



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1w

**Meeting Date:** June 26, 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 6/26/2025:**

Manager III, Construction Bond Accounting	Accounting
Director III, Special Education	Special Education
Educationally Related Mental Health Services (ERMHS) Specialist	Special Education
Supervisor V, Accounting Revenue	Accounting
Supervisor V, Accounts Payable	Accounting
Deputy Chief of Schools	Deputy Superintendent

**Revised Job Descriptions as of 6/26/2025:**

HVAC Engineer  
Assistive Technology Specialist

Facilities  
Special Education

**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>	Construction Bond Accounting Manager	<b>CLASSIFICATION:</b>	Non-Represented Management / Classified
<b>SERIES:</b>	Manager III	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Accounting Services	<b>SALARY:</b>	Range 13 Salary Schedule A
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET APPROVAL:</b>	6-9-2025
		<b>HR APPROVAL:</b>	6-10-2025
		<b>BOARD APPROVAL:</b>	TBD

#### BASIC FUNCTION:

Lead and oversee advanced accounting and budgeting functions with a strategic focus on bond accounting, fixed assets, debt management, and year-end financial operations. Exercise expert-level judgment and analysis to ensure the integrity and accuracy of financial records across facilities, construction projects, and capital investments, ensuring all accounting entries, transfers, and reconciliations adhere to GASB (Governmental Accounting Standards Board) standards, as well as regulatory requirements and district goals. Serve as a key fiscal operations manager, providing leadership and strategic direction in assigned areas. Supervise accounting staff, offering guidance and ensuring alignment with financial goals and compliance requirements.

**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.)**

Oversee and manage complex, advanced-level accounting and budgeting construction bond and facility financial operations, utilizing independent judgment and analytical expertise to maintain and ensure the accuracy of district financial records and reports. Lead the preparation of comprehensive financial reports for internal use, as well as for submission to local, state, federal agencies, and oversight committees. **E**

Coordinate and perform complex, advanced-level accounting and budget duties requiring independent judgment and analysis; maintain various financial records, ensure all related facility and construction accounting entries and transfers are completed, and accounting records reconcile to respective reports. **E**

Assure compliance with various local, state, and/or federal reporting requirements, guidelines, rules, and regulations, as well as district procedures and policies; manage financial operations in assigned areas; provide supervision and work direction to others. **E**

Manage the analysis of complex accounting procedures, including fixed assets management, bond issuances, and debt servicing. Oversee the creation and maintenance of comprehensive financial reports and visual data presentations, ensuring clear communication of financial insights to senior leadership. **E**

Manage all aspects of the auditing process related to bond construction and facilities, ensuring compliance with regulatory standards and providing oversight during internal and external audits. Address audit findings and implement corrective actions as needed to maintain financial accountability. **E**

Manage the implementation of efficient and scalable accounting systems/ERP to enhance operational effectiveness and streamline financial processes, while ensuring full adherence to GASB standards. **E**

Lead construction budget oversight and ensure compliance across departments, proactively addressing discrepancies and offering strategic direction to maintain financial integrity. **E**

Utilize advanced data analytics to support high-level bond accounting projects. **E**

Provide expert financial analysis for budget development, including comprehensive salary projections, bond and debt repayment schedules. **E**

Serve as the key advisor to district leadership on salary-related inquiries and manage the year-end closing processes, ensuring the accurate reconciliation of district accounts, fixed assets, and capital projects, all in compliance with GASB reporting requirements. **E**

Oversee and guide budgeting strategies for schools and departments, ensuring alignment between revenues and expenditures. Lead initiatives to streamline budget procedures and oversee high-priority special projects, including those funded through bond programs. **E**

Manage advanced databases to track, analyze, and report on fixed assets, bond debts, and other critical financial data. **E**

Lead research initiatives and coordinate information gathering to support informed decision-making at the executive level, ensuring alignment with long-term strategic goals and adherence to GASB principles. **E**

Promote teamwork by sharing knowledge, cooperating with others, participating in meetings and work groups, and supporting the goals and objectives of the district and division. **E**

Perform related duties as assigned.

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

Associate's or bachelor's degree with a major in accounting or related field, and four years increasingly responsible experience in accounting, construction accounting, auditing, financial, or business finance. Bachelor's degree preferred.

**LICENSES AND OTHER REQUIREMENTS:** Overall scores in computer software testing program preferred as follows:

Keyboarding .....	60 Correct WPM
Word.....	95% Overall Score
Excel / Access .....	95% Overall Score
General Accounting .....	95% Overall Score

## **KNOWLEDGE AND ABILITIES:**

### **KNOWLEDGE OF:**

- Planning, organizing and managing of the facilities accounting records.
- Financial and statistical record-keeping and report preparation techniques.
- District accounting policies and procedures.
- Generally accepted accounting principles and practices, including governmental accounting procedures and school district budget and reporting procedures.
- Construction bidding, payments and change orders.
- Applicable laws, codes, regulations, policies and procedures.
- Principles and practices of supervision and training.
- Oral and written communication skills.

- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.
- Modern office practices, procedures and equipment.

**ABILITY TO:**

- Perform the basic function of the position.
- Analyze and interpret complex fiscal records and documents.  
Prepare extensive, frequent, detailed, and accurate bargaining unit reports, and assemble confidential and sensitive information, related to labor relations and negotiations.
- Operate a computer, related software, and standard office equipment.
- Research, analyze, compile, and verify data, and prepare accurate and complete financial reports.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Handle multiple tasks, work under pressure, and work with priorities/deadlines subject to frequent change.
- Exercise analytical and independent judgment.
- Analyze situations accurately, and adopt an effective course of action.
- Work confidentially with discretion, and complete work with many interruptions.
- Communicate effectively, both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Work in a team environment.
- Compose correspondence and written materials independently.
- Move light objects according to safety regulations.
- Meet state and district standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Office and site environment; travel to outside agencies, various district sites, and locations to conduct district business as needed; constant interruptions.

**SAMPLE PHYSICAL ABILITIES:**

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

**SAMPLE HAZARDS:**

Occasional contact with dissatisfied or abusive individuals.

**HEALTH BENEFITS:**

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

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

<b>TITLE:</b>	Director III, Special Education	<b>CLASSIFICATION:</b>	Non Represented Management, Certificated
<b>SERIES:</b>	Director III	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Special Education	<b>SALARY:</b>	Range 19 Salary Schedule A
<b>REPORTS TO:</b>	Assistant Superintendent, Special Education	<b>CABINET APPROVAL:</b>	6-10-2025
		<b>HR APPROVAL:</b>	6-10-2025
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Director of Special Education provides leadership and oversight for the planning, development, implementation, and evaluation of special education programs and services across the district. The Director ensures compliance with federal and state regulations to provide for a full continuum of services in the least restrictive environment. The Director of Special Education promotes inclusive practices and collaborates with school and district leadership to support the academic, social-emotional, and behavioral success of students with disabilities. The Director serves as a key advisor to the Assistant Superintendent of Special Education.

**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.)**

**Program Design, Management, and Evaluation**

- Direct the planning, coordination, and evaluation of special education programs and services in accordance with district goals, student needs, and legal mandates. **E**
- Provide leadership in the design and improvement of inclusive practices and a full continuum of services for least restrictive environment (LRE) placements applying current research and best practices. **E**
- Ensure compliance with all federal, state, and local regulations pertaining to special education (IDEA, Section 504, etc.). **E**
- Interpret and implement special education laws, regulations, and policies for administrators, staff, and families. **E**
- Supervise and evaluate special education administrators, program specialists, and other designated staff. **E**
- Collaborate with school principals and district leadership to align special education policies and practices with Multi-Tiered Systems of Support (MTSS), promote inclusive practices and effective interventions for students with disabilities. **E**

**Fiscal Management, Contracting, and Operational Efficiency**

- Develop, manage, and monitor special education budgets, ensuring proper use of restricted and unrestricted funds. **E**
- Oversee staffing allocations based on student needs, caseloads, and program requirements; make fiscally responsible recommendations for hiring and resource deployment. **E**
- Identify opportunities for resource maximization, such as Medi-Cal reimbursement, grants, or interagency collaboration. **E**
- Ensure proper tracking, monitoring, and audit readiness for all special education expenditures and service contracts. **E**

## **Labor Relations and Staffing Management**

- Engage with labor units on matters related to working conditions, contract interpretation, staffing allocations, and collaborative resolution of employee concerns. **E**
- Participate in labor-management meetings and support collective bargaining processes as directed by the Assistant Superintendent. **E**

## **Systems, Policies, and Compliance**

- Monitor and respond to compliance indicators, procedural safeguards, corrective action plans, and dispute resolution outcomes. **E**
- Develop, implement, and monitor districtwide systems and standard operating procedures (SOPs) for special education service delivery, assessments, IEP processes, parent engagement, and student transitions using data-informed decision-making and integrated use of technology. **E**
- Maintain updated manuals, guidance documents, and administrative procedures related to special education. **E**
- As needed, serve as a district representative in IEP meetings, mediations, and due process hearings. **E**

## **Talent Management and Professional Learning**

- Support recruitment, onboarding, and professional development of certificated and classified staff in the department. **E**
- Create and implement professional development programs for a range of stakeholders, enhancing inclusive practices, cultural competency, compliance expertise, and service delivery quality among all special education staff. **E**

## **Continuous Improvement, and Data-Informed Decision-Making**

- Analyze and report data on student outcomes, compliance indicators, staffing ratios, and financial efficiency to inform continuous improvement. **E**
- Communicate findings, successes, and challenges to the Board of Education, Superintendent, District leadership, staff, and the community to maintain transparency and foster shared understanding. **E**

## **Community and Stakeholder Engagement**

- Partner with families, advocates, site leaders, SELPA, and community agencies to support student needs and successful transitions. **E**
- Engage with internal and external stakeholders to address issues and complaints, and strengthen trust, transparency, and shared accountability. **E**
- Perform related duties consistent with the scope and intent of the position. **E**

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

Master's degree in Special Education, Educational Leadership, or related field (Doctorate preferred). Minimum of five years of progressively responsible administrative, supervisory, and management experience in special education within a large, diverse urban school district preferred. Documented success in improving academic and social-emotional outcomes for students with disabilities. Experience as a teacher and/or school leader in special education, coupled with a track record of implementing inclusive and research-based instructional practices. Strong background in fiscal management, contract oversight, and labor relations, with demonstrated ability to manage complex budgets, negotiate service agreements, and foster positive labor relationships.

## **LICENSES AND OTHER REQUIREMENTS:**

A current Administrative Services Credential from the State of California Commission on Teacher Credentialing. Valid California Special Education Credential, Pupil Personnel Services Credential authorizing School Social Work

or School Psychology, Speech-Language Pathology Services Credential, or Clinical or Rehabilitative Services Credential is required. Valid California driver's license; must provide personal automobile and proof of insurance.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- Federal, state, and local laws, regulations, and policies governing special education, including IDEA, Section 504, and related mandates.
- Principles and current research in special education, inclusive pedagogical practices, culturally responsive teaching, and innovation in curriculum and instruction.
- Effective strategies for continuous improvement, assessment literacy, and data-driven decision-making to support diverse learners.
- Fiscal management, budgeting principles, procurement processes, and contract oversight to ensure resource alignment and cost-effectiveness.
- Labor relations, union contracts, and collective bargaining principles as they apply to special education staffing and workload considerations.
- Complex organizational change management, project management, and stakeholder engagement techniques.

#### **ABILITY TO:**

- Provide strategic leadership with a systems-thinking mindset.
- Use strong analytical, organizational, and project management skills.
- Interpret and apply complex legal and policy information.
- Strongly communicate orally or in writing
- Present effectively to diverse audiences.
- Use collaborative, solution-oriented approaches to problem-solving and conflict resolution.
- Plan, supervise, and evaluate the work of staff; mentor staff and maintain a results-oriented, culturally responsive, and student-focused team environment.
- Uphold cultural proficiency, equity, and inclusiveness in all District operations and programming.
- Operate a computer and utilize related software for analysis, communication, and reporting.
- Meet state and District standards of professional conduct as outlined in Board Policy.

### **WORKING CONDITIONS:**

#### **SAMPLE ENVIRONMENT:**

Office environment with frequent travel throughout the District and attendance at community meetings and public forums.

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

Hearing and speaking to conduct presentations, facilitate meetings, and exchange information. Ability to operate a computer keyboard and related equipment. Stationary for extended periods; travel as required.

#### **SAMPLE HAZARDS:**

Occasional exposure to challenging or distressed individuals. High-pressure situations requiring responsiveness, adaptability, and diplomacy.

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



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

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<b>TITLE:</b>	Educationally Related Mental Health Services (ERMHS) 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>	190 Days
<b>DEPARTMENT:</b>	Special Education	<b>SALARY:</b>	Program and ERMHS Specialists, and School Social Worker S1-D/N
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET APPROVAL:</b>	1-7-2025
		<b>HR APPROVAL:</b>	6-16-2025
		<b>BOARD APPROVAL:</b>	TBD

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**BASIC FUNCTION:**

The Educationally Related Mental Health Services (ERMHS) Specialist plays a vital role in supporting the social-emotional and mental health needs of students receiving special education services. They provide assessment, consultation, intervention, and professional development to address the mental health challenges that impact students' ability to access their education. The ERMHS Specialist collaborates to deliver mental health services that align with special education students' individualized education programs (IEPs), and broader school-based initiatives.

**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. Assessment and Evaluation**

- Conduct educationally related mental health assessments, including observations, interviews, and standardized measures. **E**
- Analyze data to identify students' strengths and needs in social-emotional and mental health domains. **E**
- Provide written reports that include clear, actionable recommendations for IEP teams. **E**

**2. Direct and Indirect Services**

- Deliver evidence-based individual and group counseling to eligible students and/or as specified in their IEPs. **E**
- Attend and participate in Individualized Education Program (IEP) meetings and make recommendations for goals, accommodations, and services. **E**
- Provide services including, but not limited to: referral, assessment, determination of counseling needs, monitoring, and goal development. **E**
- Develop and implement mental health interventions targeting social-emotional growth and regulation. **E**
- Provide crisis intervention and de-escalation strategies as needed. **E**
- Collaborate with families to support students' mental health goals at home and in the community. **E**

- Provide service coordination to connect students/families with school and community resources. **E**
- 3. **Collaboration within MTSS**
  - Work within the MTSS framework to address student needs across Tier 1 (universal supports), Tier 2 (targeted interventions), and Tier 3 (intensive interventions). **E**
  - Support school staff in implementing Tier 1 SEL (social-emotional learning) programs, fostering a positive school climate. **E**
  - Participate in problem-solving teams to recommend appropriate Tier 2 and Tier 3 interventions for students showing signs of emotional and behavioral difficulties. **E**
- 4. **Consultation and Collaboration**
  - Serve as a resource to teachers, administrators, and support staff regarding mental health strategies and best practices. **E**
  - Serve as a resource on topics such as trauma-informed practices, mental health awareness, de-escalation techniques, and SEL integration. **E**
  - Consult with outside agencies, therapists, and service providers to ensure coordinated care. **E**
  - Align ERMHS services with broader school- and district-wide mental health and wellness initiatives. **E**
- 2. **Compliance and Documentation**
  - Ensure compliance with state and federal regulations related to special education and mental health services. **E**
  - Document all services provided and maintain accurate and timely records in compliance with district policies. **E**
  - Collaborate with IEP teams to monitor student progress and adjust mental health goals and services as needed. **E**
  - Complete Medi-Cal and LEA billing in a timely manner. **E**

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

### **Education:**

Master's degree in social work, counseling, or clinical psychology from an accredited university, and a minimum of two or more years of full-time experience.

### **Experience:**

Two years of experience providing mental health services in a school setting or recognized agency or clinic, including individual and group counseling preferred. Experience with crisis intervention and trauma-informed practices preferred.

## **LICENSES AND OTHER REQUIREMENTS:**

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

- Appropriate licensure or credential to provide mental health services in a school setting (e.g., LCSW, LMFT, LPCC, Pupil Personnel Services (PPS), Credential for School Psychologist, School Social Worker, or School Counseling).
- Licensure by the State of California as a Licensed Clinical Social Worker (LCSW), Marriage and Family Therapist (MFT), or Licensed Psychologist (PSY), or Licensed Professional Clinical Counselor (LPCC) preferred.

## **KNOWLEDGE AND ABILITIES:**

### **KNOWLEDGE OF:**

- SEL frameworks, behavioral intervention strategies, de-escalation techniques, and cultural responsiveness.
- IEP development, and evidence-based mental health interventions, programs, and processes.
- State and federal special education legal timelines and processes.
- State, Federal, and District laws, codes, regulations, policies, and/or procedures governing students with disabilities, and Special Education including, but not limited to: The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.
- District educational goals, objectives, policies, procedures, and organization structure.
- Computers and related software applications.

### **ABILITY TO:**

- Work independently with little direction to meet schedules and timelines.
- Communicate effectively (verbally and in writing).
- Work collaboratively with diverse stakeholders, including educators, families, and community partners.
- Proficiently manage multiple tasks and maintain compliance documentation.
- Use interpersonal skills including tact, patience, and courtesy.
- Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
- Operate a computer and assigned software; operate other office equipment as assigned.

## **WORKING CONDITIONS:**

### **SAMPLE ENVIRONMENT:**

Work is performed in a school environment with regular interaction with students, staff, and families. May require travel between school sites, home visits, and occasional evening meetings.

### **SAMPLE PHYSICAL ABILITIES:**

Make presentations, and exchange information in person and on digital/virtual platforms; operate a computer keyboard and computer monitor; read and prepare documents and reports; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; lift light objects.

### **SAMPLE HAZARDS:**

Contact with hostile or abusive individuals with unpredictable behaviors

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

<b>TITLE:</b>	Supervisor, Accounting Revenue	<b>CLASSIFICATION:</b>	Classified Non-Represented Supervisors
<b>SERIES:</b>	Supervisor V	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Accounting Services	<b>SALARY:</b>	Range 25 Salary Schedule G2
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET APPROVAL:</b>	TBD
		<b>HR APPROVAL:</b>	TBD
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Accounting Revenue Supervisor oversees all revenue-related accounting functions, including grants, donations, incoming deposits from the California Department of Education (CDE), and other financial institutions. This role is responsible for ensuring accurate cash management and financial reporting for schools, departments, and programs while maintaining compliance with California State Education Code, district policies, and government regulations. The Accounting Revenue Supervisor prepares financial statements, ensures proper handling and disposition of funds, and maintains accurate financial records. Additionally, this position provides technical support and guidance to district personnel, departments, and sites on revenue-related accounting procedures. Independent decision-making, attention to detail, and a commitment to maintaining financial integrity are essential to support the district's operational efficiency and fiscal accountability.

**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.)**

Supervise, plan, organize, coordinate, and direct the various district accounting and financial activities requiring independent judgment and analysis; recommend and assist in the formulation and implementation of policies and procedures related to fiscal activities. **E**

Supervise, evaluate, train, and direct the performance of assigned staff, and participate in the interview and selection of new employees; process personnel records; make recommendations concerning staffing; discipline assigned staff according to district policies and procedures. **E**

Monitor and adjust workflow and assignments to meet established timelines; supervise revenue accounting. **E**

Maintain district ledger accounts including cash, investments, accounts receivable, work with auditors on audit of year-end balances on the ledger; supervise district-wide billable receivable accounts and accounting for elementary and middle school student activities. **E**

Co-maintain district-wide payroll liabilities accounts, such as state and federal taxes, unemployment insurance, garnishments, health carriers, and tax-sheltered annuities. **E**

Provide the Internal Revenue Service with year-end tax information on non-employee compensation 1099 Misc from school sites. **E**

Assure that financial income and expenditure transactions and records are in compliance with federal, state, and county rules, regulations, and requirements and that district policies and procedures are met; assure compliance with audit requirements. **E**

Provide cash flow reports on financial reporting. **E**

Prepare complex financial and statistical reports and summaries related to accounting operations and activities; review financial reports, receipts, disbursement records, and computer printouts to assure accuracy and completeness; make corrections and adjustments as necessary. **E**

Provide technical expertise and training regarding interpretation of laws, rules, and regulations governing the receipt and disbursement of funds related to Associated Student body for Elementary and Middle School Sites. **E**

Perform internal audits; check and review a variety of records, accounts, and reports for accuracy, conformance, and timeliness; assist with calculations; inspect for proper encumbrances, disencumbrances, allocation of categorical funds, and revenue processing and accounts receivable invoices and other related cash deposits. **E**

Closely monitors departmental and district-wide accounting and financial reporting practices to ensure compliance with standards, appropriate internal controls, as well as Generally Accepted Accounting Practices (GAAP), Governmental Accounting Standard Board (GASB), federal and state rules, regulations, policies and procedures. **E**

Oversee the internal auditing, reconciliation, and reporting of all revenue deposit transactions, including grant funds, donations, and deposits from the California Department of Education (CDE) and other financial institutions, ensuring accuracy and compliance with regulations. **E**

Oversee the implementation of advanced accounting procedures for revenue accounts, ensuring alignment with district policies, California State Education Code, and government regulations. **E**

Oversee and coordinate cash handling and reconciliations for all district funds and district bank accounts, ensuring timely deposits, accurate reconciliations, and appropriate disposition of funds across schools, departments, and programs. **E**

Lead the preparation and review of financial reports, including balance sheets, income statements, cash flow reports, and year-end financial statements. **E**

Review and approve journal entries to ensure accuracy, completeness, and compliance with accounting standards and district policies. **E**

Develop, implement, and maintain internal controls for cash management and student body funds, promoting accountability, transparency, and adherence to regulations. **E**

Provide strategic guidance and training to district staff, school sites, and associated student body (ASB) bookkeepers, controllers, and office school site staff on accounting procedures, cash management, and compliance with ASB guidelines. **E**

Oversee the maintenance and accuracy of the district's chart of accounts, ensuring consistency and compliance with California School Accounting Manual (CSAM), and CDE SACS coding. **E**

Conduct and oversee regular audits of sites and departments to assess internal controls, identify gaps, and implement corrective actions to ensure compliance and fiscal integrity. **E**

Collaborate with internal and external auditors, providing necessary data, facilitating reviews, and representing the district in legal and financial matters as needed. **E**

Analyze and resolve complex discrepancies in revenue accounts through detailed reconciliation and the development of effective solutions. **E**

Ensure accurate documentation and record-keeping to support audits, financial transparency, and district reporting requirements. **E**

Provide back-up support to the Accounts Payable Supervisor, assisting with oversight of payment processes, vendor relations, and ensuring timely and accurate processing of accounts payable transactions. **E**

Foster and maintain effective relationships with district personnel, external agencies, and the community, delivering exceptional customer service and clear, confident communication. **E**

Promote a culture of collaboration and professional growth by sharing knowledge, cross-training staff, and supporting district and departmental strategic goals. **E**

Perform additional supervisory duties as assigned to ensure the efficiency and effectiveness of district revenue operations. **E**

Evaluate the district automated accounting system; troubleshoot and resolve data discrepancies, incorrect SACS coding, and equipment malfunctions. **E**

Operate a computer to input, output, update, and access a variety of records and information; generate reports, records, lists, and summaries from computer database. **E**

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

Promote teamwork by sharing knowledge, cooperating with others, participating in meetings and work groups, and supporting the goals and objectives of the district and division. **E**

Perform related duties as assigned.

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

Any combination equivalent to: Bachelor's degree with a major in Accounting or related field and 8 years increasingly responsible experience in accounting, auditing, financial, or school business-related field

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

Overall scores in computer software testing program preferred as follows:

Keyboarding.....	60 Correct WPM
Word.....	95% Overall Score
Excel / Access.....	95% Overall Score
General Accounting.....	95% Overall Score

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

**KNOWLEDGE OF:**

- Principles of financial or statistical record-keeping.
- Accounting and auditing principles, practices, and procedures.
- Governmental accounting practices, principles, and auditing standards.
- California school district fiscal procedures and reporting requirements.
- Knowledge of accounting practices compliant with the California School Accounting Manual.
- Principles and practices of effective supervision.
- Supervise the work of others.
- Modern office management and record-keeping procedures.
- Perform accounting duties with independent judgment and initiative to meet deadlines.
- Take responsibility and use good judgment within the scope of authority.
- Communicate clearly and concisely, both orally and in writing.
- Compose correspondence independently.
- Establish and maintain cooperative working relationships with personnel, business representatives, and others.
- Analyze situations accurately and adopt an effective course of action.
- Correct oral and written usage of English, grammar, spelling, punctuation, vocabulary, and composition.
- Applicable sections of the California Education Code, other laws, rules, and regulations related to assigned activities.
- District organization, operations, policies, and procedures.

**ABILITY TO:**

- Supervise, plan, organize, coordinate, and direct the various District accounting and financial activities requiring independent judgment and analysis.
- Recommend and assist in the formulation and implementation of policies and procedures related to fiscal activities.
- Supervise, train, and evaluate the performance of assigned staff.
- Assure compliance with applicable District policies, procedures, and governmental regulations.
- Apply applicable sections of State Education Code and other applicable laws.
- Maintain statistical records, and prepare comprehensive statistical reports, analyses, and recommendations.
- Communicate effectively, and maintain cooperative relationships.
- Prioritize, schedule, and assign work.
- Perform difficult and complex accounting work in the preparation, verification, maintenance, and processing of District accounting records.
- Reconcile accounts, records, reports, and journals.
- Handle multiple tasks, work under pressure, and work with priorities/deadlines subject to frequent change.
- Exercise analytical and independent judgment.
- Analyze situations accurately, and adopt an effective course of action.
- Work confidentially with discretion, and complete work with many interruptions.

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

Office and site environment; travel to outside agencies, various district sites, and locations to conduct district business as needed; constant interruptions

**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.

**SAMPLE HAZARDS:**

Occasional contact with dissatisfied or abusive individuals.

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



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

<b>TITLE:</b>	Supervisor, Accounts Payable	<b>CLASSIFICATION:</b>	Classified Non-Represented Supervisor
<b>SERIES:</b>	Supervisor V	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Accounting Services	<b>SALARY:</b>	Range 25 Salary Schedule G2
<b>REPORTS TO:</b>	Assigned Supervisor	<b>CABINET APPROVAL:</b>	TBD
		<b>HR APPROVAL:</b>	TBD
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

Under general supervision, the Accounts Payable Supervisor, oversee, plan, organize, coordinate, and direct the various district accounting accounts payable and financial activities requiring independent judgment and analysis; recommend and assist in the formulation and implementation of policies and procedures related to fiscal activities; train, supervise, and evaluate the performance of assigned staff.

Provide management and oversight for the district's accounts payable operations, exercising independent judgment and analysis to ensure accurate financial reporting and compliance with district policies and regulatory requirements. Develop and manage comprehensive accounts payable processes, ensuring alignment with district financial goals and objectives. Prepare and present accounts payable reports for internal leadership, local agencies, state and federal authorities, and oversight committees. Analyze funding sources, district procedures, vendor contracts, and other fiscal areas to support sound financial decision-making. Offer direction and guidance to staff involved in accounts payable activities to maintain efficiency and accountability.

**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.)**

Plans, organizes, directs, and evaluates the work of assigned accounts payable fiscal technicians to ensure timely and accurate processing of all accounts payable functions. **E**

Develops, implements, and monitors work plans and processes in collaboration with staff to achieve departmental goals and objectives; supervises the development and refinement of procedures, systems, and workflows to enhance efficiency and accuracy in accounts payable operations. **E**

Monitors and adjusts workflow and assignments to meet established timelines and ensure the efficient completion of accounts payable tasks and responsibilities. **E**

Oversees all aspects of accounts payable functions, ensuring adherence to District policies, internal controls, and applicable regulations. **E**

Maintains District ledger accounts, including balance sheet accounts and accounts payable; collaborates with auditors during the audit of year-end balances on the ledger. **E**

Co-maintains District-wide payroll liability accounts, including state and federal taxes, unemployment insurance, garnishments, health carriers, and tax-sheltered annuities. E

Oversee year-end closing processes, including establishing liability accounts, reconciling accounts payable ledgers, processing accruals, and preparing necessary documentation for audits and financial reporting. E

Establishes performance standards and goals for assigned staff; conducts regular performance evaluations, provides constructive feedback, and identifies professional development opportunities; recommends disciplinary actions in accordance with Personnel Commission laws, human resources policies, and collective bargaining agreements. E

Oversees the processing and payment of all District invoices, Cal-cards, employee travel and mileage reimbursements, including verifying purchase order numbers, account codes, proper documentation, and authorizations; ensures all transactions are compliant with District policies, Board approvals, and applicable regulations. E

Administers sales and use tax and compliance, ensuring accurate calculation, timely filing, and payment in accordance with state and federal regulations. E

Oversees the processing and payment of property taxes and debt payments related to District assets, ensuring compliance with applicable laws and regulations. E

Oversee the preparation and filing of 1099 forms, ensuring accuracy and compliance with IRS requirements and deadlines. E

Ensures proper internal controls are maintained for all accounts payable functions; monitors adherence to District policies and procedures, recommending and implementing improvements to enhance control and efficiency. E

Prepares complex financial and statistical reports and summaries related to accounting operations and activities; reviews financial reports, receipts, disbursement records, and other financial records to ensure accuracy and completeness; makes corrections and adjustments as necessary. E

Coordinates with auditors by providing requested data, documentation, and reports to facilitate the annual audit process. E

Reviews and approves the coding and classification of invoices, ensuring accuracy in account codes, budget allocations, and compliance with accounting standards, GASB, and CSAM. E

Communicates with various District and county departments, vendors, and personnel to answer questions, obtain information, arrange payments, and resolve discrepancies or issues. E

Provides technical expertise and training regarding the interpretation of laws, rules, and regulations governing the receipt and disbursement of funds. E

Performs internal audits by checking and reviewing a variety of records, accounts, and reports for accuracy, compliance, and timeliness; assists with calculations, inspects for proper encumbrances and disencumbrances, allocation of categorical funds, and processing and payment of invoices and other accounts payable. E

Oversees the management of open purchase orders, including following up on outstanding invoices and ensuring timely closure of completed transactions. E

Answers complex technical questions and provides guidance to staff on accounts payable issues, policies, and procedures. E

Ensures compliance with federal and state regulations pertaining to accounts payable, tax reporting, and financial controls. **E**

Utilizes and oversees computer-based accounting systems to input, review, and analyze accounts payable data and reports; recommends system enhancements to improve functionality and efficiency. **E**

Provides excellent customer service by establishing positive relationships with District personnel, representatives from external organizations, and others; responds to phone calls, emails, letters, and other communications in a timely and professional manner. **E**

Oversees incoming mail and correspondence related to unpaid claims, lost warrants, vendor inquiries, and other accounts payable matters. **E**

Promotes teamwork by sharing knowledge, cooperating with others, participating in meetings and work groups, and supporting the goals and objectives of the District and division. **E**

Provides training and mentorship to accounts payable staff to ensure professional growth and consistency in work quality. **E**

Participates in cross-departmental coordination, collaborating with Purchasing, Payroll, and Budget teams to ensure alignment and efficiency in financial operations. **E**

Support and backup to the Accounting Revenue Supervisor as needed. **E**

Performs other related duties as assigned.

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

Any combination equivalent to: Bachelor's degree with a major in Accounting or related field and 8 years increasingly responsible experience in accounting, auditing, financial, or school business-related field.

Degree preferred.

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

Overall scores in computer software testing program preferred as follows:

Keyboarding.....	60 Correct WPM
Word.....	95% Overall Score
Excel / Access.....	95% Overall Score
General Accounting.....	95% Overall Score

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

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

- Principles of financial or statistical record-keeping.
- Accounting and auditing principles, practices, and procedures.
- Governmental accounting practices, principles, and auditing standards.
- California school district fiscal procedures and reporting requirements.
- Knowledge of accounting practices compliant with the California School Accounting Manual.

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

- Oversee, plan, organize, coordinate, and direct the various District accounting and financial activities requiring independent judgment and analysis.

- Recommend and assist in the formulation and implementation of policies and procedures related to fiscal activities.
- Oversee, train, and evaluate the performance of assigned staff.
- Assure compliance with applicable District policies, procedures, and governmental regulations.
- Apply applicable sections of State Education Code and other applicable laws.
- Maintain statistical records, and prepare comprehensive statistical reports, analyses, and recommendations.
- Communicate effectively, and maintain cooperative relationships.
- Prioritize, schedule, and assign work.
- Perform difficult and complex accounting work in the preparation, verification, maintenance, and processing of District accounting records.
- Reconcile accounts, records, reports, and journals.
- Handle multiple tasks, work under pressure, and work with priorities/deadlines subject to frequent change.
- Exercise analytical and independent judgment.
- Analyze situations accurately, and adopt an effective course of action.
- Work confidentially with discretion, and complete work with many interruptions.
- Operate a computer, related software, and standard office equipment.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Work in a team environment.
- Compose correspondence and written materials independently.
- Lift light objects according to safety regulations.
- Meet state and District standards of professional conduct as outlined in Board Policy.

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

Office and site environment; travel to outside agencies, various district sites, and locations to conduct district business as needed; constant interruptions

**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.

**SAMPLE HAZARDS:**

Occasional contact with dissatisfied or abusive individuals.

**HEALTH BENEFITS:**

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

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

<b>TITLE:</b>	Deputy Chief of Schools	<b>CLASSIFICATION:</b>	Non-Represented Management, Certificated
<b>SERIES:</b>	Deputy Chief	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Deputy Superintendent	<b>SALARY:</b>	Range 27 Salary Schedule A
<b>REPORTS TO:</b>	Chief Academic Officer	<b>BOARD APPROVAL:</b>	TBD
		<b>HR APPROVAL:</b>	TBD, 8/30/2023
		<b>CABINET APPROVAL:</b>	TBD, 8/09/2023

**BASIC FUNCTION:**

Under the direction of the Deputy Superintendent, the Deputy Chief of Schools is responsible for providing leadership and direction for the planning, integration, implementation of leadership development with site leaders, including but not limited to, the Instructional Assistant Superintendents, Enrollment Center, Student Hearing and Placement, and Student Support and Health Services. The incumbent works collaboratively with the Assistant Superintendents to ensure the effective operation of the academic program by delivering, managing and supporting all resources essential to increasing student achievement and providing leadership in developing, achieving and maintaining the highest quality educational programs and services.

**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.)**

Collaborate with Chief Officers, Instructional Assistant Superintendents, Assistant Superintendents, District administrators, department personnel, and other interested parties to coordinate activities and initiatives, resolve issues and conflicts, exchange information, and ensure proper implementation and communication of curriculum and professional development activities with the appropriate instructional personnel. **E**

Participate in district-wide strategic planning, development, and evaluation with all district leaders and enable them to make effective evidence-based decisions. **E**

Collaborate with other departments to create a seamless TK-12 learning community. Create a climate of professional collaboration and sharing of best practices by establishing structures that foster shared learning, information and resource exchange across departments and schools. **E**

The Deputy Chief of Schools will work with Instructional Assistant Superintendents with a key focus on leadership development with school and district leaders. **E**

- Assess leadership capacity and develop individualized leadership goals for each principal, which includes conducting regular formal and informal evaluations to support the achievement of their performance plans and goals.
- Develop school leaders through principal leadership meetings and individual job-embedded coaching—focused on instructional leadership.

- Identify, recruit, and engage in the selection of new principals that are committed to a standard of excellence and can bring results.
- Develop a high-performing team of principals who leverage one another's strengths and support one another in achieving shared goals.
- Work with Instructional Assistant Superintendents to assess the needs of their schools through the analysis of implementation data and student outcomes and then develop goals; a targeted theory of action and action plan.
- Work with Instructional Assistant Superintendents to closely monitor school improvements and make adjustments accordingly.
- Work with Instructional Assistant Superintendents to support principals in developing site-based professional learning plans that are aligned with the district's professional learning and principal leadership goals.
- In collaboration with the Instructional Assistant Superintendent and Chief Officers, develop communication and collaboration systems that ensure a smooth flow of information, both vertically and horizontally, to enable all resources to be focused on high-priority goals for each school and ensure the sharing and implementation of best practices across schools.

The Deputy Chief of Schools will work with the Enrollment Center and lead the District's strategic efforts to identify and address inequities in student enrollment and school assignment, including registration, open enrollment and ConCap, among other areas. **E**

- Oversee research, policy development, cross-departmental coordination, and the implementation of equity-centered initiatives that ensure all students – regardless of race, income, language, or housing status – have equal access to school enrollment and placement options.
- Work closely with the Enrollment Center, Transportation Department, Special Education, Communications, Business Services, and IT/Data Services to develop coordinated and equitable systems for registration and school assignment, along with regular communication with and alignment of District supports of schools.
- Review existing District and school communications regarding registration, open enrollment, ConCap, school tours, volunteer needs as school and school fees to develop a plan for creating template communications. Develop communication protocol designed to ensure consistency and oversight of communications sent by school sites related to these topics.

Work collaboratively to manage operations in adherence to district policy, state law, and in the best interests of all children. This includes making sure that all team members are held accountable for meeting clear expectations. **E**

Foster meaningful relationships with families and community partners to provide holistic support for students under your charge within and across schools; respond to opportunities and challenges presented by an ethnically and culturally diverse community, and create a strong neighborhood structure to support all students. **E**

Partner with other Assistant Superintendents to evaluate existing programs, services, and practices to expand those that are most effective and reduce or eliminate those that are less effective. Utilize resources (e.g. professional development tools, coaching resources, vetted materials, and vendors) to provide appropriate professional development and coaching for schools/principals. **E**

Communicate and collaborate with other administrators, personnel, and outside organizations to develop, implement, and coordinate activities and programs, resolve issues and conflicts, and exchange information; develop policies and procedures to encourage effective and efficient management controls; and model district standards of ethics and professionalism. **E**

Develop and prepare appropriate annual budgets; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines, and provide direction for the monitoring of all general and categorically funded programs to assure compliance with applicable state and federal laws and

regulations. **E**

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

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

Compile, prepare, and disseminate a variety of informational reports, concepts and policy papers, status reports, studies, brochures, and material for the Board of Education, district staff, parents, and other groups in the areas of department responsibility; prepare and submit applications, contracts, and reports to funding agencies and operate a computer to input data and generate reports. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview, select employees, and recommend transfers, reassignments, termination, and disciplinary actions; and plan, coordinate, and arrange for appropriate training of assigned staff. **E**

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

Minimum of a master's degree in education and seven years increasingly responsible for managing within a complex educational organization, as well as experience teaching urban youth and/or coaching, teaching, and mentoring educators for a minimum of five years.

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

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

### **KNOWLEDGE, SKILLS, AND ABILITIES:**

#### **KNOWLEDGE OF:**

- State frameworks, curriculum, instruction, assessment, and school improvement initiatives.
- National, state, and district educational goals and standards.
- Learning theory, program planning, curriculum development, and management of instructional programs that increase academic rigor for all students.
- Effective school concepts and principles.
- Educational research and evaluation, especially measurement theory, statistics, computer systems, research design, and evaluation theory.
- Principles of educational reform, research and evaluation program monitoring, data analysis, and reporting.
- District educational initiatives, programs, and policies.
- Educational administration, performance and project management, resource alignment, and strategic planning goals.
- District policies related to standards, assessment, accountability, planning, promotion/retention, curriculum and instruction, data access and confidentiality, and related areas.
- Large-scale student information data systems.
- State-of-the-art research and proven best practices in areas of closing the achievement gaps and meeting the diverse needs of students.
- Leadership skills, and developing and supporting a professional learning community.
- Culture, life styles, education, and social needs of ethnically diverse families.
- Research methods, report writing, and presentation.
- Effective staff development programs and strategies.
- Instructional methodologies, strategies, and curriculum standards.

- Academic accountability systems and services.
- Report writing and presentation.
- Budget preparation and control.
- School district organization, operations, and objectives.
- Applicable state and federal laws, codes, regulations, guidelines, policies, procedures, and state frameworks.
- Effective oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Effective management principles, practices, and supervision techniques.
- Evaluation approaches, strategies, and techniques.
- Operation of a computer and related software.

**ABILITY TO:**

- Design, organize, and lead a systemic change process in a large urban school district.
- Provide data and interpretation to support decisions related to the improvement of instructional and operational programs.
- Deliver high quality and high-efficacy services.
- Assist with the integration of professional learning and curriculum implementation.
- Analyze statistical data for trends and student performance in various programs, and develop strategies for student improvement.
- Keep current about related educational research, innovations, and trends, as well as applicable federal, state, and district laws, rules, regulations, and procedures.
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups.
- Work independently, coordinate multiple activities simultaneously, and work flexible hours.
- Prepare and deliver effective presentations to diverse audiences.
- Communicate effectively, both orally and in writing.
- Establish and maintain effective working relationships with district staff and administrators, students, parents or guardians, outside agencies, and the public, in a multicultural community.
- Exercise effective decision-making and problem-solving.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Analyze situations accurately, and adopt a legally sound, effective course of action.
- Plan and organize work to meet schedules and timelines.
- Prepare comprehensive narrative and statistical reports.
- Supervise and evaluate the performance of assigned staff.
- Operate a computer and related software.
- Meet state and district standards of professional conduct as outlined in Board Policy.

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

Office environment; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard; inspect information and prepare a variety of financial and statistical documents, records and reports; stationary position for extended periods of time; retrieve and store files; and move light objects.

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



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

<b>TITLE:</b>	HVAC Engineer	<b>CLASSIFICATION:</b>	Classified Non-Management (SEIU/Operations Support)
<b>SERIES:</b>	None	<b>FLSA:</b>	Non-Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Facilities Maintenance	<b>SALARY:</b>	Flat Rate Salary Schedule C2
<b>REPORTS TO:</b>	Assigned Supervisor	<b>BOARD APPROVAL:</b>	TBD, 01-01-1965
		<b>HR APPROVAL:</b>	6-11-2025
		<b>CABINET</b>	
		<b>APPROVAL:</b>	6-11-2025
		<b>BOARD REVISION:</b>	04-27-1987
		<b>HR REVISION:</b>	06-21-2012

**BASIC FUNCTION:**

Perform skilled maintenance work; operate and maintain and repair heating, ventilating, air conditioning (HVAC), power, refrigeration, water treatment, and other mechanical systems, including the operation of boiler rooms and low-pressure boiler systems. Follow preventative maintenance protocols to ensure District HVAC equipment operates in a safe, reliable manner. Proactively identify and address potential HVAC system issues to ensure optimal performance and prevent significant maintenance expenditures. Aiming to improve energy efficiency, indoor air quality, and to increase equipment lifespan for the proper comfort for students and staff. Conduct routine maintenance to ensure reliable operation and well-maintained mechanical systems in school buildings to deliver adequate heating and cooling for students and 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.)**

Operate and maintain and repair all boilers, heaters, pumps, appurtenances, and lines used in distribution of steam and heated or processed water. **E**

Operate, maintain, repair, and perform preventive maintenance on ice machines. **E**

Operate and maintain and repair refrigeration compressors, condensers, evaporators, traps, transfer pumps, expansion valves, stop valves, and float valves together with refrigeration lines and devices used to control temperatures, pumps handling brines or other secondary refrigeration liquids, as well as all valves and lines used in the systems. **E**

Operate, maintain, and repair air compressors, along with distribution lines and all valves and devices for air pneumatic control, all gas lines including all valves and control devices, water filters, softeners, piping, and pumps used in conjunction with water distribution and swimming pools. **E**

Operate and repair all types of motors and engines used to power pumps, compressors, and fans. **E**

Inspect hot water boilers, HVAC systems, and related systems, and assure proper equipment operation; maintain boilers and heating systems, HVAC systems, and mechanical systems; read, interpret, and work from blueprints, sketches, shop drawings, and diagrams. **E**

Administer water treatment program to control corrosion and scaling; test water quality, and use chemical treatment to maintain water quality. **E**

Clean and organize equipment rooms to maintain a safe environment; provide training and expertise on HVAC equipment to site personnel. **E**

Perform preventive maintenance to school HVAC to include fan belts, lubrication, replacement of indoor/outdoor filters, clean coils to extend life of equipment and provide a healthy environment; perform repairs to duct work, and construct filter racks. **E**

Prepare and maintain a variety of routine records and reports for preventive maintenance, materials used, water treatment, etc.; assure work completed and in progress comply with applicable laws, rules, and regulations. **E**

Operate and maintain a variety of specialized hand and power tools and equipment to include pipe wrenches, electric drills, drill presses, pipe threaders; voltmeters, amp meters; pressure gauges; use electric or acetylene welding equipment and cutting torches to make minor repairs; drive a district vehicle to conduct work; lift and carry heavy objects. **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**

Operate, maintain, and repair exhaust fan systems serving restrooms, kitchens, classrooms, mechanical equipment rooms, including fume hoods, chemical exhaust systems, and exhaust systems including bearings, fan-bearing shafts, motors, sheaves, blower wheels and their housings. **E**

Perform related duties as assigned.

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

High school graduation or equivalent. Any combination equivalent to: Completion of Mechanical Engineering Technology (MET), or equivalent (HVAC Trade school or Union Apprenticeship) and two years of experience as a maintenance engineer or HVAC Technician, four years of experience in the HVAC field can be substituted for a MET Certificate (or equivalent).

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

Hold a valid California Class C driver's license, and provide proof of insurance. Hold a Mechanical Engineering Technology (MET) Certificate or equivalent (HVAC Trade School or Union Apprentice). Must possess a valid Environmental Protection Act certification, or 608 certification, that the EPA is officially recognizing, demonstrating knowledge of the laws and regulations surrounding the use and handling of ozone-depleting substances, or ODS, such as refrigerants.

Pass the employee entrance evaluation (lifting test). Must complete the District provided Asbestos Awareness Training, Asbestos Worker Training, Certified Pool Operator (CPO) training course, attend any other training associated with any element of this position description that is deemed necessary by the HVAC Supervisor, and all other District required training within twelve months of employment.

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

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

- Boilers, chillers, HVAC, and other mechanical systems.
- Low-water feeders, circulating pumps, and boiler controls.
- Applicable refrigeration cycle and operation.
- Refrigerant application.
- Water supply systems and water treatment program.
- Methods, materials, tools, and equipment used in preventive maintenance.
- Codes, policies, regulations, and guidelines pertaining to the industry.
- Basic record-keeping techniques.

- Safe working methods and procedures.
- Technical aspects of field of specialty.
- Health and safety regulations.

**ABILITY TO:**

- Perform the basic function of the position.
- Operate and maintain equipment, pumps, and HVAC, boiler, and mechanical systems.
- Service chillers and various HVAC equipment.
- Perform minor maintenance and repair of plumbing and electrical equipment related to HVAC equipment.
- Work from blueprints, sketches, shop drawings, and diagrams.
- Work with sheet metal and make filter racks.
- Maintain records, and prepare complete and concise reports.
- Understand and follow oral and written directions.
- Establish cooperative working relationships with others.
- Work independently with minimal supervision.
- Operate a vehicle, observing legal and defensive driving practices.
- Lift and carry heavy objects according to safety regulations.
- Work efficiently to meet schedules and timelines.
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Operate and maintain specialized tools of the trade.
- Meet state and district standards of professional conduct as outlined in Board Policy.

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

Indoor and outdoor environment; drive a vehicle to conduct work; subject to adverse weather conditions, extreme heat and cold, dust, and dirt; work from heights, and confined or cramped spaces; noise from equipment operation.

**SAMPLE PHYSICAL ABILITIES:**

Walk, crouch, and stand for extended periods of time; work from ladders, scaffolding, and lifts; bend at the waist; reach overhead, above the shoulders, and horizontally; hear to speak and exchange information; dexterity of hands and fingers to operate specialized tools and equipment; lift and carry heavy objects.

**SAMPLE HAZARDS:**

Work in a cramped or restrictive work area and from heights; exposure to vapors, chemicals, fiberglass, fumes, and exhaust from furnaces; guard against burns, gas fires, electric shock, flying debris, moving parts from equipment; potential exposure to asbestos.

*(Former Classification: Engineer)*

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

<b>TITLE:</b>	Assistive Technology Specialist	<b>CLASSIFICATION:</b>	Certificated Non-Management (SCTA)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	9909	<b>WORK YEAR:</b>	181 Days
<b>DEPARTMENT:</b>	Special Education	<b>SALARY:</b>	Special Education Teacher Salary Schedule
<b>REPORTS TO:</b>	Assigned Supervisor	<b>BOARD APPROVAL:</b>	TBD, 12-19-2024
		<b>HR APPROVAL:</b>	6-10-2025, 12-10-2024
		<b>CABINET APPROVAL:</b>	11-21-2024

**BASIC FUNCTION:**

Under the direction of assigned Administrator, coordinate activities related to the provision of assistive technology solutions to support student access to curriculum and meaningful learning (e.g. Special Education, 504). Complete assessments, review available options, procure and install devices, software and supplies; program, modify, and complete minor repairs of equipment as needed; in collaboration with site teams promote student access and achievement through on-going training and collaboration.

**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.)**

Administer, interpret, and provide informal (criterion referenced/UDL) and/or formal (standardized) assessments to determine the need for assistive technology. Provide written reports as needed. Use the results of the assessments to advise and assist site teams with the development of the assistive technology solutions and supports. **E**

Identify and facilitate assistive technology based solutions and supports to students with divergent learning needs. Supports may include devices, software, peripherals, universal design for learning, and accommodations or modifications that support student access to curriculum. **E**

Provide a range of services which includes direct instruction, consultation, mentoring, coaching, monitoring, and/or technical support services as identified by assessed student needs and in accordance with eligibility requirements and applicable law. **E**

Collaborate to provide professional development to site teams on how to implement the use of assistive technology devices within the student's school environment. **E**

Provide technical support as needed to site teams on how to troubleshoot, use, and utilize assistive devices. **E**

Communicate with site team members to support student use of assistive devices based on student and staff need. **E**  
Attend meetings as requested to support student access to curriculum and meaningful learning. **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**

Prepare and maintain required records and reports related to the assignment and enter information and data onto various district platforms. These records and reports would include but not be limited to those required by district, state, and federal guidelines and regulations. **E**

Participate in and record job related time accounting as applicable onto district platform. **E**

Attend staff meetings; participate in related workshops, seminars, and conferences. **E**

Perform related duties as assigned.

#### **EDUCATION AND EXPERIENCE:**

Required: Any combination equivalent to a bachelor's degree preferably in the areas of education, special Education (disability), educational technology, rehabilitation services, rehabilitation engineering or assistive technology.

Preferred: Any combination equivalent to a Master's degree preferably in the areas of education, special education (disability), educational technology, rehabilitation services, rehabilitation engineering, or assistive technology.

A minimum of 2 years of experience working in a special education setting providing assistive technology services that provide access to curriculum and meaningful learning.

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

Required: At least one of the following:  
Valid Education Specialist Credential.  
Valid Speech-Language Pathology Services Credential  
Valid Speech Language Pathology Assistant License  
Valid Clinical or Rehabilitative Services Credential  
Valid Pupil Personnel Services Credential

**AND**

Valid RESNA Rehabilitation Engineering and Assistive Technology Society of North America granted Assistive Technology Professional (ATP) certification or Completion of a certificate or degree program in assistive technology from an accredited college or university.

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

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

- IDEA and applicable California Education Code as it relates to providing assistive technology services to students.
- Evidence/research based, peer-reviewed, and defensible assessment practices for assistive technology.
- Evidence/research based technology interventions and supports to match assessed student need and address divergent learning.
- Curriculum and standards for students PK-22.
- Instructional planning for integration of assistive technology into a classroom setting.
- Accommodations/modifications in general education.

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

- Work collaboratively with students, parents, educators, administrators, and agency representatives.

- Feature match assessed student needs with assistive technology solutions.
- Make referrals to other community resources, support groups and social service agencies as appropriate.
- Use strategies for resolving differences that may arise as part of the implementation of services.
- Assess student needs and develop viable plans and alternatives.
- Plan, prepare and conduct individual and group training and/or consultation sessions.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Train and provide technical support to assigned staff.
- Prepare and deliver oral presentations.
- Complete work with many interruptions.
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction.
- Meet schedules and time lines.
- Maintain confidentiality of sensitive and privileged information.
- Maintain records and prepare various reports.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a variety of office equipment including a computer and assigned software.
- Maintain consistent, punctual and regular attendance.
- Exchange information and make presentations.
- Read a variety of materials and monitor student behavior.
- Operate a computer. Use interpersonal skills such tact, patience and courtesy.

## **WORKING CONDITIONS:**

### **SAMPLE ENVIRONMENT:**

School site, office environment, or business locations; ability to move between sites during the workday.

### **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; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; lift light objects.

**SAMPLE HAZARDS:** May risk exposure to communicable diseases.