



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1r

Meeting Date: August 7, 2025

Subject: Approve Job Descriptions

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

Division: Human Resources Services

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

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

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

LCAP Goal(s): Graduation Outcomes, Academic Outcomes, and Welcoming Safety Outcomes.

Documents Attached: Job Descriptions:

New Job Descriptions as of 8/7/2025:

Certified Physical Therapy Assistant
Physical Therapist

Special Education
Special Education

Revised Job Descriptions as of 8/7/2025:

JROTC Instructor

Manager I, Nutrition Services Procurement and Warehouse

Manager III, Technical Support Services

District

Nutrition Services

Technology Services

Estimated Time of Presentation: N/A

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

Approved by: Lisa Allen, Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL
DISTRICT
Position Description**

TITLE:	Certified Physical Therapy Assistant	CLASSIFICATION:	Classified Non-Management (SEIU/Professional Unit)
SERIES:	None	FLSA:	Non-Exempt
JOB CLASS CODE:	TBD	WORK YEAR:	12 months
DEPARTMENT:	Special Education	SALARY:	Range 55 Salary Schedule C
REPORTS TO:	Assigned Supervisor	HR APPROVAL:	7-28-2025
		CABINET APPROVAL:	7-28-2025
		BOARD APPROVAL:	TBD

BASIC FUNCTION:

Perform physical therapy services for designated students according to the Individual Education Program (IEP) goals under the direction of special education administrative staff and Physical Therapist; maintain related service records.

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

Under the supervision of a Physical Therapist, implement appropriate physical therapy services to support the goals and objectives of a student's IEP. **E**

Assist with the development of the physical therapy intervention plan as part of the IEP process; assist with data collections and assessments. **E**

Attend IEP meetings as directed to report findings and recommendations; maintain regular contact with supervising Physical Therapist to review caseloads and services to students; attend staff meetings and assist with staff development as instructed; travels to school sites as required. **E**

Monitor the use of adaptive equipment; may recommend or develop assistive devices; order equipment, supplies, and materials; organize kits for use in therapy intervention. **E**

Provide assistance to educational staff through consultation, in-service training, and direct individual or group activities; contact district staff, parents, and various agencies related to physical therapy services. **E**

Communicate with members of the IEP team; work cooperatively with personnel from other agencies providing services to the student. **E**

Maintain required documentation and data collection of therapy sessions; record billable treatment times and provide documentation for students receiving Medicaid according to school system guidelines. **E**

Monitor student response to treatment/intervention; determine progress and develop progress reports;

consult with physical therapist if modifications are needed. **E**

Remain current and knowledgeable on advances in the physical therapy field by attending workshops, conferences, reading professional journals and publications. **E**

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

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Graduation from an accredited school in a Physical Therapy Assistant (PTA) Program. Two years of PTA experience preferred.

LICENSE AND OTHER REQUIREMENTS:

Hold a valid California driver's license; provide personal automobile and proof of insurance; Successful completion of the SIA-E3 test with a passing result; Valid licensure or certification as a Physical Therapy Assistant.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Principals, methods, and equipment used in physical therapy.
- Intellectual, social, emotional growth patterns and physical development of children.
- Application of physical therapy techniques in working with children with disabilities.
- Education and development needs of children with specific disabilities.
- Interpersonal skills using tact, patience, and courtesy.
- Methods and techniques of instruction.
- Oral and written communication skills.
- Effective interpersonal skills using tact, patience, and courtesy.
- Pertinent federal, state, and local laws, code, and regulations.
- Operation of a computer and related software.
- Record-keeping techniques.
- Health and safety regulations.

ABILITY TO:

- Perform the basic functions of the position.
- Use a variety of modern methods, techniques, and practices in physical therapy.
- Monitor adaptive equipment; may recommend or develop assistive devices.
- Work with all levels of district staff, parents, health care professionals, and other health care agencies.
- Lift, move, and position disabled students according to safety regulations.
- Carry up to 25 pounds to waist height, lift, move, and position students with disabilities.
- Properly use and care for the materials, supplies, and equipment; fit and adjust adaptive devices.
- Assist students by providing proper examples, emotional support, friendly attitude, and general guidance.
- Understand the unique differences and needs of handicapped students and their parents.
- Understand and follow oral and written instructions.
- Prepare and maintain accurate and complete records, files, and reports.
- Work with school improvement initiatives that close student academic gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Communicate effectively, clearly and concisely, both orally and in writing.

- Establish and maintain effective working relationships with those contacted in the course of work.
- Operate a computer and related software.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office, clinic setting, or school site environment; travel from site to site

SAMPLE PHYSICAL ABILITIES:

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

SAMPLE HAZARDS:

Back strain from lifting, moving, and positioning students with disabilities, and from equipment; exposure to children with behavior problems, such as kicking, biting, hair pulling.

**SACRAMENTO CITY UNIFIED SCHOOL
DISTRICT
Position Description**

TITLE:	Physical Therapist	CLASSIFICATION:	Classified Non-Management (SEIU/Professional Unit)
SERIES:	None	FLSA:	Non-Exempt
JOB CLASS CODE:	TBD	WORK YEAR:	12 months
DEPARTMENT:	Special Education	SALARY:	Range 72 Salary Schedule C
REPORTS TO:	Assigned Supervisor	HR APPROVAL:	7-28-2025
		CABINET APPROVAL:	7-28-2025
		BOARD APPROVAL:	TBD

BASIC FUNCTION:

Perform a variety of professional and specialized services within the educational environment to students within a specific physically disabled population; provide assessment reports, consultation, and direct physical therapy to students enrolled in or referred to special education programs. Develop goals and objectives for consideration in regard to IEP team meetings.

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

Conduct student assessments to determine eligibility for physical therapy; communicate results of evaluations and reports of physical therapy services to the educational staff, parents, Individual Education Program (IEP) team, and other staff, professionals and agencies providing services to the student or family. **E**

Coordinate physical therapy services with student's health care provider. **E**

Sustain new information, ideas and techniques in pediatric physical therapy and practice in educational environments. **E**

Collect and interpret data to evaluate students' needs as a basis for treatment planning, including the development of measurable goals and objectives with strategies for meeting them, the progress monitoring of short-term objectives and the pre/post assessing of goals, in accordance with district policies and procedures; provide physical therapy services to students according to IEP goals. **E**

Monitor student response to treatment/intervention, and modify strategies as indicated to attain goals; design, develop, identify, or evaluate adaptive equipment, and adjust for proper fit to assist the student in daily life routines at school; assist in the development of a transition plan when a

student moves to another environment. **E**

Maintain a system of documentation that is professional, efficient, and accountable; document evaluation results and therapy received; record progress and re-evaluate student's individual physical therapy plan on a regular basis. **E**

Identify barriers to learning, participation, and independent functioning. Consider the effect of any existing special education supports and services which are being utilized to improve performance. **E**

Operate a computer for report and goal writing; prepare and review reports for use in IEP team meetings and attend IEP team meetings, as necessary. Provide consultation and training to the classroom staff, parents, and other IEP team members by demonstration of strategies and therapeutic activities; develop appropriate school and/or home programming to maintain and enhance the performance of the student. **E**

Maintain open communication with members of the IEP team; work cooperatively with personnel from other agencies providing services to the student. **E**

Facilitate in-service training and professional development to staff and provide home activity physical therapy training to parents to maintain outside of physical therapy sessions. **E**

Provide clinical supervision to a Physical Therapy Assistant (PTA), as required by licensing, including but not limited to assisting with treatment planning of students and coordinating the PTA's caseload in relation to scheduling. **E**

Maintain current reporting, documentation, complaints, scheduling, and billing in accordance with professional standards, state and local guidelines, and reimbursement requirements. **E**

Remain current and knowledgeable on advances in the physical therapy field by attending workshops, conferences, reading professional journals and publications. **E**

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

Participate in first aid/ CPR and other training for the purpose of ensuring staff remain current on certification. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree or higher from an accredited college or university, and two (2) years of experience in providing physical therapy with a primary focus on pediatric clients.

LICENSE AND OTHER REQUIREMENTS:

Hold a valid California driver's license; provide personal automobile and proof of insurance; Valid licensure or certification as a Physical Therapy Therapist; Valid Physical Therapy license on file with the Physical Therapy

Board of California (PTBC); Successful completion of the SIA-E3 test with a passing result.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Principals, methods, and equipment used in physical therapy.
- Pediatric conditions and pediatric physical therapy.
- Modern office practices, procedures and equipment.
- Techniques used in the assessment and treatment of disabilities.
- Intellectual, social, emotional growth patterns and physical development of children.
- Application of physical therapy techniques in working with children with disabilities.
- Education and development needs of children with specific disabilities.
- Methods and techniques of instruction.
- Oral and written communication skills.
- Effective interpersonal skills using tact, patience, and courtesy.
- Pertinent federal, state, and local laws, code, and regulations.
- Operation of a computer and related software.
- Record-keeping and reporting preparation techniques.
- Compliance of health, safety, and CA special education regulations.

ABILITY TO:

- Perform the basic functions of the position.
- Carry up to 25 pounds to waist height, lift, move, and position students with disabilities.
- Use a variety of modern methods, techniques, and practices in physical therapy.
- Make accurate assessments of the developmental status and education needs of students.
- Understand the unique differences and needs of students with disabilities and their parents.
- Administer assessment tests and participate in the IEP team process.
- Properly use and care for the materials, supplies, and equipment; fit and adjust adaptive devices.
- Assist students by providing proper examples, emotional support, friendly attitude, and general guidance.
- Prepare and maintain accurate and complete records, files, and reports.
- Work with school improvement initiatives that close student academic gaps between racial, ethnic, and economic groups by working with all diverse communities.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Operate a computer, related software, and standard office equipment.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office, clinic setting, or school site environment; travel from site to site

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate specialized equipment or a computer keyboard; see to read and prepare documents and reports, and view a computer monitor; sit, stand, or walk for extended

periods of time; bend, stoop, bend at the waist, and reach overhead, above the shoulders, and horizontally.

SAMPLE HAZARDS:

Back strain from lifting, moving, and positioning students with disabilities, and from equipment; exposure to children with behavior problems, such as kicking, biting, hair pulling.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	JROTC Instructor	CLASSIFICATION:	JROTC Contract, Certificated
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	9701	WORK YEAR:	239 Days
DEPARTMENT:	Assigned High School	SALARY:	ROTC (Non-Represented) Instructor Salary Schedule
REPORTS TO:	Assigned Supervisor	HR APPROVAL:	7-28-2025
		BOARD APPROVAL:	TBD

BASIC FUNCTION:

Instruct high school students enrolled in the Junior Reserve Officer Training Corp (JROTC) Program on the value of citizenship, character, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling self-esteem, teamwork, and self-discipline. Promote graduation from high school, and the pursuit of higher education goals; provide instruction and rewarding opportunities that benefit the student, community, and nation.

DISTINGUISHING CHARACTERISTICS:

JROTC students are taught by retired officers, warrant officers, and noncommissioned officers who have been certified as a high school ROTC instructor by the military.

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

Conduct the JROTC program in accordance with applicable laws, military regulations, policies, and principles; instruct high school students enrolled in the JROTC Program; employ a variety of instructional techniques and media; achieve the curricular requirements and learning standards of the JROTC Program of Instruction. **E**

Prepare and maintain an annual Master Training Plan; develop a schedule for the year reflecting school activities and JROTC objectives and activities; include enrolled students in the planning phase, and organize students and resources toward the objectives. **E**

Carry out logistics tasks; prepare requisitions; maintain classroom equipment, clothing/uniforms, student files, records, maintenance budget, clothing inventory/ordering, etc., according to military and school district regulations and guidelines; ensure proper physical security of all government and school district furnished equipment/materials. **E**

Create a classroom environment conducive to learning and the personal growth of students; comply with military and school district safety guidelines when instructing, supervising, monitoring, and accompanying students. **E**

Develop short and long-range plans for achieving curriculum goals, gather appropriate materials, establish clear objectives for lessons, and formulate appropriate lesson plans; model nondiscriminatory practices in all activities. **E**

Prepare the unit for official visits by dignitaries, formal inspections, and mandated assist visits from higher headquarters. **E**

Actively recruit students to join JROTC; market the JROTC program in the school and community; make annual JROTC Program presentations to students at feeder/local schools to recruit new students into the program. **E**

Motivate, encourage, and offer students the opportunity to develop and/or enhance their personal skills, attitude, discipline, teamwork, self-esteem, and knowledge needed to provide a foundation for becoming a responsible citizen. **E**

Assess, counsel, and mentor students on their military and academic performance/progress in accordance with military and school district guidelines; communicate with parents and school counselors to discuss performance/progress of students; assist interested students in applying for Senior Reserve Officers Training Corp (SROTC) scholarships and service academy appointments. **E**

Perform required school tasks and requirements; maintain electronic student records for both the school and the respective military service; provide enrollment and other student reports as required; participate in staff meetings, school committees, and student activities; perform duties required of other teachers in the school. **E**

Plan, organize, supervise conduct, and participate in extracurricular activities and hands-on training that reinforces classroom instruction, such as color/honor guard, ceremonies, marksmanship (optional), drill teams, field trips, basic leadership training, summer camp, parades, and other special activities, that may occur beyond the school day or student calendar. **E**

Conduct risk assessment to mitigate the possibility of an accident for all activities; observe and enforce military and school safety guidelines. **E**

Continuously improve instruction by staying abreast of new and alternative instructional and motivational techniques; recommend changes to the curriculum and teaching methodology. **E**

Develop professional qualifications, and attain and improve proficiency in all JROTC subjects taught; participate in recurring instructor conferences and other professional development opportunities offered by the school district; meet any continuing education requirements of the state, school district, and military. **E**

Set an outstanding personal example of professional, social, and personal behavior and appearance for students, colleagues, and the community. **E**

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

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Senior ROTC Instructors must possess a Bachelor's degree. Advanced degrees are preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance; willingness to maintain a physical and medical fitness level to participate fully in JROTC activities. Requirements are: (1) All instructors must maintain certification by the respective military service; (2) Hold a valid California Designated Subjects or Special Subject Teaching Credential in ROTC.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

JROTC curriculum framework, drills, and ceremonies.

- Effective instructional delivery techniques and methods related to course material.
- Safety practices and procedures.
- Operation of JROTC equipment.
- Applicable laws, codes, regulations, policies, and procedures.
- Budget preparation and control.

- District organization, operations, and objectives.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Operation of a computer and related software.

ABILITY TO:

- Instruct high school students enrolled in the JROTC Program.
- Set an example, and model positive attitudes, knowledge, and skills for students.
- Maintain a working knowledge of new instructional methods, technology, and equipment.
- Challenge and motivate students to excel.
- Communicate and work with diverse groups.
- Operate equipment using standardized methods.
- Problem solve, analyze issues, and create action plans.
- Maintain a physical and medical fitness level to participate fully in JROTC activities.
- Provide consistency in judgment and behavior.
- Exhibit a positive, supportive outlook toward students and the JROTC Program.
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Interpret, apply, and explain rules, regulations, guidelines, policies, and procedures.
- Analyze situations accurately, and adopt an effective course of action.
- Prepare comprehensive narrative and statistical reports.
- Operate a computer and related software.
- Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

School, classroom, or field trip environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

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

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Manager, Nutrition Services Procurement and Warehouse	CLASSIFICATION:	Non-Represented Management, Classified
SERIES:	Manager I	FLSA:	Exempt
JOB CLASS:	9766	WORK YEAR:	12 Months
DEPARTMENT:	Nutrition Services Department	SALARY:	Range 9 Salary Schedule A
REPORTS TO:	Assigned Supervisor	CABINET APPROVAL:	7-28-25, 05-23-19
		HR APPROVAL:	7-28-25
		BOARD APPROVAL:	TBD

BASIC FUNCTION:

Under the direction of the assigned supervisor in Nutrition Services, Central Kitchen and Distribution Services , plan, organize, manage and coordinate procurement activities in the acquisition of food, supplies, and equipment for the Nutrition Services department. Develop, administer, evaluate, and award formal bids and requests for proposals per USDA and CDE regulations. Manage and oversee District's Nutrition Services warehouse and logistics operations. Direct, supervise and evaluate the performance of assigned staff.

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

Develop, implement, and update internal purchasing procedures and processes to assure compliance with USDA and CDE Child Nutrition procurement requirements. **E**

Oversee California Department of Education Child Nutrition procurement administrative reviews. **E**

Oversee and manage all purchases of the Nutrition Services Department to ensure compliance with federal meal program regulations; including School Breakfast Program (SBP), National School Lunch Program (NSLP), Child and Adult Care Food Program (CACFP), At-Risk Supper program, Fresh Fruit and Vegetable Program (FFVP), Afterschool Snack Program (ASSP), and Summer Food Service Program (SFSP). **E**

Provide technical expertise, information, and assistance to assigned staff; assist in the formulation, development, and communication of department policies, procedures, and programs in accordance with state and federal laws and regulations; and advise assigned staff and recommend appropriate corrective action. **E**

Oversee the receipt, examination, and approval of requisitions and payments for Nutrition Services warehouse, supplies, equipment and services; supervise the maintenance of purchasing and payment records. **E**

Oversee inspection of shipments for compliance of purchase order specifications; identify and report shortage, damaged goods, or other discrepancies. **E**

Ensure compliance with USDA buy American guidelines and maintain Domestic Certification documents as required. **E**

Analyze, forecast, and appropriately allocate USDA commodities based on year to date usage, future menu plans, and current trends in school nutrition. **E**

Review and monitor pricing from all Nutrition Services vendors, including food processors to ensure proper discounts are applied through the appropriate value pass through system. **E**

Coordinate USDA food commodity allocations and ordering including monitoring of surplus or bonus offerings. **E**

Monitor and review of Summary End Product Data Schedules, commodity draw downs, and sweeps performed by the CDE. **E**

Allocate entitlement funds from the Department of Defense. **E**

Lead, manage, train, and direct the performance of assigned staff members to ensure successful and timely operations and service to our school sites. **E**

Participate in the interview, selection of new employees; process personnel records; make recommendations concerning staffing; and discipline assigned staff according to District policies, procedures, and bargaining agreements. **E**

Monitor receiving, storage, inventory controls, food safety and sanitation, stock rotation, and warehouse distribution of food and supplies. **E**

Oversee and monitor foodservice warehouse expenses including vehicle and forklift repairs and maintenance and HVAC maintenance and agreements. **E**

Monitor and maintain files of required warehouse fleet vehicle inspections and maintenance per federal safety regulations. **E**

Safeguard all warehouse staff work practices by implementing training programs and communication to increase their knowledge about environmental safety, hygiene and accident prevention. **E**

Monitor food safety of all food products in the supply chain from delivery, transport, and storage; ensure compliance with health, safety and HACCP requirements. **E**

Support the District's Farm to School program by maximizing locally sourced ingredients and farm fresh fruits and vegetables within 250 miles of the District; when practicable, to enhance the taste and quality of our school meals and to support the Farm to Fork efforts of the Sacramento Region. **E**

Communicate with manufacturer and farmer contacts about details of purchasing operations, product specifications, delivery requirements, bids and quotations, and service needs or complaints. **E**

Meet with vendors to identify new menu items; review and analyze product formulation statements and Child Nutrition labels for purchased goods. **E**

Develop and administer complex USDA foodservice bids to include Micro-purchases, Small Purchases (Request for Quotation), Competitive Sealed Bids (Invitation for Bid/Request for Proposal), Non-Competitive quotes (Sole Source), Request for Information (RFI), and addendums as required. **E**

Prepare specifications for advertised bids, analyze and evaluate bids received, and prepare agenda items. **E**

Develop award of bid contracts and make recommendations of contracts awards to the Board of Education. **E**

Analyze, review, and monitor contract pricing and vendor accountability per bid specifications. **E**

Direct the preparation and maintenance of narrative and statistical reports, records, files, and correspondence related to assigned activities and personnel; recommend estimated costs for operational improvements. **E**

Interpret and apply all state, federal, and District board policies related to purchasing, bids, and contracts and Nutrition Services procurement procedures and code of conduct per federal regulations. **E**

Support department's technology infrastructure with development and utilization of various inventory management systems to improve efficiencies and accuracy of our inventory data. **E**

Provide excellent customer service by establishing positive relationships with District personnel, representatives from external organizations and others; respond to phone calls, e-mails, and other communications. **E**

Promote teamwork by sharing knowledge, cooperating with others, participate in meetings and work groups and support the goals and objectives of the department and the District. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

An equivalent combination of education and/or experience, including a bachelor's degree in business administration, supply chain management, economics, or a related field, and a minimum of three years of progressively responsible experience in supply chain, logistics, procurement, or warehouse operations, is required. A minimum of three (3) years of warehouse management experience is preferred.

LICENSE AND OTHER REQUIREMENTS:

Must have a valid California driver's license; proof of automobile insurance; and require at least 10 hours of annual continuing education and training to meet the USDA Professional Standards for School Nutrition Professionals. Within 6 months of hire, obtain ServeSafe Food Manager Certificate and Forklift Operator Certificate.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- USDA produce specification and grades, including sizing and yields to meet the requirements for ASSP, CACFP, NSLP, SBP, SFSP, FFVP, and At Risk Supper.
- USDA commodity food program.
- Value pass through systems pertaining to Child Nutrition Programs Child Nutrition Labeling Program Principles and practices of effective management and supervision techniques.
- Planning and organizational management of inventory and multisite distribution.
- Warehousing, distribution, and inventory controls.
- Methods of food preparation, sanitation, and safety practices.
- Multisite food service operations and logistics.
- Applicable sections of the California Education Code, USDA, CDE, and other laws, rules, and regulations related to assigned activities.
- Reading and writing English communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- District organization, operations, policies, and objectives.
- Operation of a computer terminal, related software, and other office equipment.

ABILITY TO:

- Calculate contributions to the meal pattern based on recipes, product formulation statements and the Food Buying Guide.
- Understand and follow complex oral and written instructions and complete assignments in an independent manner.
- Detail oriented with time management and organizational skills.
- Maintain current knowledge of applicable laws, code, rules and regulations including State Education Code, SCUSD board policies, and bargaining unit contracts related to assigned duties.
- Perform effective public speaking skills.
- Communicate effectively, and maintain cooperative and effective working relationships with others.
- Supervise, evaluate, train, and direct the performance of assigned staff members.
- Analyze situations accurately, and adopt an effective course of action.
- Analyze operational problems, and recommend and implement program improvements.
- Maintain confidentiality as appropriate.
- Operation of a computer and related software to enter data, maintain records, and generate reports.
- Perform arithmetical calculations with speed and accuracy.
- Meet schedule and timelines.
- Plan and organize work.
- Analyze reports, research, and record keeping techniques.
- Compose reports, procedures, and correspondence and written materials independently.
- Work independently with little direction, and meet schedules and timelines.
- Utilize effective leadership skills that work well within a team setting.
- Meet district standards of professional conduct as outlined in Board Policy.
- Lift light objects according to safety regulations.

SAMPLE ENVIRONMENT:

Office, kitchen warehouse and school site environments; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hearing and speaking to exchange information in person and on the telephone; lifting, carrying, pushing, or pulling moderately heavy objects; standing and walking for extended periods of time; dexterity of hands and fingers to operate kitchen equipment and a computer terminal; carrying, pushing, or pulling food trays, carts, materials, and supplies; reaching overhead, above the shoulders and horizontally; seeing to assure proper quantities of food; bending at the waist.

SAMPLE HAZARDS:

Exposure to warehouse environment, forklifts, very hot foods, equipment, and metal objects; exposure to sharp knives and slicers; and exposure to cleaning agents and pesticides.

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

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Manager, Technical Support Services	CLASSIFICATION:	Non-Represented Management, Classified
SERIES:	Manager III	FLSA:	Exempt
JOB CLASS CODE:	4938	WORK YEAR:	12 Months
DEPARTMENT:	Technology Services	SALARY:	Range 13 Salary Schedule A
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL: HR APPROVAL: CABINET APPROVAL:	TBD 7-18-25 7-18-25, 05-05-14

BASIC FUNCTION:

Under the supervision of the Chief Information Officer, the Manager III, Technical Support Services, plans, organizes, coordinates, and supervises the District's technology support operations. This position provides leadership for end-user support across all school sites and departments, with direct responsibility for managing the deployment, maintenance, and lifecycle of student and staff devices. The Manager ensures responsive technical assistance for hardware, software, and peripheral issues; oversees the implementation of standardized support practices; and maintains oversight of device inventory systems. This role works collaboratively with the Technical Operations and Information Services teams to coordinate cross-functional initiatives and resolve escalated issues. The position is critical to delivering high-quality, efficient, and equitable technology support services district-wide.

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

Plan, organize, direct, and oversee district-wide technology support operations, including coordination of site-level technical services, central helpdesk functions, and support for both student and staff technology. **E**

Manage the deployment, maintenance, and lifecycle of student and staff devices; develop systems and processes to track inventory, assign equipment, and ensure timely repairs or replacements. **E**

Supervise and evaluate assigned technical support staff; provide coaching, mentoring, and direction to ensure consistent, high-quality service across all sites. **E**

Develop and manage staffing schedules to ensure equitable phone and support coverage throughout operational hours. **E**

Expand and support the use of remote assistance tools to troubleshoot and resolve issues efficiently for central office and school site staff. **E**

Align team roles and service delivery with industry-standard practices for service desks and high-quality customer support. **E**

Coordinate support activities and cross-functional workflows with Technical Operations and Information Services teams to ensure aligned service delivery. **E**

Collaborate with Curriculum and Instruction to align technical support with instructional goals; ensure helpdesk staff are equipped to support educational software and classroom technologies. **E**

Establish and maintain coordination protocols with Curriculum and Instruction to ensure technical support aligns with instructional programs and digital learning priorities. **E**

Collaborate on the design and delivery of training programs that improve helpdesk staff understanding of classroom tools and instructional technologies. **E**

Develop, document, and implement standardized support procedures and best practices for troubleshooting, service requests, escalations, and site visits. **E**

Analyze technology support trends and service data to identify opportunities for improvement and inform strategic decisions about staffing, training, and resourcing. **E**

Oversee and monitor the use of device inventory management systems and ensure data accuracy for accountability, audit compliance, and planning purposes. **E**

Participate in the planning and coordination of device refresh cycles, including procurement forecasting, configuration standards, and end-of-life transitions. **E**

Serve as the primary liaison for technical support-related vendor partnerships, warranty processes, and contracted repair services. **E**

Provide a positive climate of interaction and communication between Technology Services, school staff, families, and the community. **E**

Support the District's efforts to close student achievement gaps by ensuring equitable access to technology tools and reliable support services across all schools. **E**

Maintain documentation, workflows, and training materials related to support procedures, device care expectations, and user guidelines. **E**

Other duties as assigned that are reasonably related to the position.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: a bachelor's degree in information technology, computer science, business administration, educational technology, or a related field, and four (4) years of progressively responsible experience in technical support services, end-user device management, or IT service delivery, including at least two (2) years providing advanced technical support, coordinating service operations, or performing in a lead capacity over other staff.

LICENSES AND OTHER REQUIREMENTS:

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

KNOWLEDGE AND ABILITIES**KNOWLEDGE OF:**

- Principles and practices of technical support services and customer service in a K–12 environment.
- End-user device management, including inventory systems, device lifecycle planning, and 1:1 deployment models.
- Common hardware and software platforms used in education (e.g., Windows, ChromeOS, iOS, Google Workspace, Microsoft 365).
- Troubleshooting practices and escalation protocols for desktop, mobile, and classroom technologies.
- Technology support structures aligned with instructional technology integration.
- Service desk operations, performance metrics, and modern IT service management (ITSM) frameworks.
- Budget preparation, resource planning, and cost-effective purchasing practices.
- District organization, operations, and educational equity priorities.
- Interpersonal skills using tact, patience, and courtesy.
- Effective communication techniques.
- Principles and practices of supervision, evaluation, and professional development.
- Use of reporting tools and data to support operational and strategic planning.
- Operation of computers, peripheral devices, mobile devices, and related software systems.

ABILITY TO:

- Plan, organize, and manage a district-wide technical support program.
- Coordinate device lifecycle management and ensure accurate inventory and accountability systems.
- Establish, implement, and monitor effective helpdesk workflows and remote support capabilities.
- Lead and support staff through change management, training, and continuous improvement.
- Build collaboration with Curriculum and Instruction to align support with teaching and learning priorities.
- Maintain a high standard of customer service across diverse school communities.
- Analyze service trends, measure performance, and present actionable insights to leadership.
- Communicate clearly and effectively in both technical and non-technical terms.
- Interpret and apply applicable laws, policies, and procedures.
- Supervise, evaluate, and support assigned technical support personnel.
- Work effectively with diverse school communities to support equity and inclusion goals.
- Meet schedules, deadlines, and professional expectations as outlined in District policies.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Stationary for extended periods of time; operate a computer keyboard; retrieve and store files from cabinets and shelves; communicate to exchange information and make presentations; assure accuracy of financial and fiscal records and reports; move light objects.

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

(Former title: Manager III, Network, Telecommunications, and Technology Service)