



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1r

**Meeting Date:** May 15, 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 5/15/2025:**

Content Specialist, Culture & Climate	Curriculum & Professional Dev.
Content Specialist, Elementary English Language Arts	Curriculum & Professional Dev.
Content Specialist, Secondary English Language Arts	Curriculum & Professional Dev.
Content Specialist, Elementary Mathematics	Curriculum & Professional Dev.
Content Specialist, Secondary Mathematics	Curriculum & Professional Dev.
Content Specialist, Physical Education	Curriculum & Professional Dev.
Content Specialist, Elementary Science	Curriculum & Professional Dev.
Content Specialist, Secondary Science	Curriculum & Professional Dev.
Content Specialist, Secondary Social Science	Curriculum & Professional Dev.
MTSS (Multi-Tiered System of Supports) Specialist	Curriculum & Professional Dev.

**Revised Job Descriptions as of 5/15/2025:**

Cyber Security Specialist

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**

<b>TITLE:</b>	Content Specialist, Culture & Climate	<b>CLASSIFICATION:</b>	Certificated Non-Management (SCTA)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	195 Days
<b>DEPARTMENT:</b>	Curriculum & Professional Development	<b>SALARY:</b>	Specialist Daily T-D/N
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET APPROVAL:</b>	TBD
		<b>HR APPROVAL:</b>	TBD
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Content Specialist is responsible for supporting the implementation of standards, instructional frameworks, and best practices in the area of Culture & Climate. This role involves providing professional learning, coaching, and technical assistance to educators to enhance instructional effectiveness, improve student outcomes, and promote equity and accessibility to education. As the designated Culture & Climate expert, the specialist will design, develop, and deliver high-quality professional learning experiences while ensuring alignment of curriculum, instruction, and assessments with district priorities. The Specialist will collaborate with district and school leaders to drive continuous improvement, support MTSS (Multi-Tiered Systems of Support) implementation, and provide resources and training for content-specific interventions.

**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.)**

1. Support the implementation of Social Justice standards and Restorative Practices, Culture & Climate Framework, and assessment strategies aligned with district priorities to improve student outcomes. **E**
2. Collaborate with district and site staff to ensure equitable access to high-quality Culture & Climate instruction and targeted interventions for closing achievement gaps among diverse student populations, including multilingual learners, students with disabilities, and historically underserved students. **E**
3. Provide professional learning, coaching, and resources on Culture & Climate evidence-based instructional strategies, universal design, differentiation, accessibility, and culturally and linguistically responsive teaching practices. **E**
4. Using knowledge of adult and student learning theories, model effective instructional strategies and provide demonstration lessons for educators. **E**

5. Collaborate with district and site MTSS teams to ensure that Culture & Climate instructional coaching, professional learning, and resources/materials are aligned with the district MTSS Framework and site-based improvement efforts. **E**
6. Collaborate with district and school site personnel to analyze student data and develop action plans for instructional improvements. **E**
7. Assist in selecting, implementing, and integrating instructional materials and technology to enhance teaching and learning. **E**
8. Foster a culture of collaboration by supporting opportunities for educators to engage in meaningful professional learning, share best practices, and refine instructional strategies to enhance teacher growth and student achievement. **E**
9. Communicate effectively with district and school leaders, staff, and external partners to coordinate activities, resolve concerns, and share best practices. **E**
10. Assist with developing and supporting summer academic training. **E**

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

Bachelor's degree from an accredited university in education, special education, or a related field.  
Minimum of three years' experience providing instruction and/or student support.

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

Possession of a California Teaching Credential is required (any subject or level) and/or Pupil Personnel Services Credential.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- Social Justice Standards, restorative practices, positive behavior interventions and supports, social emotional learning, and current research and evidence-based practices in the area of Culture & Climate.
- Culturally and linguistically responsive, responsive and Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.
- Differentiated instruction, lesson design for universal access to high quality instruction, and tiered intervention strategies.
- Effective coaching models and adult learning principles.
- Data-driven decision-making and assessment literacy.
- Digital tools and instructional technology to support teaching and learning.

#### **ABILITY TO:**

- Deliver engaging, research-based professional development to educators.
- Model effective instructional strategies and provide constructive coaching feedback.
- Analyze student achievement data and assist educators in data-informed instruction.
- Facilitate collaborative discussions and build strong professional relationships with diverse stakeholders.

- Adapt to changing priorities and support multiple school sites.
- Communicate clearly and effectively, both orally and in writing.
- Work collaboratively in a team environment and independently as needed.
- Organize and manage multiple projects with attention to detail and deadlines.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Willingness to work flexible hours at both the central office and school sites to accommodate the delivery of professional learning and coaching outside of typical work hours.

**SAMPLE PHYSICAL ABILITIES:**

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

**SAMPLE HAZARDS:**

May risk exposure to communicable diseases.

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

<b>TITLE:</b>	Content Specialist, Elementary English Language Arts	<b>CLASSIFICATION:</b>	Certificated Non-Management (SCTA)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	195 Days
<b>DEPARTMENT:</b>	Curriculum & Professional Development	<b>SALARY:</b>	Specialist Daily T-D/N
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET APPROVAL:</b>	4-30-2025
		<b>HR APPROVAL:</b>	4-30-2025
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Content Specialist is responsible for supporting the implementation of standards, instructional frameworks, and best practices in the area of English Language Arts. This role involves providing professional learning, coaching, and technical assistance to educators to enhance instructional effectiveness, improve student outcomes, and promote equity and accessibility to education. As the designated English Language Arts expert, the specialist will design, develop, and deliver high-quality professional learning experiences while ensuring alignment of curriculum, instruction, and assessments with district priorities. The Specialist will collaborate with district and school leaders to drive continuous improvement, support MTSS (Multi-Tiered Systems of Support) implementation, and provide resources and training for content-specific interventions.

**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.)**

1. Support the implementation of English Language Arts standards, English language development standards, district-approved instructional materials, instructional frameworks, and assessment strategies aligned with district priorities to improve student outcomes. **E**
2. Collaborate with district and site staff to ensure equitable access to high-quality English Language Arts instruction and targeted interventions for closing achievement gaps among diverse student populations, including multilingual learners, students with disabilities, and historically underserved students. **E**
3. Provide professional learning, coaching, and resources on English Language Arts evidence-based instructional strategies, universal design, differentiation, accessibility, and culturally and linguistically responsive teaching practices. **E**
4. Using knowledge of adult and student learning theories, model effective instructional strategies and provide demonstration lessons for educators. **E**

5. Collaborate with district and site MTSS teams to ensure that English Language Arts instructional coaching, professional learning, and resources/materials are aligned with the district MTSS Framework and site-based improvement efforts. **E**
6. Collaborate with district and school site personnel to analyze student data and develop action plans for instructional improvements. **E**
7. Assist in selecting, implementing, and integrating instructional materials and technology to enhance teaching and learning. **E**
8. Foster a culture of collaboration by supporting opportunities for educators to engage in meaningful professional learning, share best practices, and refine instructional strategies to enhance teacher growth and student achievement. **E**
9. Communicate effectively with district and school leaders, staff, and external partners to coordinate activities, resolve concerns, and share best practices. **E**
10. Assist with developing and supporting summer academic training. **E**

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

Bachelor's degree from an accredited university in education, special education, or a related field. Minimum of three years' experience providing instruction in the area of English Language Arts required.

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

Valid California Teaching Credential in one of the following: Multiple Subjects, Single Subject English, or Supplemental Authorization in English. English Learner Authorization is required.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- California English Language Arts Standards, English Language Development Standards, and current research and evidence-based practices in the area of English Language Arts.
- Culturally and linguistically responsive, responsive and Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.
- Differentiated instruction, lesson design for universal access to high quality instruction, and tiered intervention strategies.
- Effective coaching models and adult learning principles.
- Data-driven decision-making and assessment literacy.
- Digital tools and instructional technology to support teaching and learning.

#### **ABILITY TO:**

- Deliver engaging, research-based professional development to educators.
- Model effective instructional strategies and provide constructive coaching feedback.
- Analyze student achievement data and assist educators in data-informed instruction.
- Facilitate collaborative discussions and build strong professional relationships with diverse stakeholders.
- Adapt to changing priorities and support multiple school sites.
- Communicate clearly and effectively, both orally and in writing.

- Work collaboratively in a team environment and independently as needed.
- Organize and manage multiple projects with attention to detail and deadlines.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Willingness to work flexible hours at both the central office and school sites to accommodate the delivery of professional learning and coaching outside of typical work hours.

**SAMPLE PHYSICAL ABILITIES:**

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

**SAMPLE HAZARDS:**

May risk exposure to communicable diseases.



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

<b>TITLE:</b>	Content Specialist, Secondary English Language Arts	<b>CLASSIFICATION:</b>	Certificated Non-Management (SCTA)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	195 Days
<b>DEPARTMENT:</b>	Curriculum & Professional Development	<b>SALARY:</b>	Specialist Daily T-D/N
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET</b>	
		<b>APPROVAL:</b>	4-30-2025
		<b>HR APPROVAL:</b>	4-30-2025
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Content Specialist is responsible for supporting the implementation of standards, instructional frameworks, and best practices in the area of English Language Arts. This role involves providing professional learning, coaching, and technical assistance to educators to enhance instructional effectiveness, improve student outcomes, and promote equity and accessibility to education. As the designated English Language Arts expert, the specialist will design, develop, and deliver high-quality professional learning experiences while ensuring alignment of curriculum, instruction, and assessments with district priorities. The Specialist will collaborate with district and school leaders to drive continuous improvement, support MTSS (Multi-Tiered Systems of Support) implementation, and provide resources and training for content-specific interventions.

**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.)**

1. Support the implementation of English Language Arts standards, English language development standards, district-approved instructional materials, instructional frameworks, and assessment strategies aligned with district priorities to improve student outcomes. **E**
2. Collaborate with district and site staff to ensure equitable access to high-quality English Language Arts instruction and targeted interventions for closing achievement gaps among diverse student populations, including multilingual learners, students with disabilities, and historically underserved students. **E**
3. Provide professional learning, coaching, and resources on English Language Arts evidence-based instructional strategies, universal design, differentiation, accessibility, and culturally and linguistically responsive teaching practices. **E**
4. Using knowledge of adult and student learning theories, model effective instructional strategies and provide demonstration lessons for educators. **E**

5. Collaborate with district and site MTSS teams to ensure that English Language Arts instructional coaching, professional learning, and resources/materials are aligned with the district MTSS Framework and site-based improvement efforts. **E**
6. Collaborate with district and school site personnel to analyze student data and develop action plans for instructional improvements. **E**
7. Assist in selecting, implementing, and integrating instructional materials and technology to enhance teaching and learning. **E**
8. Foster a culture of collaboration by supporting opportunities for educators to engage in meaningful professional learning, share best practices, and refine instructional strategies to enhance teacher growth and student achievement. **E**
9. Communicate effectively with district and school leaders, staff, and external partners to coordinate activities, resolve concerns, and share best practices. **E**
10. Assist with developing and supporting summer academic training. **E**

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

Bachelor's degree from an accredited university in education, special education, or a related field. Minimum of three years' experience providing instruction in the area of English Language Arts required.

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

Possession of a California Teaching Credential, Single Subject English is required. English Learner Authorization is required.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- California English Language Arts Standards, English Language Development Standards, and current research and evidence-based practices in the area of English Language Arts
- Culturally and linguistically responsive, responsive and Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.
- Differentiated instruction, lesson design for universal access to high quality instruction, and tiered intervention strategies.
- Effective coaching models and adult learning principles.
- Data-driven decision-making and assessment literacy.
- Digital tools and instructional technology to support teaching and learning.

#### **ABILITY TO:**

- Deliver engaging, research-based professional development to educators.
- Model effective instructional strategies and provide constructive coaching feedback.
- Analyze student achievement data and assist educators in data-informed instruction.
- Facilitate collaborative discussions and build strong professional relationships with diverse stakeholders.
- Adapt to changing priorities and support multiple school sites.

- Communicate clearly and effectively, both orally and in writing.
- Work collaboratively in a team environment and independently as needed.
- Organize and manage multiple projects with attention to detail and deadlines.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Willingness to work flexible hours at both the central office and school sites to accommodate the delivery of professional learning and coaching outside of typical work hours.

**SAMPLE PHYSICAL ABILITIES:**

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

**SAMPLE HAZARDS:**

May risk exposure to communicable diseases.

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

<b>TITLE:</b>	Content Specialist, Elementary Mathematics	<b>CLASSIFICATION:</b>	Certificated Non-Management (SCTA)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	195 Days
<b>DEPARTMENT:</b>	Curriculum & Professional Development	<b>SALARY:</b>	Specialist Daily T-D/N
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET</b>	
		<b>APPROVAL:</b>	4-30-2025
		<b>HR APPROVAL:</b>	4-30-2025
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Content Specialist is responsible for supporting the implementation of standards, instructional frameworks, and best practices in the area of Mathematics. This role involves providing professional learning, coaching, and technical assistance to educators to enhance instructional effectiveness, improve student outcomes, and promote equity and accessibility to education. As the designated Mathematics expert, the specialist will design, develop, and deliver high-quality professional learning experiences while ensuring alignment of curriculum, instruction, and assessments with district priorities. The Specialist will collaborate with district and school leaders to drive continuous improvement, support MTSS (Multi-Tiered Systems of Support) implementation, and provide resources and training for content-specific interventions.

**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.)**

1. Support the implementation of Mathematics standards, English language development standards, district-approved instructional materials, instructional frameworks, and assessment strategies aligned with district priorities to improve student outcomes. **E**
2. Collaborate with district and site staff to ensure equitable access to high-quality Mathematics instruction and targeted interventions for closing achievement gaps among diverse student populations, including multilingual learners, students with disabilities, and historically underserved students. **E**
3. Provide professional learning, coaching, and resources on Mathematics evidence-based instructional strategies, universal design, differentiation, accessibility, and culturally and linguistically responsive teaching practices. **E**
4. Using knowledge of adult and student learning theories, model effective instructional strategies and provide demonstration lessons for educators. **E**

5. Collaborate with district and site MTSS teams to ensure that Mathematics instructional coaching, professional learning, and resources/materials are aligned with the district MTSS Framework and site-based improvement efforts. **E**
6. Collaborate with district and school site personnel to analyze student data and develop action plans for instructional improvements. **E**
7. Assist in selecting, implementing, and integrating instructional materials and technology to enhance teaching and learning. **E**
8. Foster a culture of collaboration by supporting opportunities for educators to engage in meaningful professional learning, share best practices, and refine instructional strategies to enhance teacher growth and student achievement. **E**
9. Communicate effectively with district and school leaders, staff, and external partners to coordinate activities, resolve concerns, and share best practices. **E**
10. Assist with developing and supporting summer academic training. **E**

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

Bachelor's degree from an accredited university in education, special education, or a related field. Minimum of three years' experience providing instruction in the area of Mathematics required.

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

Valid California Teaching Credential in one of the following: Multiple Subjects, Single Subject Math Authorization, or Supplemental Authorization in Math. English Learner Authorization is required.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- California Mathematics Standards, English Language Development Standards, and current research and evidence-based practices in the area of Mathematics.
- Culturally and linguistically responsive, responsive and Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.
- Differentiated instruction, lesson design for universal access to high quality instruction, and tiered intervention strategies.
- Effective coaching models and adult learning principles.
- Data-driven decision-making and assessment literacy.
- Digital tools and instructional technology to support teaching and learning.

#### **ABILITY TO:**

- Deliver engaging, research-based professional development to educators.
- Model effective instructional strategies and provide constructive coaching feedback.
- Analyze student achievement data and assist educators in data-informed instruction.
- Facilitate collaborative discussions and build strong professional relationships with diverse stakeholders.
- Adapt to changing priorities and support multiple school sites.

- Communicate clearly and effectively, both orally and in writing.
- Work collaboratively in a team environment and independently as needed.
- Organize and manage multiple projects with attention to detail and deadlines.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Willingness to work flexible hours at both the central office and school sites to accommodate the delivery of professional learning and coaching outside of typical work hours.

**SAMPLE PHYSICAL ABILITIES:**

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

**SAMPLE HAZARDS:**

May risk exposure to communicable diseases.

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

<b>TITLE:</b>	Content Specialist, Secondary Mathematics	<b>CLASSIFICATION:</b>	Certificated Non-Management (SCTA)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	195 Days
<b>DEPARTMENT:</b>	Curriculum & Professional Development	<b>SALARY:</b>	Specialist Daily T-D/N
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET</b>	
		<b>APPROVAL:</b>	4-30-2025
		<b>HR APPROVAL:</b>	4-30-2025
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Content Specialist is responsible for supporting the implementation of standards, instructional frameworks, and best practices in the area of Mathematics. This role involves providing professional learning, coaching, and technical assistance to educators to enhance instructional effectiveness, improve student outcomes, and promote equity and accessibility to education. As the designated Mathematics expert, the specialist will design, develop, and deliver high-quality professional learning experiences while ensuring alignment of curriculum, instruction, and assessments with district priorities. The Specialist will collaborate with district and school leaders to drive continuous improvement, support MTSS (Multi-Tiered Systems of Support) implementation, and provide resources and training for content-specific interventions.

**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.)**

1. Support the implementation of Mathematics standards, English language development standards, district-approved instructional materials, instructional frameworks, and assessment strategies aligned with district priorities to improve student outcomes. **E**
2. Collaborate with district and site staff to ensure equitable access to high-quality Mathematics instruction and targeted interventions for closing achievement gaps among diverse student populations, including multilingual learners, students with disabilities, and historically underserved students. **E**
3. Provide professional learning, coaching, and resources on Mathematics evidence-based instructional strategies, universal design, differentiation, accessibility, and culturally and linguistically responsive teaching practices. **E**
4. Using knowledge of adult and student learning theories, model effective instructional strategies and provide demonstration lessons for educators. **E**

5. Collaborate with district and site MTSS teams to ensure that Mathematics instructional coaching, professional learning, and resources/materials are aligned with the district MTSS Framework and site-based improvement efforts. **E**
6. Collaborate with district and school site personnel to analyze student data and develop action plans for instructional improvements. **E**
7. Assist in selecting, implementing, and integrating instructional materials and technology to enhance teaching and learning. **E**
8. Foster a culture of collaboration by supporting opportunities for educators to engage in meaningful professional learning, share best practices, and refine instructional strategies to enhance teacher growth and student achievement. **E**
9. Communicate effectively with district and school leaders, staff, and external partners to coordinate activities, resolve concerns, and share best practices. **E**
10. Assist with developing and supporting summer academic training. **E**

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

Bachelor's degree from an accredited university in education, special education, or a related field. Minimum of three years' experience providing instruction in the area of Mathematics required.

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

Possession of a California Teaching Credential: Single Subjects: Mathematics is required. English Learner Authorization is required.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- California Mathematics Standards, English Language Development Standards, and current research and evidence-based practices in the area of Mathematics.
- Culturally and linguistically responsive, responsive and Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.
- Differentiated instruction, lesson design for universal access to high quality instruction, and tiered intervention strategies.
- Effective coaching models and adult learning principles.
- Data-driven decision-making and assessment literacy.
- Digital tools and instructional technology to support teaching and learning.

#### **ABILITY TO:**

- Deliver engaging, research-based professional development to educators.
- Model effective instructional strategies and provide constructive coaching feedback.
- Analyze student achievement data and assist educators in data-informed instruction.
- Facilitate collaborative discussions and build strong professional relationships with diverse stakeholders.
- Adapt to changing priorities and support multiple school sites.



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

<b>TITLE:</b>	Content Specialist, Physical Education	<b>CLASSIFICATION:</b>	Certificated Non-Management (SCTA)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	195 Days
<b>DEPARTMENT:</b>	Curriculum & Professional Development	<b>SALARY:</b>	Specialist Daily T-D/N
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET</b>	
		<b>APPROVAL:</b>	4-29-2025
		<b>HR APPROVAL:</b>	4-29-2025
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Content Specialist is responsible for supporting the implementation of standards, instructional frameworks, and best practices in the area of Physical Education. This role involves providing professional learning, coaching, and technical assistance to educators to enhance instructional effectiveness, improve student outcomes, and promote equity and accessibility to education. As the designated Physical Education expert, the specialist will design, develop, and deliver high-quality professional learning experiences while ensuring alignment of curriculum, instruction, and assessments with district priorities. The Specialist will collaborate with district and school leaders to drive continuous improvement, support MTSS (Multi-Tiered Systems of Support) implementation, and provide resources and training for content-specific interventions.

**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.)**

1. Support the implementation of Physical Education standards, English language development standards, district-approved instructional materials, instructional frameworks, and assessment strategies aligned with district priorities to improve student outcomes. **E**
2. Collaborate with district and site staff to ensure equitable access to high-quality Physical Education instruction and targeted interventions for closing achievement gaps among diverse student populations, including multilingual learners, students with disabilities, and historically underserved students. **E**
3. Provide professional learning, coaching, and resources on Physical Education evidence-based instructional strategies, universal design, differentiation, accessibility, and culturally and linguistically responsive teaching practices. **E**
4. Using knowledge of adult and student learning theories, model effective instructional strategies and provide demonstration lessons for educators. **E**

5. Collaborate with district and site MTSS teams to ensure that Physical Education instructional coaching, professional learning, and resources/materials are aligned with the district MTSS Framework and site-based improvement efforts. **E**
6. Collaborate with district and school site personnel to analyze student data and develop action plans for instructional improvements. **E**
7. Assist in selecting, implementing, and integrating instructional materials and technology to enhance teaching and learning. **E**
8. Foster a culture of collaboration by supporting opportunities for educators to engage in meaningful professional learning, share best practices, and refine instructional strategies to enhance teacher growth and student achievement. **E**
9. Communicate effectively with district and school leaders, staff, and external partners to coordinate activities, resolve concerns, and share best practices. **E**
10. Assist with developing and supporting summer academic training. **E**

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

Bachelor's degree from an accredited university in education, special education, or a related field. Minimum of three years' experience providing instruction in the area of Physical Education required.

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

Possession of a California Teaching Credential, Single Subjects: Physical Education is required. English Learner Authorization is required.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- California Physical Education Standards, English Language Development Standards, and current research and evidence-based practices in the area of Physical Education.
- Culturally and linguistically responsive, responsive and Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.
- Differentiated instruction, lesson design for universal access to high quality instruction, and tiered intervention strategies.
- Effective coaching models and adult learning principles.
- Data-driven decision-making and assessment literacy.
- Digital tools and instructional technology to support teaching and learning.

#### **ABILITY TO:**

- Deliver engaging, research-based professional development to educators.
- Model effective instructional strategies and provide constructive coaching feedback.
- Analyze student achievement data and assist educators in data-informed instruction.
- Facilitate collaborative discussions and build strong professional relationships with diverse stakeholders.
- Adapt to changing priorities and support multiple school sites.

- Communicate clearly and effectively, both orally and in writing.
- Work collaboratively in a team environment and independently as needed.
- Organize and manage multiple projects with attention to detail and deadlines.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Willingness to work flexible hours at both the central office and school sites to accommodate the delivery of professional learning and coaching outside of typical work hours.

**SAMPLE PHYSICAL ABILITIES:**

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

**SAMPLE HAZARDS:**

May risk exposure to communicable diseases.

- Communicate clearly and effectively, both orally and in writing.
- Work collaboratively in a team environment and independently as needed.
- Organize and manage multiple projects with attention to detail and deadlines.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Willingness to work flexible hours at both the central office and school sites to accommodate the delivery of professional learning and coaching outside of typical work hours.

**SAMPLE PHYSICAL ABILITIES:**

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

**SAMPLE HAZARDS:**

May risk exposure to communicable diseases.

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

<b>TITLE:</b>	Content Specialist, Elementary Science	<b>CLASSIFICATION:</b>	Certificated Non-Management (SCTA)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	195 Days
<b>DEPARTMENT:</b>	Curriculum & Professional Development	<b>SALARY:</b>	Specialist Daily T-D/N
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET</b>	
		<b>APPROVAL:</b>	4-30-2025
		<b>HR APPROVAL:</b>	4-30-2025
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Content Specialist is responsible for supporting the implementation of standards, instructional frameworks, and best practices in the area of Science. This role involves providing professional learning, coaching, and technical assistance to educators to enhance instructional effectiveness, improve student outcomes, and promote equity and accessibility to education. As the designated Science expert, the specialist will design, develop, and deliver high-quality professional learning experiences while ensuring alignment of curriculum, instruction, and assessments with district priorities. The Specialist will collaborate with district and school leaders to drive continuous improvement, support MTSS (Multi-Tiered Systems of Support) implementation, and provide resources and training for content-specific interventions.

**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.)**

1. Support the implementation of Science standards, English language development standards, district-approved instructional materials, instructional frameworks, and assessment strategies aligned with district priorities to improve student outcomes. **E**
2. Collaborate with district and site staff to ensure equitable access to high-quality Science instruction and targeted interventions for closing achievement gaps among diverse student populations, including multilingual learners, students with disabilities, and historically underserved students. **E**
3. Provide professional learning, coaching, and resources on Science evidence-based instructional strategies, universal design, differentiation, accessibility, and culturally and linguistically responsive teaching practices. **E**
4. Using knowledge of adult and student learning theories, model effective instructional strategies and provide demonstration lessons for educators. **E**

5. Collaborate with district and site MTSS teams to ensure that Science instructional coaching, professional learning, and resources/materials are aligned with the district MTSS Framework and site-based improvement efforts. **E**
6. Collaborate with district and school site personnel to analyze student data and develop action plans for instructional improvements. **E**
7. Assist in selecting, implementing, and integrating instructional materials and technology to enhance teaching and learning. **E**
8. Foster a culture of collaboration by supporting opportunities for educators to engage in meaningful professional learning, share best practices, and refine instructional strategies to enhance teacher growth and student achievement. **E**
9. Communicate effectively with district and school leaders, staff, and external partners to coordinate activities, resolve concerns, and share best practices. **E**
10. Assist with developing and supporting summer academic training. **E**

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

Bachelor's degree from an accredited university in education, special education, or a related field. Minimum of three years' experience providing instruction in the area of Science required.

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

Valid California Teaching Credential in one of the following: Multiple Subjects, Single Subject Science Authorization, or Supplemental Authorization in Science. English Learner Authorization is required.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- California Science Standards, English Language Development Standards, and current research and evidence-based practices in the area of Science
- Culturally and linguistically responsive, responsive and Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.
- Differentiated instruction, lesson design for universal access to high quality instruction, and tiered intervention strategies.
- Effective coaching models and adult learning principles.
- Data-driven decision-making and assessment literacy.
- Digital tools and instructional technology to support teaching and learning.

#### **ABILITY TO:**

- Deliver engaging, research-based professional development to educators.
- Model effective instructional strategies and provide constructive coaching feedback.
- Analyze student achievement data and assist educators in data-informed instruction.
- Facilitate collaborative discussions and build strong professional relationships with diverse stakeholders.

- Adapt to changing priorities and support multiple school sites.
- Communicate clearly and effectively, both orally and in writing.
- Work collaboratively in a team environment and independently as needed.
- Organize and manage multiple projects with attention to detail and deadlines.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Willingness to work flexible hours at both the central office and school sites to accommodate the delivery of professional learning and coaching outside of typical work hours.

**SAMPLE PHYSICAL ABILITIES:**

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

**SAMPLE HAZARDS:**

May risk exposure to communicable diseases.

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

<b>TITLE:</b>	Content Specialist, Secondary Science	<b>CLASSIFICATION:</b>	Certificated Non-Management (SCTA)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	195 Days
<b>DEPARTMENT:</b>	Curriculum & Professional Development	<b>SALARY:</b>	Specialist Daily T-D/N
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET APPROVAL:</b>	4-29-2025
		<b>HR APPROVAL:</b>	4-29-2025
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Content Specialist is responsible for supporting the implementation of standards, instructional frameworks, and best practices in the area of Science. This role involves providing professional learning, coaching, and technical assistance to educators to enhance instructional effectiveness, improve student outcomes, and promote equity and accessibility to education. As the designated Science expert, the specialist will design, develop, and deliver high-quality professional learning experiences while ensuring alignment of curriculum, instruction, and assessments with district priorities. The Specialist will collaborate with district and school leaders to drive continuous improvement, support MTSS (Multi-Tiered Systems of Support) implementation, and provide resources and training for content-specific interventions.

**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.)**

1. Support the implementation of Science standards, English language development standards, district-approved instructional materials, instructional frameworks, and assessment strategies aligned with district priorities to improve student outcomes. **E**
2. Collaborate with district and site staff to ensure equitable access to high-quality Science instruction and targeted interventions for closing achievement gaps among diverse student populations, including multilingual learners, students with disabilities, and historically underserved students. **E**
3. Provide professional learning, coaching, and resources on Science evidence-based instructional strategies, universal design, differentiation, accessibility, and culturally and linguistically responsive teaching practices. **E**
4. Using knowledge of adult and student learning theories, model effective instructional strategies and provide demonstration lessons for educators. **E**



5. Collaborate with district and site MTSS teams to ensure that Science instructional coaching, professional learning, and resources/materials are aligned with the district MTSS Framework and site-based improvement efforts. **E**
6. Collaborate with district and school site personnel to analyze student data and develop action plans for instructional improvements. **E**
7. Assist in selecting, implementing, and integrating instructional materials and technology to enhance teaching and learning. **E**
8. Foster a culture of collaboration by supporting opportunities for educators to engage in meaningful professional learning, share best practices, and refine instructional strategies to enhance teacher growth and student achievement. **E**
9. Communicate effectively with district and school leaders, staff, and external partners to coordinate activities, resolve concerns, and share best practices. **E**
10. Assist with developing and supporting summer academic training. **E**

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

Bachelor's degree from an accredited university in education, special education, or a related field. Minimum of three years' experience providing instruction in the area of Science required.

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

Possession of a California Teaching Credential, Single Subject: Science authorization is required. English Learner Authorization is required.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- California Science Standards, English Language Development Standards, and current research and evidence-based practices in the area of Science.
- Culturally and linguistically responsive, responsive and Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.
- Differentiated instruction, lesson design for universal access to high quality instruction, and tiered intervention strategies.
- Effective coaching models and adult learning principles.
- Data-driven decision-making and assessment literacy.
- Digital tools and instructional technology to support teaching and learning.

#### **ABILITY TO:**

- Deliver engaging, research-based professional development to educators.
- Model effective instructional strategies and provide constructive coaching feedback.
- Analyze student achievement data and assist educators in data-informed instruction.
- Facilitate collaborative discussions and build strong professional relationships with diverse stakeholders.
- Adapt to changing priorities and support multiple school sites.

- Communicate clearly and effectively, both orally and in writing.
- Work collaboratively in a team environment and independently as needed.
- Organize and manage multiple projects with attention to detail and deadlines.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Willingness to work flexible hours at both the central office and school sites to accommodate the delivery of professional learning and coaching outside of typical work hours.

**SAMPLE PHYSICAL ABILITIES:**

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

**SAMPLE HAZARDS:**

May risk exposure to communicable diseases.

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

<b>TITLE:</b>	Content Specialist, Secondary Social Science	<b>CLASSIFICATION:</b>	Certificated Non-Management (SCTA)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	195 Days
<b>DEPARTMENT:</b>	Curriculum & Professional Development	<b>SALARY:</b>	Specialist Daily T-D/N
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET APPROVAL:</b>	4-29-2025
		<b>HR APPROVAL:</b>	4-29-2025
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Content Specialist is responsible for supporting the implementation of standards, instructional frameworks, and best practices in the area of Social Science. This role involves providing professional learning, coaching, and technical assistance to educators to enhance instructional effectiveness, improve student outcomes, and promote equity and accessibility to education. As the designated Social Science expert, the specialist will design, develop, and deliver high-quality professional learning experiences while ensuring alignment of curriculum, instruction, and assessments with district priorities. The Specialist will collaborate with district and school leaders to drive continuous improvement, support MTSS (Multi-Tiered Systems of Support) implementation, and provide resources and training for content-specific interventions.

**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.)**

1. Support the implementation of Social Science standards, English language development standards, district-approved instructional materials, instructional frameworks, and assessment strategies aligned with district priorities to improve student outcomes. **E**
2. Collaborate with district and site staff to ensure equitable access to high-quality Social Science instruction and targeted interventions for closing achievement gaps among diverse student populations, including multilingual learners, students with disabilities, and historically underserved students. **E**
3. Provide professional learning, coaching, and resources on Social Science evidence-based instructional strategies, universal design, differentiation, accessibility, and culturally and linguistically responsive teaching practices. **E**
4. Using knowledge of adult and student learning theories, model effective instructional strategies and provide demonstration lessons for educators. **E**

5. Collaborate with district and site MTSS teams to ensure that Social Science instructional coaching, professional learning, and resources/materials are aligned with the district MTSS Framework and site-based improvement efforts. **E**
6. Collaborate with district and school site personnel to analyze student data and develop action plans for instructional improvements. **E**
7. Assist in selecting, implementing, and integrating instructional materials and technology to enhance teaching and learning. **E**
8. Foster a culture of collaboration by supporting opportunities for educators to engage in meaningful professional learning, share best practices, and refine instructional strategies to enhance teacher growth and student achievement. **E**
9. Communicate effectively with district and school leaders, staff, and external partners to coordinate activities, resolve concerns, and share best practices. **E**
10. Assist with developing and supporting summer academic training. **E**

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

Bachelor's degree from an accredited university in education, special education, or a related field. Minimum of three years' experience providing instruction in the area of Social Science required.

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

Possession of a California Teaching Credential, Single Subject: Social Science is required. English Learner Authorization is required.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- California Social Science Standards, English Language Development Standards, and current research and evidence-based practices in the area of Social Science
- Culturally and linguistically responsive, responsive and Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.
- Differentiated instruction, lesson design for universal access to high quality instruction, and tiered intervention strategies.
- Effective coaching models and adult learning principles.
- Data-driven decision-making and assessment literacy.
- Digital tools and instructional technology to support teaching and learning.

#### **ABILITY TO:**

- Deliver engaging, research-based professional development to educators.
- Model effective instructional strategies and provide constructive coaching feedback.
- Analyze student achievement data and assist educators in data-informed instruction.
- Facilitate collaborative discussions and build strong professional relationships with diverse stakeholders.
- Adapt to changing priorities and support multiple school sites.

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

<b>TITLE:</b>	MTSS (Multi-Tiered System of Supports) Specialist	<b>CLASSIFICATION:</b>	Certificated Non-Management (SCTA)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	181 Days
<b>DEPARTMENT:</b>	Curriculum & Instruction	<b>SALARY:</b>	Specialist Annual T-A/N20
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET APPROVAL:</b>	4-22-2025
		<b>HR APPROVAL:</b>	4-22-2025
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

With the aim of improving student academic, behavioral, and social-emotional outcomes and well-being, the MTSS Specialist will support the implementation of the district's multi-tiered system of support (MTSS) at the school site and district level. The MTSS Specialist will collaborate with site and district leadership and staff in designing and coordinating evidence-based, culturally responsive, tiered instruction and intervention models across academics, behavior, social-emotional learning, student wellness, and attendance.

The MTSS Specialist will support site-based, tiered MTSS teams in data-driven decision-making, alignment of interventions, and monitoring of student progress, including providing direct intervention to students. In addition, the MTSS Specialist shall assist the integration of restorative practices into the MTSS Framework to promote a positive school climate, support relationship-building, and provide alternatives to exclusionary discipline.

**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.)**

**1. MTSS Implementation**

- Support and monitor the implementation of MTSS at the site level. **E**
- Support the school-site MTSS Leadership Team to complete and utilize the data from agreed upon MTSS implementation fidelity tools to enhance MTSS implementation and effectiveness. **E**
- Support the development and implementation of agreed-upon teaming structures, ensuring clarity in roles, responsibilities, and collaboration to sustain MTSS efforts. **E**
- Assist the implementation and monitoring of agreed-upon common assurances to ensure consistency in Tier 1, Tier 2, and Tier 3 supports across sites. **E**
- Support consistent use of common definitions of MTSS, Tier 1, Tier 2, and Tier 3 to align site practices with district expectations. **E**
- Develop reports to share progress and updates. **E**

**2. Teaming Structures**

- Actively participate in MTSS Leadership Team meetings. **E**
- Support Tier 2 and Tier 3 teams, ensuring data-driven decision-making, alignment of interventions, and monitoring of student progress. **E**
- Facilitate use of data to identify and support students for Tiers 1, 2, and 3. **E**
- Facilitate communication and collaboration between teams and teachers. **E**

### **3. Instruction and Intervention**

- Support culturally responsive, evidence-based, tiered instruction and intervention models for academics, behavior, social-emotional learning, and attendance. **E**
- Design and deliver explicit, evidence-based instruction and targeted interventions to individual students and small groups of students. **E**
- Support teachers in developing and delivering differentiated instruction to address diverse learning needs. **E**
- Collaborate with site teams to develop and implement intervention menus matched to student needs. **E**
- Model and coach best practices for Tier 1 instruction and Tier 2/3 interventions. **E**

### **4. Data and Progress Monitoring**

- Guide school's universal screening and progress monitoring tools, procedures, training, and data collection, and assist teams to understand resulting data. **E**
- Collect, analyze, and interpret MTSS implementation, student performance, and assessment data, and guide data-based problem-solving cycles with teams to address barriers to learning and enhance effectiveness of instruction and interventions. **E**

### **5. Professional Learning**

- Assist in the delivery of professional learning as it relates to MTSS implementation, including inclusive learning environments for students with disabilities, as determined by the site teams. **E**
- Collaborate with Content Specialists to ensure alignment between content and instructional practice. **E**
- Engage in district-sponsored professional learning and collaboration and attend district office MTSS meetings to support site implementation. **E**
- Collaborate with other MTSS Specialists to coordinate systems-level professional development and guidance on overall MTSS implementation. **E**
- Stay current with research and best practices in inclusive education and MTSS through ongoing professional development. **E**
- Serve as a resource for instructional strategies and maximizing resources for tiered instruction. **E**

### **6. Inclusion**

- Promote inclusive education by ensuring students with disabilities learn in the least restrictive environment. **E**
- Promote equity and inclusion by designing and implementing culturally responsive practices, policies, and instructional strategies that affirm and reflect the diverse identities of the community. **E**
- Facilitate shared ownership of school culture by encouraging active engagement and leadership from students, families, and staff in shaping school norms, practices, and outcomes. **E**

### **7. Family and Community Engagement**

- Collaborate with families and community members to support students' academic and social-emotional progress. **E**
- Initiate timely communication with students, families, and staff to promote collaborative problem-solving and shared ownership of student success. **E**

**TRAINING, EDUCATION, AND EXPERIENCE:**

Bachelor's degree from an accredited university is required. Minimum of five years' instructional experience is required. Training in Multi-Tiered Systems of Support (MTSS) or equivalent experience and implementing MTSS is preferred. Experience coaching teachers and designing and delivering professional learning is preferred.

**LICENSES AND OTHER REQUIREMENTS:**

Possession of a valid California Teaching Credential and/or Pupil Personnel Credential is required.

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

- Multi-Tiered System of Support (MTSS)
- Data-Based Problem Solving
- Restorative Practices
- Evidence-Based Instructional Academic Practices and Assessment Methods
- Inclusive Educational Practices including Universal Design for Learning (UDL)
- Positive Behavior Supports & Interventions
- Social Emotional Learning and Trauma-Informed Instructional Practices
- Academic and behavior interventions to support high quality instruction for all students and to meet student's individual needs
- Measurement tools for various levels of assessment
- Deep knowledge of content area standards and standards-based education

**ABILITY TO:**

- Collect and analyze data to identify needs, evaluate progress, and report on statewide outcomes
- Conduct effective meetings and professional learning activities
- Work with persons and groups with divergent opinions
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Maintain current knowledge of technological advances in the field
- Proficient in Google Suite (docs, sheets, slides, etc.)

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

Willingness to work flexible hours to accommodate meeting facilitation and professional learning outside of typical work hours as assigned.

**SAMPLE PHYSICAL ABILITIES:**

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

**SAMPLE HAZARDS:**

May risk exposure to communicable diseases.

- Communicate clearly and effectively, both orally and in writing.
- Work collaboratively in a team environment and independently as needed.
- Organize and manage multiple projects with attention to detail and deadlines.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Willingness to work flexible hours at both the central office and school sites to accommodate the delivery of professional learning and coaching outside of typical work hours.

**SAMPLE PHYSICAL ABILITIES:**

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

**SAMPLE HAZARDS:**

May risk exposure to communicable diseases.



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

<b>TITLE:</b>	Cyber Security Specialist	<b>CLASSIFICATION:</b>	Non-Represented Management, Classified
<b>SERIES:</b>	Specialist III	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	9892	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Technology Services	<b>SALARY:</b>	Range 7 Salary Schedule A
<b>REPORTS TO:</b>	Director, Student & Data Systems / Chief Information Officer	<b>CABINET APPROVAL:</b>	5-7-2025, 4-19-2024
		<b>HR APPROVAL:</b>	5-8-2025, 9-21-2023
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

Plan, design, implement, monitor, and maintain cyber security programs for the Sacramento City Unified School District; identify and address critical systems and critical digital assets; maintain cyber security attack mitigation and incident response capability; and provide assistance to higher level management staff.

Under the direction of the Chief Information Officer or designee, the position of Cyber Security Engineer is responsible for establishing, coordinating, implementing, and managing the Sacramento City Unified School District's cyber-security strategy program across the organization. The incumbent will develop and implement processes to self-audit IT security systems and identify leading technology to prevent system incursions. The position will work directly with the leadership team to identify, implement, and maintain appropriate technology solutions for all aspects of the organization.

**DISTINGUISHING CHARACTERISTICS:**

Under specific guidance, the Cyber Security Specialist I functions at the entry-level position and has the most limited scope of any Cyber Security Specialist. The Cyber Security Specialist I is knowledgeable and capable of specific tasks within the cyber security, but is often not able to relate specific tasks into a broader picture of how a sub-area functions.

Under general guidance, the Cyber Security Specialist II functions at the journey-level and provides guidance to the entry-level position. The Cyber Security Specialist II is able to understand major sub-areas of the cyber security and/or environment. Cyber Security Specialists I and II support district security systems.

The Cyber Security Specialist III is the most knowledgeable and the most capable of any of the network specialists, and performs all of the duties of a Network Specialist III in addition to the duties listed below. The Cyber Security Specialist has a scope of knowledge and capability that includes the entire network and its environment. When a Cyber Security Specialist functions in a team lead or project leader capacity, the Cyber Security Specialist III will provide technical guidance to other network specialists.

Classes in this series are used to perform a variety of analytical activities in support of security processing systems. Incumbents develop problem solutions using security technology methods; conduct feasibility studies; assist or act as a project manager over information processing projects; work on analysis and support of district security processing systems; develop information processing standards and procedures.

**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.)**

Develops and maintains centralized security alert logging and reporting systems, implements Data Loss Prevention (DLP) systems. **E**

Coordinates and conducts investigations of security events, responds to emergency cybersecurity situations. **E**  
Installs security measures and operating software to protect systems and information infrastructure, including firewalls and data encryption programs. **E**

Resolves detected vulnerabilities to maintain a high security standard. **E**

Monitor hardware, software, network traffic, and security systems and identity, troubleshoot, diagnose, resolve, and report security vulnerabilities and incidents. **E**

Manages various cybersecurity systems and provides guidance to technology staff for the integration of new systems. **E**

Reviews and analyzes system logs, SIEM tools, and network traffic for unusual or suspicious activity, and makes recommendations to restore secure operations. **E**

Reviews, tests, and recommends new security software, tools and/or technologies to determine applicability to SCUSD operations. **E**

Manages maintenance agreements, support contracts and software licensing regarding cybersecurity. **E**

Perform audits, periodic inspections, and penetration testing of district information systems to ensure security measures are functioning and effectively utilized. Work with outside consultants as appropriate on independent security audits. **E**

Develop and maintain incident response plan, and provides post-incident analysis. **E**

Monitor information security trends relevant to SCUSD, keeping management informed about information security-related issues and activities affecting the district. Identifies phishing and social engineering attacks targeting SCUSD and notifies staff of associated security risks; performs vulnerability scans on SCUSD and school district networks. **E**

Compiles and reports metrics and key performance indicators to senior management in all areas of responsibility. **E**

Designs, builds, documents, and implements a system security architecture and standard security operating procedures and protocols. **E**

Collaborates with the Network and Systems staff with the design, implementation, and management of the District's infrastructure and systems, encompassing virtual, physical, and cloud computing, storage, networks, and applications; ensuring secure, highly reliable delivery of services to meet district business requirements. **E**

Serve as Tier III escalation point for varied security, infrastructure and application problems; provide technical guidance to staff and others to resolve issues. **E**

Maintain up-to-date remains up-to-date on current cybersecurity best practices and policies; may work with local, state, and federal agencies related to security incidents technical knowledge by attending educational workshops and trainings, review professional publications, establish personal networks, and participate in professional associations. **E**

Performs related duties as assigned.

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

The following combination of education, training, and experience sufficient to perform the representative duties and distinguishing characteristics of the position will be considered:

- A minimum of three years of progressively responsible experience in LAN and WAN networking, systems administration, and application support is required, with at least one year in a cybersecurity-related role.
- Applicants with a bachelor's degree in Computer Science or related field, may substitute this experience for at least two years of industry experience in cybersecurity, information systems, network management, or computer science. Higher education in cybersecurity is preferred.
- Experience shall include a broad range of computer hardware and software competencies, including installation, maintenance, and enhancement of network systems across LANs and WANs, as well as planning, supporting, and managing network infrastructure (firewalls, switches, storage devices, backup and recovery systems, network management tools, and various network protocols).

## **LICENSES AND OTHER REQUIREMENTS:**

Must be available for mandatory overtime during critical times. Alternative work schedules and/or telecommuting may be mandatory to prevent end-user interference. Hold a valid California driver's license and provide proof of insurance.

Desired industry certifications and knowledge:

- Certifications: Certified Information Systems Security Professional (CISSP), Certified Information Systems Auditor (CISA), CompTIA Security+, Certified Ethical Hacker (CEH), CompTIA Advanced Security Practitioner (CASP+), GIAC Security Essentials Certification (GSEC)
- Networking: Switches, Routers, Servers, Firewalls, LAN, WAN, TCP/IP, Domain Name System (DNS), Active Directory, Wi-Fi, RADIUS, etc.

## **KNOWLEDGE AND ABILITIES:**

### **KNOWLEDGE OF:**

- Technical expertise on LAN, WAN, network operating systems, network cabling topologies, and industry standards and practices.
- Cybersecurity laws, regulations, policies, procedures, and standards.
- Cybersecurity methodologies and technologies.
- Network security and access control systems such as firewalls, endpoint protection systems (antivirus).
- Knowledge and ability to support authentication methods.
- Chromebook, Apple, Windows, and windows Server operating systems Firewall, router and switch configuration.
- Data systems back-up.
- 

### **ABILITY TO:**

- Conduct daily cybersecurity operations and services.
- Install, configure, and maintain firewalls and other cybersecurity systems.
- Perform vulnerability scans, configuration audits and security monitoring.
- Investigate suspicious network and user activity; maintain high level of attention to detail; make cybersecurity-related recommendations.
- Learn new hardware and software systems and adapt to changes in technology.
- Perform the basic function of the position.

- Develop network procedures and documentation that others can execute.
- Perform troubleshooting analysis of network infrastructure, servers, workstations, and associated systems.
- Make technical trade-off decisions that consider logistical and operational factors with cost factors and standardization efforts.
- Function in a team environment to balance technical factors with other organizational factors.
- Coordinate with other technical personnel to arrive at optimum solutions.
- Use commonly available office automation tools.
- Be available for mandatory overtime during critical times.
- Work in a manner and at a time so as not to interfere with customer productivity.
- Alternative work schedules and/or telecommuting may be mandatory to prevent end-user interference.
- Lift, move, re-position, and connect light to moderately heavy network and workstation equipment components according to safety regulations.
- Effectively work with program managers and site personnel.
- Maintain confidentiality of information
- Meet state and district standards of professional conduct as outlined in Board Policy.
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### **WORKING CONDITIONS:**

#### **SAMPLE ENVIRONMENT:**

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

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

Sit for extended periods of time; walk and stand to identify and diagnose networking issues; dexterity of hands and fingers to operate a computer keyboard; reaching overhead, above the shoulders, and horizontally; bend at the waist or crouch to troubleshoot and connect cables; hear and speak to exchange information in person or on the telephone; see to read various documents related to assigned activities; lift, move, re-position, and connect light to moderately heavy network and workstation equipment components; physical, mental and emotional stamina to endure long hours under sometimes stressful conditions.

#### **SAMPLE HAZARDS:**

Occasional contact with dissatisfied or abusive individuals; exposure to dust when equipment is installed or moved.