purpose of providing or receiving information, recording minutes, and supporting the needs of the attendees.
- Performs enrollment, dis-enrollment, and transfer activities (e.g. prepare registration information, review records for compliance with related laws and regulations, verify records for new students, enter student information into systems, process transfer permits, etc.) for the purpose of complying with established requirements.

- Prepares a wide variety of reports, documents and correspondence of a confidential and non-confidential nature (e.g. bulletins, flyers, school master calendar, directories, work and class schedule, registration information, student cum files, parent letters, meeting minutes, periodic and ad-hoc reports, operational procedures, site operations reports, annual medical reports, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Presents information on administrative procedures (e.g. department/program policies, submission procedures, etc.) for the purpose of orienting substitutes/new personnel and/or disseminating information to existing personnel.
- Processes a wide variety of documents and materials (e.g. US mail, time sheets, work orders, requisitions, travel reimbursements, budget transfers, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements.
- Procures supplies and materials (e.g. school supplies, office materials, equipment, etc.) for the purpose of maintaining availability of required items.
- Reconciles account balances for assigned budget categories (e.g. collect or transfer funds to balance accounts, perform year-end closing of accounts, etc.) for the purpose of maintaining accurate account balances.
- Represents assigned Administrator in their absence (e.g. greet callers/visitors, take/relay messages, schedule appointments, answer questions from staff, parents, students, and colleagues, etc.) for the purpose of conveying and/or gathering information required for their functions.
- Researches a variety of topics (e.g. current practices, policies, education codes, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Responds to a wide variety of inquiries from internal and external parties (e.g. staff, parents, students, public agencies, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction.
- Schedules a wide variety of activities (e.g. appointments, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements for site administrator.
- Supports assigned administrative personnel (e.g. screen calls/visitors, schedule appointments and maintain calendars, prepare draft correspondence and reports, compose letters, memoranda, bulletins, flyers, reports, etc.) for the purpose of providing assistance with their functions and responsibilities.
- Supports student organizations (e.g. assists with meetings, collects fees, makes deposits, pays bills, tracks/reconciles spending, creates reports, etc.) for the purpose of ensuring expenditures are in accordance with state and district policies and practices.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications; planning and managing projects, and performing basic bookkeeping and record keeping.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: school office terminology, practices, and procedures; applicable laws, codes, rules and regulations; concepts of grammar and punctuation; basic bookkeeping principles; business telephone etiquette; basic first aid; and office practices, procedures, and equipment.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; working with constant interruptions.

**Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; monitoring budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. The job is performed under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience with increasing levels of responsibility is desired.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

CPR/First Aid Certificate

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

## Senior Accounting Assistant

### Purpose Statement

The job of Senior Accounting Assistant is done for the purpose/s of providing support to department and school site activities with specific responsibility for the processing, recording, updating and reconciling fiscal information in compliance with established policies; providing instructions, recommendations and/or accounting support to other personnel.

This job reports to Director Fiscal Services

### Essential Functions

- Assists auditors for the purpose of providing supporting documentation and/or information on internal process that is required for audit.
- Compiles a wide variety of financial information related to work assignments for the purpose of providing required documentation and/or processing information.
- Compiles attendance data from school sites (e.g. monthly, quarterly, semi-annual and annual reports, etc.) for the purpose of submitting required information and data to the County Office of Education.
- Maintains a wide variety of financial information, files and records (e.g. accounts payable, cash funds, contracts, etc.) for the purpose of ensuring the availability of documentation and compliance with established policies and regulatory guidelines.
- Participates in meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Prepares written materials for the purpose of documenting activities, providing reference, conveying information, and complying with established requirements.
- Processes a wide variety of financial information (e.g. cash funds, 1099's, year-end accounts payable and attendance, etc.) for the purpose of updating and distributing information, authorizing for action and/or complying with established accounting practices.
- Provides orientation and support to other departmental and school site personnel regarding procedures and program requirements for the purpose of ensuring efficient processing in compliance within district policy and established regulatory guidelines.
- Researches discrepancies of financial information and/or documentation (e.g. purchase orders, invoices, etc.) for the purpose of ensuring the accuracy and adhering to established procedures prior to processing.
- Responds to inquiries from a wide variety of sources (e.g. district employees, vendors, auditors, etc.) for the purpose of facilitating communication and/or providing guidance among several parties; providing information and/or referral for addressing inquiry.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job



include: applying district, state and federal policies and regulations; operating standard office equipment including pertinent software applications; performing accounting procedures; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; understand written procedures, write routine documents, and speak clearly; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: accounting/bookkeeping principles and budget processing;.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining effective working relationships; maintaining confidentiality; setting priorities; meeting deadlines and schedules; working with detailed information; and adapting to changing priorities.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; monitoring budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 80% sitting, 5% walking, and 15% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:** Associates Degree in a job related field preferred.

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

52

## Senior Administrative Assistant

### Purpose Statement

The job of Senior Administrative Assistant is done for the purpose/s of providing a wide variety of complex and confidential administrative and secretarial support to the Assistant Superintendent; conveying information regarding department functions and procedures; ensuring efficient operation of support functions; attending meetings and coordinating assigned projects and site activities.

This job reports to Assigned Administrator

### Essential Functions

- Attend a variety of meetings (e.g. prepare agendas, send notices, collect and compile information, record proceedings, etc.) for the purpose of supporting administrators and maintain documentation to meet guidelines.
- Communicates with a broad audience (e.g. staff, parents, students, administrators, vendors, government officials, etc.) for the purpose of providing information to ensure inquiry is addressed or directed to appropriate staff.
- Compiles data from a wide variety of sources (e.g. statistical, archived, payroll, calendars, expenditure, budget, etc.) for the purpose of preparing reports, responding to inquiries; compliance with guidelines and legal mandates in support of assigned administrator.
- Coordinates a wide variety of projects, functions and district program components with internal personnel (e.g. meetings, in-service events, travel and accommodations, Disaster Drill, etc.) for the purpose of ensuring appropriate and timely selection of venues; scheduling of participants/program activities; resolution of discrepancies; are completed in a professional and timely manner.
- Maintains confidentiality of privileged and sensitive information (e.g. data, staffing information, etc.) for the purpose of ensuring research and documents are available within established guidelines.
- Maintains a wide variety of manual and electronic documents files and records (e.g. budget data, employee records, financial records, board reports, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a wide variety of activities on behalf of assigned Administrator (e.g. program components, meeting arrangements, account balances, professional development activities, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements.
- Orders textbooks, supplies and equipment in collaboration with site personnel for the purpose of ensuring adequate supply of items are available.
- Oversees and coordinates miscellaneous functions (e.g. building tenant request/inquiries, county use of buildings, District benefits survey, employee emergency cards, etc.) for the purpose of supporting internal and external request for information and/or use of district facilities ensuring completion within established guidelines.
- Participates in meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs technical and complex secretarial duties (e.g. plan, organize and coordinate operating procedures, research and produce data/information, etc.) for the purpose of supporting the role of Assistant Superintendent.

- Prepares information for board agenda/meetings (e.g. budgetary, bargaining unit information, etc.) for the purpose of ensuring documents are accurate and information meeting legally mandated statutes and district guidelines.
- Prepares a wide variety of reports, documents and correspondence of a confidential and non-confidential nature (e.g. letters, memorandums, meeting minutes, charts, periodic and ad-hoc reports, operational procedures, manuals, etc.) for the purpose of accurately documenting activities, providing written reference, and/or conveying information.
- Presents information on administrative procedures (e.g. department/program policies, submission procedures, etc.) for the purpose of orienting new personnel and/or disseminating information to existing personnel.
- Processes a wide variety of documents and materials (e.g. time sheets, work orders, requisitions, travel reimbursements, budget transfers, student transfers, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements.
- Procures supplies and materials for the purpose of maintaining availability of required items.
- Reconciles account balances for assigned budget categories (e.g. revolving cash, property tax-tenant use, etc.) for the purpose of maintaining accurate account balances.
- Researches a variety of topics (e.g. current practices, policies, education codes, etc.) for the purpose of providing information to ensure inquiry is addressed or directed to appropriate staff.
- Responds to a wide variety of inquiries from internal and external parties (e.g. staff, parents, students, public agencies, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction.
- Schedules a wide variety of activities (e.g. appointments, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements meeting timelines and ensuring guidelines assigned administrator.
- Supports assigned administrative personnel for the purpose of providing assistance with their functions and responsibilities.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using job related software applications, preparing and maintaining accurate records; and planning and managing projects.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: accounting/bookkeeping principles; business telephone etiquette; common office machines; and concepts of grammar and punctuation; and office methods and practices.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities, communicating with diverse groups, maintaining

confidentiality, meeting deadlines and schedules, setting priorities, working as part of a team, and working with frequent interruptions.

**Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; monitoring budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 75% sitting, 20% walking, and 5% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

40

## Senior Bus Driver/Trainer

### Purpose Statement

The job of Senior Bus Driver/Trainer is done for the purpose/s of providing support within the student transportation services area with specific responsibilities for providing classroom instruction and behind the wheel training of bus drivers; addressing school bus regulations and safety procedures; identifying training requirements; and maintaining required documentation for audit in compliance with state certification and district/state/federal requirements. Persons in this classification are frequently required to perform the functions of a School Bus Driver.

This job reports to Transportation Supervisor

### Essential Functions

- Conducts classroom and behind-the-wheel bus driver training for the purpose of covering such areas as safe, and proper defensive driving techniques and reinforcing and/or developing bus driver skills that meet state department regulations.
- Evaluates performance of bus drivers and driver applicants for the purpose of ensuring that basic skills levels are met and are in compliance with state certification requirements.
- Informs bus drivers and driver applicants (e.g. rules, regulations, laws, procedures, etc.) for the purpose of providing information, requesting follow-up action and/or implementing procedures.
- Maintains manual and electronic documents, files and records (e.g. payroll, attendance, mileage reports, field trip request, licensure, etc.) for the purpose of documenting activities to support district mandates for reporting to district personnel; state and local agencies.
- Monitors students and other passengers during transit (e.g. seat belts, medical devices, prescribed routines, etc.) for the purpose of ensuring the safe transportation of all passengers.
- Oversees bus driver licensing, training requirements and certificate status (e.g. driver's licenses, physicals, drug screenings, CPR/First Aid, etc.) for the purpose of ensuring compliance with regulatory requirements.
- Participates in meetings; attend workshops and training for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs functions of a school bus driver for the purpose of meeting the district's transportation service needs.
- Prepares a variety of documents and reports (e.g. activity reports, training handouts, safety information guidelines, driver evaluations, etc.) for the purpose of providing information and/or training materials to bus driver, other district personnel and outside agencies as required by established policies and/or regulatory guidelines.
- Represents staff and/or leadership in their absence for the purpose of conveying and/or gathering information required for continuing functional operations.
- Schedules training and testing of and/or by non-district personnel for the purpose of ensuring compliance with district policies and established regulatory requirements.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment; using pertinent software applications; operating heavy and light duty vehicles; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: safe driving practices; provisions of the motor vehicle code and the education code applicable to the operation of vehicles transporting school students; state licensing requirements.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with similar types of data; and utilize a variety of types of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities.

### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 10% walking, and 40% standing. The job is performed under some temperature extremes and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience within a specialized field with increasing levels of responsibility is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

Valid CA Class B Drivers License with Passenger + S Endorsements  
Valid CA State DOE Driver Instructor Certificate  
CPR/First Aid Certificate  
School Bus Drivers Certificate Restriction #1 only

### **Continuing Educ. / Training**

Maintains Certificates and/or Licenses

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance  
Post-Offer DOT Screening

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

54

## Senior Library Media Technician

### Purpose Statement

The job of Senior Library Media Technician is done for the purpose/s of providing support to the instructional program with specific responsibilities for performing clerical functions related to collection, processing, circulation, maintenance, and inventory of library materials and/or textbooks, documenting losses and monitoring procedures; training staff; participate on committees to identify and implementing age appropriate programs for students utilizing library resources; selecting appropriate items in support of classroom instruction; and instructing students on the proper use of the library resource.

This job reports to Assistant Superintendent Education Services

### Essential Functions

- Assists library staff with software application and operational inquiries for the purpose of training and support to ensure efficiency in daily functions.
- Assists teachers, students and administrators for the purpose of identifying resource materials for use in classroom and/or class assignments.
- Coordinates request of individuals and/or sites (e.g. technical support, equipment requirements, vendor services, etc.) for the purpose of ensuring availability of audio visual equipment for instructional use.
- Evaluates books and/or periodicals for retention within collection (e.g. repairing damaged books, recommending retirement of books and/or periodicals, etc.) for the purpose of ensuring the availability of books and library materials.
- Evaluates media equipment and recommend upgrades for the purpose of making repairs, providing technical support, diagnosing malfunctions and/or recommending acquisitions.
- Maintains materials inventory (e.g. library books, library hardware/software, media equipment and related instructional materials, etc.) for the purpose of providing an up-to-date reference and ensuring the availability of materials when required.
- Monitors student activities for the purpose of maintaining a safe environment conducive to learning.
- Operates a variety of media production equipment and computer systems (e.g. program channel, video tape, edit media, duplicate media, etc.) for the purpose of providing media production services.
- Orders and process new materials for district sites; assign barcode range and verify orders for the purpose of ensuring cataloging and processing specifications are correct and troubleshoot discrepancies.
- Participates in meetings; attend conferences, workshops, etc for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs duties of Library Media technician (e.g. item check-in and check-out, prepare circulation count, lists of overdue items, etc.) for the purpose of supporting site staffing needs.
- Performs routine maintenance and operating checks on media equipment for the purpose of ensuring availability of equipment for school site use.
- Prepares manual files and records (e.g. collection statistics, scheduling reports/requests, renewal information, overdue lists, textbook orders, fines, costs, etc.) for the purpose of ensuring accuracy and providing documentation and information as requested.

- Processes library books, periodicals, software and related media materials (e.g. logging into master files; bar coding, shelving, producing required reports, etc.) for the purpose of providing students and staff with required materials.
- Repairs books and materials for the purpose of ensuring the availability of books and library materials.
- Responds to inquiries of students, staff, parents (e.g. availability of books, finding appropriate reference documents, status of overdue fines, etc.) for the purpose of providing information and/or direction as required.
- Supports site librarians (e.g. systems hardware/software, guideline administration, troubleshooting, etc.) for the purpose of efficient library services available for student and staff use.
- Supports new hires, student aides and/or volunteers for the purpose of providing orientation, training and assistance to ensure proper knowledge exist to perform and complete assignments.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: library practices, terminology and procedures; age appropriate literature; computer and Internet operations; and concepts of grammar and punctuation.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing effective working relationships; adapting to changing work priorities; displaying mechanical aptitude; working with frequent interruptions; and preparing and maintaining accurate records .

#### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; tracking budget expenditures. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to effect the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 85% sitting, 10% walking, and 5% standing. The job is performed in a generally hazard free environment and in a clean atmosphere.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

#### **Required Testing**

Job-Related Skills Proficiency Test

#### **Certificates and Licenses**



**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

43

## Senior Office Assistant

### Purpose Statement

The job of Senior Office Assistant is done for the purpose/s of providing support to the delivery of human resource services with specific responsibility for supporting department staff; providing information to applicants and employees; maintaining records; and completing assigned projects and tasks.

This job reports to Assigned Administrator

### Essential Functions

- Administers pre-employment proficiency tests for the purpose of ensuring eligibility for employment.
- Assists with employment process (e.g. call backs, scheduling interviewing, notification, logging information, etc.) for the purpose of meeting district staffing requirements while complying with established guidelines.
- Compiles data from a variety of sources (e.g. applicants, employees, benefit carriers, outside agencies, etc.) for the purpose of complying with financial, legal and/or administrative requirements.
- Maintains an inventory of materials and equipment (e.g. handbooks, applications, benefit packets, personnel forms, etc.) for the purpose of ensuring availability and proper billing.
- Maintains a variety of employment files and records, compiling pertinent employee information (e.g. applicants, seniority and eligibility lists, test scores, salary, probationary period, eligibility, etc.) for the purpose of ensuring accuracy of employee's compensation, maintaining eligibility for position and complying with mandated requirements.
- Participates in meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs record keeping and clerical functions (e.g. scheduling, copying, faxing, etc.) for the purpose of supporting department staff and leadership.
- Prepares a variety of reports and related documents (e.g. testing data, eligibility list, personnel files, hire/promotion records, etc.) for the purpose of providing support to personnel staff and ensuring accurate documentation is maintained in accordance with legal regulations and district practices.
- Processes documents and materials (e.g. applications, changes in employment status, purchase orders, employee recognition, TB Clearance tracking, etc.) for the purpose of disseminating information to appropriate personnel.
- Responds to written and verbal inquiries from a variety of internal and external sources for the purpose of providing information to ensure inquiry is addressed or directed to appropriate staff.
- Supports assigned administrative personnel for the purpose of providing assistance with their administrative functions.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job

conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: preparing and maintaining accurate records; planning and managing projects; operating standard office equipment; and utilizing pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: standard office software; office methods and procedures; business telephone etiquette; concepts of grammar and punctuation.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize specific, job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; establishing and maintaining effective working relationships; working with detailed information; adapting to changing priorities; and working with frequent interruptions.

### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

### **Continuing Educ. / Training**

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

### **FLSA Status**

Non Exempt

### **Approval Date**

### **Salary Grade**

41

## Senior Payroll Technician

### Purpose Statement

The job of Senior Payroll Technician is done for the purpose/s of providing support to department activities with specific responsibility for ensuring the accuracy of preliminary and final payroll reports, time sheets, spreadsheets, and funds distribution; responding to inquiries and/or requests for data and/or reports; providing timely and accurate payroll production; and directing assigned employees.

This job reports to Assistant Superintendent, Personnel

### Essential Functions

- Assists site personnel with questions for the purpose of providing supporting documentation and/or information on internal process which may require changes in payroll-related data and/or adjustments.
- Compiles statistical and payroll data from a variety of sources (e.g. time sheets/payroll, salary adjustments, taxation, etc.) for the purpose of providing summaries to other personnel, district negotiations and/or ensuring compliance with established guidelines.
- Confers with a variety of internal and external parties (city/state/federal agencies, etc.) for the purpose of ensuring the accurate payroll processing.
- Coordinates the payroll process with other departments and sites for the purpose of delivering services in compliance with established guidelines.
- Informs other staff and/or outside parties regarding procedural requirements for the purpose of processing transactions and resolving inquiries and/or disputes.
- Maintains a wide variety of payroll related information utilizing scanners, computer and manual systems (e.g. time records, worker compensation, tax-shelter programs, state and federal tax records, etc.) for the purpose of ensuring the availability of documentation and compliance with established policies and regulatory guidelines.
- Monitors assigned payroll, leaves of absence, and workers compensation activities and/or program components (e.g. pay exceptions, sick leave, differential pay, etc.) for the purpose of ensuring accurate pay, documentation; compliance with established financial, legal, contractual and/or administrative requirements.
- Oversees the preparation and maintenance of financial records and coordinates related accounting activity (e.g. payroll, workers compensation, insurance, subpoenas, retirement, etc.) for the purpose of ensuring accuracy and the availability of documentation in compliance with established policies and regulatory guidelines.
- Oversees assigned payroll personnel for the purpose of enhancing productivity of staff through training and ensuring the accuracy of the payroll process required to perform job functions.
- Participates in meetings; attend conferences, workshops, etc. for the purpose of gathering and/or disseminating information required to perform job functions.
- Prepares a variety of payroll related documents (e.g. unemployment insurance time records, retirement plans, payroll register, fiscal liability, W-2 controls, workers compensation, verification of employment, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Processes a wide variety of payroll and leave documents and materials (e.g. time sheets, withholding information, COBRA, employee leaves and/or contributions, etc.) for the purpose of disseminating information.

- Reconciles payroll account balances (e.g. time sheets, direct deposits, retirement wage earning, W-2 statements, benefits, etc.) for the purpose of maintaining accurate account balances, preparation of W-2 Forms and complying with established guidelines and legal regulations.
- Researches discrepancies of payroll information and/or documentation (e.g. time sheets, leave time, pay rate, etc.) for the purpose of ensuring accuracy and adherence to procedures.
- Resolves discrepancies with payroll and/or benefit information and/or documentation (e.g. payroll, benefit provider/s, withholding versus W-4, salary status, etc.) for the purpose of ensuring accuracy of records and employee pay.
- Responds to inquiries regarding payroll procedures (e.g. wage levies and garnishments, savings, contributions, direct deposits, verification of employment, etc.) for the purpose of providing necessary information for making decisions, assisting employees, taking appropriate action and/or complying with established fiscal guidelines.
- Reviews payroll and a variety of insurance-related information (e.g. payroll reports, medical / dental / vision / disability billing forms, carrier forms, Cobra requirements, etc.) for the purpose of ensuring accuracy of payroll and insurance records.
- Troubleshoots accounting discrepancies (e.g. posting entries, payroll system issues/updates, etc.) for the purpose of conforming with established fiscal guidelines.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: preparing and maintaining accurate records; and using pertinent software applications.

KNOWLEDGE is required to perform algebra and/or geometry; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: principles and techniques involved in payroll preparation, monitoring and control; labor contracts and their impact on payroll; and State Education Codes and other applicable laws.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; and working as part of a team with detailed information/data and frequent interruptions.

#### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 85% sitting, 10% walking, and 5% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance

DOJ Fingerprint Clearance

Tuberculosis Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

38

## Skilled Groundskeeper/Equipment Operator

### Purpose Statement

The job of Skilled Groundskeeper/Equipment Operator is done for the purpose/s of performing skilled work in the renovation, installation and maintenance of District grounds and related equipment; constructing and maintaining landscaped areas, parking lots, building pads and service roads; demolishing existing structures, clearing an area in preparation for additional work; ensuring availability of items to complete projects on time; coordinating work flow and ensuring safety of workers.

This job reports to Grounds Supervisor

### Essential Functions

- Assembles installs and maintains playground equipment for the purpose of ensuring the availability of equipment in safe operating condition in compliance with established guidelines.
- Assists in all phases of irrigation installation and repair for the purpose of ensuring the ongoing functioning of irrigation system.
- Excavates a variety of district property (e.g. earth, asphalt, concrete, debris; form, mix, pour and finish concrete; patch asphalt, etc.) for the purpose of installing, repairing, improving and maintaining landscaped areas and fields in a safe and clean condition.
- Maintains tools and/or grounds and maintenance equipment (e.g. check oil and fluid levels; perform repairs as need to assure safe and efficient equipment operation, etc.) for the purpose of ensuring the availability of equipment in safe operating condition.
- Operates a variety of heavy grounds maintenance equipment (e.g. back hoe, tractors, skid loader and attachments, sweepers, loaders, jackhammers, chipper, chain saws, etc.) for the purpose of constructing and maintaining landscaped areas, fences, parking lots, building pads and service roads.
- Performs routine grounds maintenance duties (e.g. assist other grounds personnel as assigned, etc.) for the purpose of maintaining campus grounds in accordance with established standards.
- Prepare grounds for planting landscaping materials (e.g. plants lawns, shrubbery, flowers; level grounds; build mounds for athletic fields; mark and prepare lines; assist in installation and repair irrigation system, etc.) for the purpose of of keeping the grounds attractive and protecting against erosion.
- Prepares written materials (e.g. requisitions for materials for nursery and material supply yards, time sheets, etc.) for the purpose of documenting activities and/or relating activities to administration for action.
- Transports mowers and other heavy equipment to and from work sites (e.g. deliver/tow and unload heavy grounds maintenance equipment, etc.) for the purpose of ensuring their availability for use in completing work assignments.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating a variety of equipment including dump truck, back hoe, skip loader, power mowers, forklifts,

jackhammers and other related equipment; and operating, maintaining and making minor repairs to power grounds equipment and tools.

KNOWLEDGE is required to perform algebra and/or geometry; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: methods, materials, tools and operation of all power equipment used in grounds construction and maintenance work; health and safety regulations; methods used in caring for plants, shrubs, flowers, trees and lawns; lawn planting and cutting procedures.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a variety of types of job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: understanding and following oral and written directions; working independently with little direction; planning and organizing work; establishing and maintaining effective working relationships with others; and preparing accurate records.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Certificates and Licenses**

Valid CA Class C Drivers License

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

56



## Speech/Language Pathology Assistant

### Purpose Statement

The job of Speech/Language Pathology Assistant is done for the purpose/s of assisting the Speech and Language Pathologist in providing authorized services for students identified as having special needs in the area of speech and language communication.

This job reports to Director Support Services

### Essential Functions

- Assists Speech and Language Pathologist (SLP) with assessing students' speech and language abilities for the purpose of implementing student communication plans.
- Assists eligible students in the use of communication technologies (e.g. augmentative communication devices, hearing aids, etc.) for the purpose of minimizing the adverse educational impact of communication disorders in accordance with established guidelines, state and federal regulations.
- Collects data for the purpose of communicating information in order to assess student needs.
- Consults with supervising Speech and Language Pathologist for the purpose of providing requested information, reviewing/revising students' therapy goals/objectives, preparing plans for services and/or making recommendations.
- Coordinates appropriate services with school site support staff for the purpose of providing therapy and assistance in accordance with individual student needs and approved plans.
- Maintains files and/or records (e.g. activity logs, treatment plans, required documentation, screening results, etc.) for the purpose of ensuring the availability of information as required for reference and/or compliance.
- Participates in meetings, workshops, and seminars (e.g. training, team meetings, etc.) for the purpose of conveying and/or gathering information for performing essential job functions.
- Prepares written materials (e.g. attendance records, activity logs, progress notes, charts, records, graphs and data, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Provides speech and language therapy to students as directed by approved treatment plan and under supervision of Speech and Language Pathologist for the purpose of minimizing the adverse impact of speech and language disorders on student success.
- Supports implementation of treatment plans (e.g. behavior plans, crisis interventions, instructional modalities, etc.) for the purpose of minimizing the adverse impact of communication disorders in compliance with regulatory requirements.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating specialized equipment used in the treatment of communication

disorders; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: anatomy and physiology of speech and hearing mechanisms and disorders; principles and practices of speech and language therapy; and pertinent codes, policies, regulations and/or laws.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; utilizing specialized equipment in communication disorders; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; maintaining effective working relationships; and translating therapy goals into meaningful educational activities.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to effect the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 30% walking, and 20% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:** Associates Degree required in SLPA

Bachelors Degree in Communicative Disorders w/ field hours.

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Speech Language Pathologist Assistant License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

56

## Substitute Service Technician

### Purpose Statement

The job of Substitute Service Technician is done for the purpose/s of providing support to the delivery of human resource services with specific responsibility for providing information for screening and processing substitute applicants; dispatching substitutes and filling emergency requests for substitutes; maintaining substitute records; and providing training and orientation.

This job reports to Assistant Superintendent Personnel

### Essential Functions

- Assists the Personnel Department in completing a variety of tasks (e.g. alphabetize and organize, type/print letters and forms, data entry; update forms; schedule interviews; time cards, etc.) for the purpose of supporting office operations; completing necessary tasks in a efficient and timely fashion.
- Coordinates substitute process (e.g. long term substitutes, schedules orientation, etc.) for the purpose of complying with all established guidelines.
- Dispatches district substitutes (e.g. call, email, text, etc.) for the purpose of ensuring staffing coverage at school sites daily.
- Enrolls new substitute teachers (e.g. payroll, background checks, etc.) for the purpose of providing information regarding district policies, automated computer system and timecard processes.
- Greets individuals entering the building (e.g. visitors, parents, students, vendors, applicants, employees, etc.) for the purpose of responding to inquiries; and/or directing individuals to appropriate location in accordance with established building security procedures.
- Maintains a variety of confidential personnel records and files (e.g. performance, payroll, employment clearances, attendance, credentials, etc.) for the purpose of providing an up-to-date reference and/or complying with all established guidelines.
- Maintains automated substitute calling systems (e.g. enters and updates data, etc.) for the purpose of ensuring accuracy of information.
- Participates in meetings and workshops for the purpose of gathering and/or disseminating information required to perform job functions.
- Performs a variety clerical duties as assigned (e.g. organizing folders, answering district phones, etc.) for the purpose of ensuring internal and external requests are completed in accordance with established policies.
- Prepares written materials (e.g. substitute payroll, documents information from sites regarding substitute/s, reports, memos, letters of assurance, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Reconciles substitute payroll information (e.g. rate of pay, shifts, account code, etc.) for the purpose of ensuring accuracy of payroll records and employee pay.
- Responds to same day/emergency requests for substitute for the purpose of providing immediate staffing for classroom coverage.
- Responds to inquires for the purpose of providing customer service and information to substitutes and staff.

- Supports credentialing process (e.g. determining eligibility, registration, recording and notification, etc.) for the purpose of complying with all mandated requirements.
- Troubleshoots the Substitute Online System for the purpose of ensuring access to the substitute system.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the department.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: business telephone etiquette; office methods and practices; and pertinent software applications.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; and working with detailed information/data.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Clearances**

Criminal Background Clearance  
 DOJ Fingerprint Clearance  
 Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

41

## Technology Support Specialist

### Purpose Statement

The job of Technology Support Specialist is done for the purpose/s of maintaining computer and network infrastructure equipment in functional operating condition; resolving immediate operational and/or safety concerns; and providing in-service training on applications and hardware.

This job reports to Information Technology Supervisor

### Essential Functions

- Assesses malfunctions of hardware and/or software applications (e.g. mobile devices, laptops, tablets, etc.) for the purpose of determining appropriate actions to maintain computer and network operations.
- Assists with a variety of technology administration and maintenance for the purpose of ensuring efficient operations.
- Attends meetings as assigned (e.g. staff meetings, vendor meetings, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Configure network and computing equipment (e.g. user folders, data management, software, software updates, wireless devices, image new computers, setup accounts, transfer files, etc.) for the purpose of maintaining safe and effective district and site operation including classrooms, library and computer labs.
- Installs laptop and desktop hardware and software (e.g. upgrades, service packs, application software, operating system software, etc.) for the purpose of upgrading and maintaining District computers and networks.
- Maintains tablet, laptop, desktop, and server computers, printers, and software for the purpose of ensuring availability of computer and network equipment are operating in a safe and functional condition.
- Maintains District Internet, WiFi system, devices and equipment (e.g. routers, endpoints, logical configuration, log-ins/passwords, capacity, filtering system, etc.) for the purpose of ensuring availability of services to authorized users.
- Prepares a variety of written materials (e.g. user documentation, training, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.
- Recommends equipment, supplies and materials for the purpose of acquiring required items and completing jobs efficiently.
- Researches trends, best practices, policies, products, equipment for the purpose of recommending procedures and/or purchases.
- Responds to a variety of inquires (e.g. how to use software, fixing problems, etc.) for the purpose of resolving problems, providing information and/or referring to appropriate personnel.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job

include: adhering to standard safety practices; preparing and maintaining accurate records; and utilizing pertinent software applications.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: concepts of computers; current generation operating systems and network protocols; educational software applications.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and consider a variety of factors when using equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of processes. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a variety of types of job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: displaying technical aptitude; adapting to changing work priorities; establishing effective working relationships; communicating with diverse groups; being attentive to detail; and working under time constraints.

### **Responsibility**

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in some varying atmospheric conditions.

**Experience:** Job related experience within a specialized field with increasing levels of responsibility is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:** Apple Certified Mac Technician (ACMT) certification required

A+ Certification desired.

### **Required Testing**

Job-Related Skills Proficiency Test

### **Certificates and Licenses**

### **Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

### **FLSA Status**

Non Exempt

### **Approval Date**

### **Salary Grade**

80

## Transportation Supervisor

### Purpose Statement

The job of Transportation Supervisor is done for the purpose/s of planning, evaluating, developing, implementing transportation services in compliance with established guidelines; overseeing assigned personnel; and scheduling work assignments within established time frames and standards.

This job reports to Assistant Superintendent Business Administration

### Essential Functions

- Collaborates with internal and external personnel (e.g. other administrators, District personnel, public agencies, community members, contractors, etc.) for the purpose of implementing and/or maintaining services and programs.
- Collaborates with vendors (e.g. routes, stops, schedules, etc.) for the purpose of determining driver and equipment requirements.
- Compiles data from a wide variety of sources (e.g. investigating complaints, transportation budget/expenditures, payroll, etc.) for the purpose of analyzing issues, ensuring compliance with organization policies and procedures, and/or monitoring program components.
- Conducts accident investigations (e.g. reviews events, prepares and submits accident reports, etc.) for the purpose of complying with legal requirements and insurance carrier procedures.
- Coordinates student transportation activities with school officials, department heads and other interested groups or individuals for the purpose of ensuring that district transportation needs are met.
- Develops routes (e.g. bus stops, clock schedules, etc.) for the purpose of ensuring bus routes are cost effective, efficient, and in compliance with school safety schedules, policies, and mandated guidelines.
- Drives school buses as needed (e.g. sick out, substitute not available, etc.) for the purpose of transporting passengers over scheduled routes to and from school and/or field trips in a safe and timely manner.
- Facilitates meetings and workshops, etc. (e.g. monthly safety in-service training, staff meetings, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.
- Maintains personnel records (e.g. attendance, safety, DMV records, classroom/behind-the-wheel training and in-service, etc.) for the purpose of meeting regulatory requirements.
- Monitors budget allocations, expenditures, fund balances and related financial activities (e.g. billing/invoicing of field trips, fuel bills, new school bus financial analysis, etc.) for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Oversees vehicle maintenance (e.g. supply procurement, record keeping, maintenance schedules, etc.) for the purpose of ensuring safety and reliability of transportation department vehicles.
- Prepares a variety of materials (e.g. accident reports, field trip billing/invoicing, bus routes and schedules, state and federal reports, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

- Provides job related training opportunities for drivers, bus aides, mechanics for the purpose of ensuring their job success and compliance with legal mandates.
- Recommends policies, procedures and/or actions to the Assistant Superintendent for the purpose of providing direction for meeting the district's goals and objectives.
- Responds to inquiries from students, parents, school district staff and/or drivers (e.g. solve driver problems, maintain dispatch communication, answer complaint/questions, handle incidents, etc.) for the purpose of providing the necessary information regarding transportation services.
- Responds to emergencies including after hours situations for the purpose of addressing immediate safety concerns.
- Schedules regular inspections of all buses for the purpose of ensuring compliance with required bus driver reviews of their bus.
- Schedules work assignments (e.g. drivers, school bus aids, regular/summer school/special events, substitutes, etc.) for the purpose of ensuring completion of transportation routes in a timely manner.
- Supervises department personnel (e.g. hiring/termination recommendations, disciplinary action, transfers, reassignments, planning/scheduling/coordinating activities, training, etc.) for the purpose of ensuring that the department functions in a safe and efficient manner.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects; budgeting and financial management; and developing effective working relationships.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: state and federal guidelines related to school transportation; personnel processes; pertinent codes, policies, regulations and/or laws; education code; and budget management and accounting.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with parents, school personnel and staff; meeting deadlines and schedules; working as part of a team; flexible to changing conditions; making quick and accurate decisions; dealing with frequent interruptions and changing priorities; and maintaining confidentiality.

#### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a department, large work unit, and/or across several small work units; directing the use of budgeted funds within a work unit. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 20% walking,



and 30% standing. The job is performed under some temperature extremes.

**Experience:** Job related experience within a specialized field with increasing levels of responsibility is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class B Drivers License with Passenger + S  
Endorsements  
CPR/First Aid Certificate  
Valid CA School Bus Driver Certificate-No Restrictions

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

08

## Warehouse Operator/Delivery Driver

### Purpose Statement

The job of Warehouse Operator/Delivery Driver is done for the purpose/s of facilitating warehousing operations with specific responsibilities for ensuring mail service for campuses and the district office; picking up and delivering supplies and materials from warehouse and all district units; receiving mail, supplies and materials; maintaining accurate records; preparing mail for post; and providing information and advise on postal needs and services.

This job reports to Custodial Supervisor/Energy Conservation Manager

### Essential Functions

- Cleans warehouse (e.g. orderly, etc.) for the purpose of maintaining a safe and sanitary work area.
- Maintains delivery vehicles (e.g. checking fluid levels, fueling, cleaning, etc.) for the purpose of ensuring safe operation of vehicle.
- Maintains manual and electronic records (e.g. accounting records of postage charges, inventory; loss, charge-back invoices, calendars, requisitions, leave reports, memos, work requests, etc., etc.) for the purpose of documenting activities and providing reliable resource information.
- Maintains mail room equipment, tools and work areas for the purpose of ensuring the availability of items to complete work in a timely and efficient manner.
- Operates forklifts, pallet jacks and hand trucks (e.g. move materials and store items as required, etc.) for the purpose of implementing warehouse operations and maintaining a safe environment.
- Orders equipment and supplies for the purpose of maintaining inventory and ensuring availability of required items.
- Orients substitute staff (e.g. answer questions and provide information or instructions as needed, etc.) for the purpose of developing knowledge of warehouse operations and safety skills; completing assigned duties and projects.
- Performs a variety of responsible warehouse duties (e.g. processing stock, pulling supply orders and delivering and picking-up equipment and supplies; issue and receive warehouse supplies and equipment; inspect delivered materials and supplies for compliance with requisitions and receiving slips; rotate stock according to established procedures, etc.) for the purpose of of meeting delivery requirements.
- Processes mail (e.g. sort, package, weight mail, bulk mail, special deliveries, special mailings, ensuring items are packaged in accordance with shipping regulations, etc.) for the purpose of ensuring proper postage is affixed, expenses are allocated to appropriate departments, and postal regulations are followed.
- Sorts internal and external mail for the purpose of distributing to appropriate parties.
- Transports a variety of materials to and from post office, other district units, etc. (e.g. mail, supplies, Board packets; operating district vehicles, etc.) for the purpose of processing internal and/or external mail and deliveries.

### Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating equipment used in a mail room setting including postage meters, addressers, bar coder, tabber, etc.; operating standard office equipment including computers; and using pertinent software applications; preparing and maintaining accurate records; and working as part of a team.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: postal service regulations and mail room operations.

ABILITY is required to schedule activities; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to work with others; work with data utilizing specific, defined processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; meeting deadlines and schedules; communicating with diverse groups; working as part of a team; and maintaining confidentiality.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 5% sitting, 5% walking, and 90% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** High school diploma or equivalent.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

Valid CA Class C Drivers License  
Forklift & Motorized Pallet Jack Certificate

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

50

## Website/Social Media Technician

### Purpose Statement

The job of Website/Social Media Technician is done for the purpose/s of developing, implementing, documenting and maintaining assigned social media and websites; defining and monitoring "look and feel" for all social media and websites; and providing administrative support for the workgroup.

This job reports to Director, Educational Services

### Essential Functions

- Assists a variety of content providers and departments (e.g. Principals, School Office Managers, District office employees, teachers, etc.) for the purpose of updating, enhancing and/or modifying information on social media and websites.
- Creates standards for design (e.g. site layout and design, aesthetic flow and uniformity, formatting, accessibility, fonts, icons, graphic design images, etc.) for the purpose of meeting District goals and presenting a consistent image within the community, including the online presence.
- Creates website content (e.g. professional quality photography, infographics, animations, etc.) for the purpose of meeting District goals and presenting a consistent image within the community.
- Maintains manual and electronic documents, files and records (e.g. graphic design pieces, images, CMS files, etc.) for the purpose of providing up-to-date content and reference materials.
- Oversees social media and websites (e.g. format, content, maintenance, etc.) for the purpose of maintaining current and accurate information.
- Participates in a variety of planning and development activities (e.g. meetings with outside development company, Superintendent's office, content contributors, etc.) for the purpose of providing programming support to the district.
- Performs general clerical functions (e.g. scheduling, copying, faxing, data entry, filing, budgets, etc.) for the purpose of supporting assigned administrator and office operations.
- Responds to inquires from teachers, other district personnel, community agencies, and the public for the purpose of assisting in the use and expansion of web-related applications.
- Troubleshoots problems (e.g. access to website content and systems such as electronic flyer distribution, content out-of-date, etc.) for the purpose of providing technical advice and training, resolving problems and/or compiling concise descriptions to forward to technicians.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: using pertinent software applications (e.g. Google apps, Adobe, Microsoft Suite); planning and managing projects; content management tools; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based

competencies required to satisfactorily perform the functions of the job include: elements of graphic design and layout; composition software; concepts of grammar and punctuation; web design, programming and site creation; and website accessibility best practices.

ABILITY is required to schedule activities; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with persons of varied backgrounds and technical expertise; communicating technical information to non-technical audiences; establishing and maintaining effective relationships; meeting deadlines and schedules; setting priorities; working as part of a team; and working with frequent interruptions.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 70% sitting, 10% walking, and 20% standing. The job is performed under minimal temperature variations and in a clean atmosphere.

**Experience:** Job related experience is required.

**Education:** Targeted, job related education with study in job-related area.

**Equivalency:**

**Required Testing**

Job-Related Skills Proficiency Test

**Certificates and Licenses**

**Continuing Educ. / Training**

**Clearances**

Criminal Background Clearance  
DOJ Fingerprint Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

**Salary Grade**

71

**FOUNTAIN VALLEY SCHOOL DISTRICT**

**PERSONNEL DIVISION**

**MEMORANDUM**

TO: Personnel Commission

FROM: Ross M. Hessler, Director, Human Resources

SUBJECT: **ELIGIBILITY LISTS**

DATE: November 7, 2017

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Attached are the eligibility lists for:

**Bus Driver**

**Instructional Assistant**

**IA SH/PH**

**IA Special Education**

**RECOMMENDATION**

The Personnel Commission approve the above eligibility lists enumerated above.

**Attachments #91 - #93**

**Eligibility List  
Bus Driver  
Expires 11-7-2018**

<b>RANK</b>	<b>NAME</b>
1	Natasha Bailey

**Eligibility List  
Senior Library Media Technician  
Expires 10-17-2018**

<b>RANK</b>	<b>NAME</b>
1	Erin Spivey
2	Jennifer Johnson

**ELIGIBILITY LIST**  
Instructional Assistant  
Merged List

<b>RANK</b>	<b>NAME</b>
1	Chelsea Short
2	Jose Hernandez
2	Julie Byrne
3	Hanan Naber
4	Kassandra Caoile
4	Tina Tuyen Nguyen
5	Adrianna DeMattos
5	Maria De La Cueva
6	Marie Grace Hile
6	Claudia Saldivar
6	Karina Millan
7	Angela Willhite
7	Christina Pham
7	Cara Vanasse
8	Sandra Vaquerano
8	Alysha Poole
9	Ngan Nguyen
9	Nicole Mauzey
9	Ayumi Hatfield
9	Cathy Sweetman
10	Adrienne Buddemeyer
10	Tran Bui
11	Kyle Spreeman
11	Nancy Vang
11	Mario Sanchez
11	Araceli Frutos
11	Samar Qafaiti
12	Madisson Burns
12	Javier Vazquez
12	Maddie Stayberg
13	Leslie DeHart
14	Kathryn Mahmood
14	Carol Brigham

<b>RANK</b>	<b>NAME</b>
14	Christina Gonzalez
14	Renate Goutier
15	Maya Mardam
15	Marilyn Kesslerwest
15	Andrea DePasquale
16	Evelyn Voltran
16	Jennifer Lightbody
16	Katherine Le
16	Maria Huerta
16	Lauren Armstrong
16	Marquis Mobley
17	Esperanza Partida
17	Paoloa Ramos
17	Maria Rios
18	Tonya Eley
18	Catalina Do
19	Bari Hospodarec
20	Evelyn Rodriguez
21	Sara Aviles Brito
22	Stacy Patriarca



**ELIGIBILITY LIST**  
**IA SH/PH**  
**Merged List**

<b>RANK</b>	<b>NAME</b>
<b>1</b>	<b>Jose Hernandez</b>
<b>2</b>	<b>Hanan Naber</b>
<b>3</b>	<b>Claudia Salvidar</b>
<b>4</b>	<b>Lauren Coyle</b>
<b>5</b>	<b>Huong Bui</b>
<b>6</b>	<b>Evelyn Duenas</b>
<b>7</b>	<b>Jennifer Lightbody</b>
<b>8</b>	<b>Maria Rios</b>
<b>9</b>	<b>Danna Geertson</b>
<b>9</b>	<b>Matthew Tucker</b>
<b>10</b>	<b>Stacy Patriarca</b>

**Eligibility List**  
**Bus Driver**  
**Expires 11-7-2018**

<b>RANK</b>	<b>NAME</b>
<b>1</b>	<b>Natasha Bailey</b>

**ELIGIBILITY LIST**  
**IA Special Education**  
**MERGED LIST**

<b>RANK</b>	<b>NAME</b>
1	Hanan Naber
2	Kassandra Caoile
3	Jennifer Stepp
4	Claudia Salvidar
5	Marisa Winch
6	Aireen Mendoza
7	Huong Bui
8	Jennifer Lightbody
9	Maria Rios
10	Tonya Eley
11	Bari Hospodarec
12	Stacy Patriarca

**FOUNTAIN VALLEY SCHOOL DISTRICT**

**PERSONNEL DIVISION**

**MEMORANDUM**

TO: Personnel Commission

FROM: Ross M. Hessler, Director, Human Resources

SUBJECT: **JOB ANNOUNCEMENTS**

DATE: November 7, 2017

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Job announcements posted since the last regular meeting of the Personnel Commission are attached as an information item:

**Interdepartmental Transfers:**

Office Assistant



# Fountain Valley School District

*Personnel Commission*

10055 Slater Avenue, Fountain Valley, CA 92708 (714) 843-3228 [www.fvsd.us](http://www.fvsd.us)

## Classified Employment Opportunity

# OFFICE ASSISTANT

*Interdepartmental Transfer Only*

The following position is posted in accordance with Personnel Commission rules and will be filled by “ready and willing” transfer eligibles from within the classification of Office Assistant or from the current list of “ready and willing” certified eligibles.

<b>POSTING DATE:</b>	<b>November 8, 2017</b>
<b>CLOSING DATE:</b>	<b>November 15, 2017 at 4:00 p.m.</b>
<b>SALARY:</b>	Current rate of pay
<b>HOURS:</b>	28.75 hrs/wk, Monday – Friday – 7:30 a.m. – 1:15 p.m.
<b>TERM:</b>	10.48 months per year
<b>VACANCIES:</b>	Talbert School

### THE JOB

Under the direction of the supervisor, this position performs clerical tasks in support of the District office. Duties include answering telephones, taking and relaying messages, typing a variety of written materials including reports, agendas, minutes and meeting reminders, inputting and updating data on a computer, including purchase orders.

### APPLICATION PROCESS

Present employees wanting to transfer must send or e-mail a note to the Personnel Department ([johnsond@fvsd.us](mailto:johnsond@fvsd.us)) asking to be considered for this position. The communication must contain information sufficient to indicate the employee is a “ready and willing” transfer eligible. The Personnel Office must receive all employee requests by 4:00 p.m., Wednesday, November 15, 2017.

### APPOINTMENT/CERTIFICATION

Final selection of appointees will be made from “ready and willing” transfer eligibles and the top three ranks of “ready and willing” certified eligibles.

The Fountain Valley School District is an Equal Opportunity Employer and does not discriminate on the basis of race, national origin, gender, age, marital status, religion, or disability in compliance with federal and state laws.

No portion of this announcement is an express or implied contract with applicants. The Personnel Commission reserves the right to cancel, change, or rescind any portion of this announcement at any time.

Regular employees assigned four or more hours per day will become members of the Public Employees Retirement System. All regular classified employees will become members of California School Employees Association or pay a service fee.