Santa Clara County Office of Education

PUBLIC NOTICE
PERSONNEL COMMISSION AGENDA
REGULAR MEETING #566
NOVEMBER 18, 2026, 10:00 A.M.
BOARD ROOM

I. CALL TO ORDER

II. ROLL CALL
President – Denise Coleman
Vice President – Tomara Hall
Member – Rod Adams

III. APPROVAL OF AGENDA #566 – November 18, 2026 .....ACTION

IV. APPROVAL OF MINUTES
A. Regular Meeting #565 – October 14, 2026.....ACTION

V. HEARING OF PERSONS DESIRING TO ADDRESS THE COMMISSION
At this time, members of the public may address the Commission on any issue within the subject matter jurisdiction of the Commission that is not listed on this agenda.

VI. NEW BUSINESS

A. Approval / Ratification of Classification Specification Revision.....ACTION
    a. Deputy Superintendent – Business and Operations

B. Approval / Ratification of Establishing Classification, Associated Classification Specification and Recommending Salary Range .....ACTION
    a. Manager – Labor Relations, LT Range 12

C. Approval / Ratification of Establishing Classification, Associated Classification Specification and Recommending Salary Range .....ACTION
    a. Labor Relations Analyst, LT Range 10

D. Approval / Ratification of Establishing Classification, Associated Classification Specification and Recommending Salary Range .....ACTION
    a. Labor Relations Support Specialist, LT Range 8

E. Approval / Ratification of Recommendations Regarding Incumbent Reclassification Requests..... .....ACTION

F. Classification Study Findings and Recommendations Regarding Incumbent Reclassification Request.....INFORMATION

G. Personnel Commission Annual Report 2025-2026 .....ACTION

NOTE: This agenda will be posted on County Office of Education bulletin boards. Additional information regarding items on this agenda is available from Classified Personnel Services. Personnel Commission reserves the right to receive issues that are brought up from the floor and refer them to staff for further attention. Oral presentations to the Personnel Commission are limited to five (5) minutes.

H. Approval / Ratification of Establishing and/or Extending Eligibility Lists .....ACTION

I. Monthly Vacancy Status Report ..... INFORMATION

VII. SECRETARY'S REPORT

VIII. FUTURE MEETINGS OR DISCUSSION ITEMS (Next Meeting: December 9, 2026)

IX. ADJOURNMENT

NOTE: This agenda will be posted on County Office of Education bulletin boards. Additional information regarding items on this agenda is available from Classified Personnel Services. Personnel Commission reserves the right to receive issues that are brought up from the floor and refer them to staff for further attention. Oral presentations to the Personnel Commission are limited to five (5) minutes.

Santa Clara County Office of Education

PERSONNEL COMMISSION
REGULAR MEETING #565
OCTOBER 14, 2026, 10:00 A.M.
UNAPPROVED MINUTES

I. CALL TO ORDER

The meeting was called to order by President Denise Coleman at 10:02 a.m.

II. ROLL CALL

MEMBERS PRESENT	STAFF PRESENT
Denise Coleman, President	Marisa Perry
Tomara Hall, Vice President	Yasmeen Husain
Rod Adams, Member	Alice Serraon
	Norma Leanos
	Shahana Shah

OTHERS PRESENT	
Dr. Kanika White	Linda Nguyen
Rebecca Carlton	Meg Reilly
Rashid Herd	

III. APPROVAL OF AGENDA

MOTION #565-1: The Commission approved Agenda #565, October 14, 2026, moved by Mr. Rod Adams, and seconded by Ms. Denise Coleman.
MOTION #565-1: carried unanimously.

IV. APPROVAL OF MINUTES

MOTION #565-2: The Commission approved the Minutes for the Personnel Commission Regular Meeting #564, September 9, 2026, moved by Mr. Rod Adams, and seconded by Ms. Denise Coleman.
MOTION #565-2: carried unanimously.

V. HEARING OF PERSONS DESIRING TO ADDRESS THE COMMISSION OR TO PRESENT PETITIONS

There was one public comment from Meg Reilly.

VI. NEW BUSINESS

A. Approval of Classification Specification Revision

MOTION #565-3: The Commission approved revising the Print Production Coordinator classification, moved by Mr. Rod Adams, and seconded by Ms. Denise Coleman.
MOTION #565-3: carried unanimously.

B. Classification Study Findings and Recommendations Regarding Incumbent Reclassification Requests

Director Perry provided an overview of the classification study initiated in 2023-24 and conducted by School Employers Association of California (SEAC). Based on the study's findings, it was determined that the positions presented on the agenda remain appropriately allocated to their current classifications. The classification study findings and determinations will be submitted to the Personnel Commission for consideration and approval at the November 2026 meeting.

C. Personnel Commission Annual Report 2025-2026 (First Draft)

An Annual Report is prepared each year summarizing the activities of the Commission's staff during the preceding fiscal year. A draft of the 2025-2026 Annual Report was presented for Commission review. The final version of the Annual Report will be presented for approval at the November 2026 Personnel Commission meeting.

D. Approval/Ratification of Establishing and/or Extending Eligibility Lists

MOTION #565-4: The Commission approved and/or ratified the Eligibility Lists listed within Personnel Commission Agenda #553, moved by Mr. Rod Adams, and seconded by Ms. Denise Coleman. **MOTION #565-4:** carried unanimously.

E. Monthly Vacancy Status Report – October 14, 2026

Director Perry reported on the Monthly Vacancy Status and positions filled. The Commission accepted the report as delivered.

VII. SECRETARY'S REPORT

Director Perry reported the following:

- The Classified Personnel Services Annual Team Retreat is scheduled for October 20, 2026.
- Information on the Appeal of Disciplinary Action was provided to the Personnel Commissioners. Due to limited availability of both parties in November and December, the hearing is being scheduled for January 2027. The Personnel Commission will also need to determine whether to appoint a hearing officer or conduct the hearing itself.

The commissioners have indicated their availability on January 21, 2027. President Coleman suggested that the Commission discuss the use of a hearing officer at the next regular meeting.

VIII. FUTURE MEETINGS OR DISCUSSION ITEMS

The next Personnel Commission regular meeting is scheduled for Wednesday, November 18, 2026, at 10:00 a.m.

IX. ADJOURNMENT

The meeting adjourned at 10:23 a.m.

Respectfully submitted,

Marisa Perry
Ex-Officio Secretary, Personnel Commission

AGENDA ITEM VI – A (NEW BUSINESS – ACTION)

APPROVAL / RATIFICATION OF
CLASSIFICATION SPECIFICATION REVISION

BACKGROUND

The Business, Facilities and Operations Division proposes revising the Deputy Superintendent – Business and Operations job description to better reflect the needs of the position. The revisions add responsibility for the oversight of the Technology and Data Services Division, and update responsibilities and duties related to strategic planning, fiscal oversight, technology systems, governance support, emergency preparedness, and operational services. The knowledge and abilities section has also been updated to reflect current expectations related to technology leadership, organizational operations, business services, and fiscal management

A copy of the classification specification is enclosed.

Table 1 Summary Report

Classification	Revisions
Deputy Superintendent – Business and Operations	• Basic Function • Update to knowledge and abilities sections • Update to required education and experience

RECOMMENDATION

1. Approve revising the following classification specification:
    a. Deputy Superintendent – Business and Operations
2. Approval shall be effective November 18, 2026

SANTA CLARA COUNTY OFFICE OF EDUCATION
Personnel Commission

CLASS TITLE: DEPUTY SUPERINTENDENT - BUSINESS AND OPERATIONS

BASIC FUNCTION:

Under the direction of the County Superintendent of Schools, the Deputy Superintendent - Business and Operations leads strategy, operations, and performance of the Technology & Data Services and Business, Facilities & Operations Divisions of the County Office of Education and acts for, represents, and exercises the authority of the Superintendent as assigned. Hierarchically, the Deputy Superintendent - Business and Operations is the second-in-command of all Santa Clara County Office of Education (SCCOE) functions after the Superintendent.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

- Participates as a member of the Superintendent's Cabinet and strategic leadership team in the overall planning and direction of County Office functions and services; advises the Superintendent regarding resource allocation, organizational priorities, program opportunities, and strategies to enhance service delivery.
- Serves as second-in-command to the Superintendent; acts on behalf of the Superintendent as assigned, including assuming executive oversight of all functions in the Superintendent's absence.
- Plans, organizes, controls, and directs the operations and activities of the Technology and Data Services and Business Services Divisions, including District Financial Services, Internal Business Services, Facilities Planning, Maintenance and Operations, and Risk Management.
- Oversees and participates in financial activities including the development of fiscal policies; budget preparation, review, and control; accounting, payroll, and financial reporting systems; and certification of State and federal reports.
- Provides leadership and oversight of district financial advisory services, auditing functions, payroll services, pension reporting, and legal advisory services; ensures effective support to school districts in fiscal management and compliance.
- Assures compliance with applicable laws, codes, and regulations including Education Code, AB 1200/2756 oversight requirements, Local Control Accountability Plans (LCAP), and other state and federal fiscal mandates; exercises statutory fiscal oversight and intervention authority over local school districts, including recommending state emergency loans, assigning fiscal advisors or FCMAT teams, and executing stay-and-rescind actions on non-compliant district budgets.
- Leads the development, implementation, and continuous improvement of business systems, including budgeting, accounting, payroll, financial data systems, IT infrastructure, enterprise

application, cybersecurity, and instructional technology operations to maximize operational efficiency and effectiveness.

- Coordinates information and resources to ensure efficient and effective operations; serves as a liaison among County Office departments, school districts, governmental agencies, and external partners to resolve issues and facilitate services.
- Develops, implements, and evaluates policies, procedures, and operating standards to ensure consistent, compliant, and effective fiscal and operational practices across the organization.
- Provides consultation, technical expertise, and financial analysis to the Superintendent, executive leadership, and district personnel on fiscal issues, negotiations, program costs, and long-term financial planning.
- Monitors and evaluates division programs, services, and fiscal operations for effectiveness, efficiency, and alignment with organizational goals; recommends and implements improvements as needed.
- Develops and administers division budgets; allocates resources, authorizes expenditures, and ensures fiscal accountability in accordance with established policies and limitations.
- Directs and manages district and county capital financing strategies, including bond issuances, Certificates of Participation (COPs), Tax and Revenue Anticipation Notes (TRANs), and long-term capital facility funding models.
- Directs central procurement, public bidding compliance, contracting procedures, material inventory, and warehousing/mail operations
- Directs county-wide special education and alternative education student transportation networks, vehicle fleet maintenance, and transportation safety compliance.
- Serves as the primary liaison and advocate for county school districts on business and fiscal matters with local, state, and federal agencies, including the California Department of Education.
- Represents the County Office in meetings with governmental agencies, professional organizations, and community groups; makes presentations regarding fiscal policies, programs, and initiatives.
- Coordinates and supports governance-related functions, including serving as staff to the County Committee on School District Organization and assisting with matters such as trustee area elections, district reorganizations, and boundary changes; attends all County Board of Education meetings, provides direct advisory support to the Board and its subcommittees (e.g., Audit and Budget Committees), and leads the development and revision of formal Boart policies and bylaws.
- Oversees emergency preparedness, risk management, safety, and continuity of operations planning to ensure organizational readiness and compliance; leads environmental health and safety (EHS) programs, regional disaster response, climate adaptation strategies, and environmental sustainability initiatives across County facilities.
- Supervises and evaluates assigned staff and executive leaders; participates in recruitment, selection, training, and professional development; administers performance management and disciplinary processes as needed.

- Serves as executive lead on economic topics, financial analyses, and contract articles for bargaining team management as designated in labor negotiations.
- Monitors and serves as a resource over local district and charter school fiscal viability.
- Prepares and directs the preparation of reports, records, and communications related to financial, operational, and program activities.
- Maintains current knowledge of laws, regulations, and trends in school business, public administration, and fiscal management; provides guidance and training to internal staff and school district personnel as appropriate.

OTHER DUTIES:

- Performs other duties as assigned to ensure the efficient and effective operation of the County Office.

KNOWLEDGE, ABILITIES AND COMPETENCIES:

KNOWLEDGE OF:

- Principles and techniques of leadership, organization, supervision, budgeting, personnel administration and management.
- Principles and practices of public sector financial management, budgeting, accounting, and auditing; school district and county office operations; applicable federal and state laws and regulation.
- Laws, rules, regulations relating to school districts and County Office of Education business activities.
- Principles, practices, and techniques of program and policy development, implementation, monitoring and control.
- Operating programs and guidelines of California's FCMAT (Fiscal Crisis and Management Team) or comparable system operating in another state, and AB1200 and AB2756 responsibilities for county school office oversight of school districts, including statutory intervention mechanisms and fiscal trustee procedures.
- Facilities planning and funding, capital debt financing (bonds, COPs, TRANs), Maintenance and Operations, Information Technology infrastructure, Student Transportation networks, Purchasing and Contracts Management, Environmental Health & Safety (EHS), and Risk Management.
- Collective bargaining strategies, processes, and economic analysis techniques.
- Computer systems and standard office technologies, including pertinent software applications.

ABILITY TO:

- Effectively plan, organize, direct, coordinate and evaluate the programs and services of assigned areas of responsibility, including a broad range of diverse functions and responsibilities.
- Make effective decisions and resolve problems affecting complex and sensitive areas and situations and effectively explain and defend decisions.
- Exercise sound judgment and recognize political and priority implications related to programs and strategies.
- Demonstrate leadership, interpersonal consensus building, and communication skills.
- Establish and maintain effective working relationships with County Office and district leadership, staff, parents, community agencies, individuals and groups.

- Exercise tact, diplomacy and recognize political and priority implications in developing and implementing programs and strategies.
- Prepare, analyze, and present complex financial, technical, and operational information clearly and effectively to a variety of audiences.
- Establish priorities and evaluate the effectiveness of programs and services on an ongoing basis.
- Function as a positive, contributing member of an education team.

LEADERSHIP TEAM COMPETENCIES:

- Develops and fosters effective individuals and teams.
- Operationalizes the organizational vision, mission, goals, shared values, and guiding principles.
- Demonstrates emotional intelligence.
- Models inclusive, effective, and authentic communication.
- Applies understanding of how identities and experiences influence access and opportunity to inform practices and decisions.
- Builds and sustains positive, trusting relationships.
- Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

Education and experience that provide the required knowledge, skills, and abilities for the position, typically include:

- Master's degree in accounting, business administration, public administration, education administration, or related field; and
- Eight (8) years of senior-level administrative or management experience leading a variety of disciplines within the business functions within a county office of education, school district, municipal, state, or federal agency, or public agency, including at least four (4) years as a Chief Business Official.
- Experience as a business or fiscal director in a large California school district or county office of education preferred.
- An earned Doctorate (Ed. D. or Ph.D.) in Educational Leadership, Business Administration, Public Administration, or a related field is highly desirable.

LICENSES AND OTHER REQUIREMENTS:

- Possession of a California Chief Business Official Certificate or obtain the certificate within eighteen (18) months of employment.
- Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

- Indoor office environment.
- The incumbent in this position will be required to work hours beyond the normal workday and participate in meetings, conferences and professional development activities locally and outside the area; frequent driving of a car and periodic travel will also be required.

PHYSICAL DEMANDS:

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.
- Hearing and speaking to exchange information.
- Participate in meetings and events for extended periods of time.

HAZARDS:

- Slipping, tripping, falling.
- Ergonomic injuries, repetitive motion injuries, eye strain.
- Indoor air pollution

Disaster Service Worker

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. *Ca. Gov. Code § 3100*

Approved by Personnel Commission: June 10, 2026
Revised: 11/18/26

Marisa Perry Date: 11/18/26
Director III – HR / Classified Personnel Services

SANTA CLARA COUNTY OFFICE OF EDUCATION
Personnel Commission

CLASS TITLE: DEPUTY SUPERINTENDENT - BUSINESS AND OPERATIONS

BASIC FUNCTION:

Under the direction of the County Superintendent of Schools, the Deputy Superintendent - Business and Operations leads strategy, operations, and performance of the Technology & Data Services and Business, Facilities & Operations Divisions of the County Office of Education and acts for, represents, and exercises the authority of the Superintendent as assigned. Hierarchically, the Deputy Superintendent - Business and Operations is the second-in-command of all Santa Clara County Office of Education (SCCOE) functions after the Superintendent.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

- Participates as a member of the Superintendent's Cabinet and strategic leadership team in the overall planning and direction of County Office functions and services; advises the Superintendent regarding resource allocation, organizational priorities, program opportunities, and strategies to enhance service delivery.

- Serves as second-in-command to the Superintendent; acts on behalf of the Superintendent as assigned, including assuming executive oversight of all functions in the Superintendent's absence.

- Plans, organizes, controls, and directs the operations and activities of the Technology and Data Services and Business Services Divisions, including District Financial Services, Internal Business Services, Facilities Planning, Maintenance and Operations, and Risk Management.

- Oversees and participates in financial activities including the development of fiscal policies; budget preparation, review, and control; accounting, payroll, and financial reporting systems; and certification of State and federal reports.

- Provides leadership and oversight of district financial advisory services, auditing functions, payroll services, pension reporting, and legal advisory services; ensures effective support to school districts in fiscal management and compliance.

- Assures compliance with applicable laws, codes, and regulations including Education Code, AB 1200/2756 oversight requirements, Local Control Accountability Plans (LCAP), and other state and federal fiscal mandates~~.~~; exercises statutory fiscal oversight and intervention authority over local school districts, including recommending state emergency loans, assigning fiscal advisors or FCMAT teams, and executing stay-and-rescind actions on non-compliant district budgets.

- Leads the development, implementation, and continuous improvement of business systems, including budgeting, accounting, payroll, ~~and~~ financial data systems, IT infrastructure, enterprise application, cybersecurity, and instructional technology operations ~~in coordination with technology services~~ to maximize operational efficiency and effectiveness.

- Coordinates information and resources to ensure efficient and effective operations; serves as a liaison among County Office departments, school districts, governmental agencies, and external partners to resolve issues and facilitate services.

- Develops, implements, and evaluates policies, procedures, and operating standards to ensure consistent, compliant, and effective fiscal and operational practices across the organization.

- Provides consultation, technical expertise, and financial analysis to the Superintendent, executive leadership, and district personnel on fiscal issues, negotiations, program costs, and long-term financial planning.

- Monitors and evaluates division programs, services, and fiscal operations for effectiveness, efficiency, and alignment with organizational goals; recommends and implements improvements as needed.

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- Directs and manages district and county capital financing strategies, including bond issuances, Certificates of Participation (COPs), Tax and Revenue Anticipation Notes (TRANs), and long-term capital facility funding models.

- Directs central procurement, public bidding compliance, contracting procedures, material inventory, and warehousing/mail operations

- Directs county-wide special education and alternative education student transportation networks, vehicle fleet maintenance, and transportation safety compliance.

- Serves as the primary liaison and advocate for county school districts on business and fiscal matters with local, state, and federal agencies, including the California Department of Education.

- Represents the County Office in meetings with governmental agencies, professional organizations, and community groups; makes presentations regarding fiscal policies, programs, and initiatives.

- Coordinates and supports governance-related functions, including serving as staff to the County Committee on School District Organization and assisting with matters such as trustee area elections, district reorganizations, and boundary changes~~.~~; attends all County Board of Education meetings, provides direct advisory support to the Board and its subcommittees (e.g., Audit and Budget Committees), and leads the development and revision of formal Boart policies and bylaws.

- Oversees emergency preparedness, risk management, safety, and continuity of operations planning to ensure organizational readiness and compliance~~.~~; leads environmental health and

safety (EHS) programs, regional disaster response, climate adaptation strategies, and environmental sustainability initiatives across County facilities.

- Supervises and evaluates assigned staff and executive leaders; participates in recruitment, selection, training, and professional development; administers performance management and disciplinary processes as needed.

- ~~Participates in collective bargaining processes and provides financial analysis and support for labor negotiations.~~

- Serves as executive lead on economic topics, financial analyses, and contract articles for bargaining team management as designated in labor negotiations.

- **Monitors and serves as a resource over local district and charter school fiscal viability.**

- Prepares and directs the preparation of reports, records, and communications related to financial, operational, and program activities.

- Maintains current knowledge of laws, regulations, and trends in school business, public administration, and fiscal management; provides guidance and training to internal staff and school district personnel as appropriate.

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- Performs other duties as assigned to ensure the efficient and effective operation of the County Office.

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- Laws, rules, regulations relating to school districts and County Office of Education business activities.
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- Operating programs and guidelines of California's FCMAT (Fiscal Crisis and Management Team) or comparable system operating in another state, and AB1200 and AB2756 responsibilities for county school office oversight of school districts~~.~~, including statutory intervention mechanisms and fiscal trustee procedures.
- Facilities planning and funding, capital debt financing (bonds, COPs, TRANs), Maintenance and Operations, Information Technology infrastructure, Student Transportation networks, Purchasing and Contracts Management, Environmental Health & Safety (EHS), and Risk Management.
- Collective bargaining strategies ~~and,~~ processes, and economic analysis techniques.

- Computer systems and standard office technologies, including pertinent software applications.

ABILITY TO:

- Effectively plan, organize, direct, coordinate and evaluate the programs and services of assigned areas of responsibility, including a broad range of diverse functions and responsibilities.
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EDUCATION AND EXPERIENCE:

Education and experience that provide the required knowledge, skills, and abilities for the position, typically including:

- Master's degree in accounting, business administration, public administration, education administration, or related field; and
- Eight (8) years of senior-level administrative or management experience leading a variety of disciplines within the business functions within a county office of education, school district, municipal, state, or federal agency, or public agency, including at least ~~two (2)~~ four (4) years as a Chief Business Official.
- Experience as a business or fiscal director ~~Chief Business Official~~ in a large California school district or county office of education preferred.
- An earned Doctorate (Ed. D. or Ph.D.) in Educational Leadership, Business Administration, Public Administration, or a related field is highly desirable.

LICENSES AND OTHER REQUIREMENTS:

- Possession of a California Chief Business Official Certificate or obtain the certificate within eighteen (18) months of employment.
- Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

- Indoor office environment.
- The incumbent in this position will be required to work hours beyond the normal workday and participate in meetings, conferences and professional development activities locally and outside the area; frequent driving of a car and periodic travel will also be required.

PHYSICAL DEMANDS:

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.
- Hearing and speaking to exchange information.
- Participate in meetings and events for extended periods of time.

HAZARDS:

- Slipping, tripping, falling.
- Ergonomic injuries, repetitive motion injuries, eye strain.
- Indoor air pollution

Disaster Service Worker

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. *Ca. Gov. Code § 3100*

Approved by Personnel Commission: June 10, 2026
Revised: 11/18/26

_____ _____

Marisa Perry
Director III – HR / Classified Personnel Services

Date: 11/18/26

AGENDA ITEM VI – B-D (NEW BUSINESS – ACTION)

APPROVAL / RATIFICATION OF ESTABLISHING CLASSIFICATION, ASSOCIATED CLASSIFICATION SPECIFICATION AND RECOMMENDING SALARY RANGE

BACKGROUND

The Personnel Services Division proposes the establishment of a Labor Relations department to support the increasing complexity and volume of labor and employee relations matters across SCCOE. The proposed classifications establish an organizational structure consisting of management, professional analytical, and specialized administrative support classifications designed to provide coordinated services in the areas of labor relations, employee relations, workplace investigations, grievance administration, contract interpretation, disciplinary processes, complaint response, administrative proceedings, disability accommodations, and collective bargaining support

All three proposed classifications are designated as confidential pursuant to Government Code section 3540.1(c) as incumbents may regularly access, develop, and/or be entrusted with information relating to labor relations, including collective bargaining strategies, negotiations, grievances, and other employer-employee relations matters, the disclosure of which would compromise the Office's position in labor negotiations.

The proposed classifications are presented on the following pages.

AGENDA ITEM VI – B

It is proposed to establish the Manager – Labor Relations to provide management-level leadership and oversight of labor and employee relations programs within the Human Resources Division. This position will report to the Director – Labor Relations (certificated position) and will oversee labor relations activities, including grievance administration, contract interpretation, workplace investigations, disciplinary and performance management processes, disability accommodation matters, complaint resolution, and labor-management relations; provide consultation to supervisors and administrators on employment-related matters; support compliance with applicable laws and negotiated agreements; and supervise staff assigned to labor and employee relations functions

Based on the concept of the classification, and an audit of similar positions, to ensure a robust internal structure, the salary range for Manager – Labor Relations is recommended at Range 12 of the Leadership Team salary schedule.

A copy of the classification specification is enclosed.

TITLE	RANGE	ANNUAL PAY	EDUCATION	EXPERIENCE
Budget Analyst	12	$143,710.56 - $183,414.24	BA	4 YRS
Manager - Labor Relations	**12**	**$143,710.56 - $183,414.24**	**BA**	**4 YRS**
Manager - Risk & Liability	12	$143,710.56 - $183,414.24	BA	5 YRS
Manager - Purchasing Services	12	$143,710.56 - $183,414.24	BA	5 YRS

RECOMMENDATION

1. Approve establishing the following classification, associated classification specification and salary range:
    a. Manager – Labor Relations, LT – Range 12
2. Approval shall be effective November 18, 2026

SANTA CLARA COUNTY OFFICE OF EDUCATION
Personnel Commission

CLASS TITLE: MANAGER – LABOR RELATIONS

BASIC FUNCTION:

Under the direction of the Director – Labor Relations, provides professional labor relations and employee relations services in support of SCCOE operations; assists in the administration of labor relations programs and activities including grievance administration, labor agreement interpretation, workplace investigations, disciplinary and performance management processes, disability accommodation and interactive process matters, complaint response, conflict resolution, and labor-management relations; provides consultation and guidance to supervisors, managers, and administrators regarding employment-related matters; conducts research and analysis, develops recommendations, and supports compliance with applicable laws, regulations, policies, procedures, and negotiated agreements; and coordinates and participates in hearings, administrative proceedings, training activities, and other labor and employee relations initiatives; and supervises professional, technical, and administrative staff assigned to labor and employee relations functions.

DISTINGUISHING CHARACTERISTICS:

The Manager – Labor Relations classification is the advanced professional-level classification in the labor relations series. Incumbents independently perform complex and sensitive labor relations and employee relations work requiring specialized knowledge of public-sector labor relations, employment law, workplace investigations, grievance administration, disciplinary processes, and labor agreement interpretation. Assignments require substantial independent judgment, analysis, and discretion in advising supervisors and administrators regarding complex employment matters.

This classification is distinguished from the Director – Labor Relations in that the Director has overall responsibility for planning, organizing, directing, and evaluating SCCOE's labor relations and employee relations programs, establishing labor-relations strategy, leading collective bargaining activities, supervising assigned staff, and providing executive-level consultation and recommendations**.**

This position is designated as confidential pursuant to Government Code section 3540.1(c). Incumbents may regularly access, develop, and/or be entrusted with information relating to labor relations, including collective bargaining strategies, negotiations, grievances, and other employer-employee relations matters, the disclosure of which would compromise the Office’s position in labor negotiations.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

- Coordinates and administers labor relations and employee relations activities, including grievance administration, contract interpretation, workplace investigations, disciplinary matters, complaint resolution, and labor-management relations.

- Conducts complex and sensitive workplace investigations involving employee misconduct, policy violations, discrimination, harassment, retaliation, and other employment-related matters; meets with employees, employee representatives, supervisors, and administrators to obtain and provide information; gathers and analyzes evidence, interviews witnesses, prepares investigative reports, determines findings, and recommends corrective actions

- Coordinates and monitors the procedural aspects of employee disciplinary actions, including review of supporting documentation, compliance with applicable laws, personnel rules, policies, procedures, and negotiated agreements; assists in the preparation of disciplinary notices and related materials and provides guidance regarding due process requirements.

- Administers employee grievance processes, including contract interpretation, procedural compliance, investigation, response preparation, hearing coordination, and resolution; provides guidance regarding the application of negotiated agreements, policies, procedures, and employment practices.

- Represents the organization, as assigned, in administrative proceedings, appeals, mediations, arbitrations, and related employment matters; prepares case materials, coordinates supporting documentation and witnesses, conducts research and analysis, and assists with case management, settlement discussions, and resolution activities.

- Consults with supervisors, managers, and administrators regarding employee relations matters, performance management, corrective action, disciplinary processes, complaint resolution, documentation standards, and applicable employment laws, regulations, and policies.

- Participates in, coordinates, and may facilitate disability accommodation requests and interactive process activities; provides guidance regarding employment-related implications, collaborates with relevant stakeholders, and assists in ensuring compliance with applicable federal and state laws.

- Interprets and applies collective bargaining agreements, personnel rules, Board policies, administrative regulations, and federal and state employment laws; provides recommendations regarding labor and employee relations matters.

- Analyzes labor and employee relations issues and develops recommendations that support legal compliance, organizational effectiveness, and positive workplace relationships.

- Assists in the administration of negotiated agreements, memoranda of understanding, side letters, and related employment agreements; researches issues, prepares documentation, and recommends solutions regarding contract administration and interpretation.

- Participates in labor-management meetings and discussions with employee organizations; assists in identifying, evaluating, and resolving labor relations issues.

- Supports collective bargaining activities, including research, data collection, proposal development, costing analysis, contract language review, preparation of supporting materials, and participation on negotiating teams as assigned.

- Coordinates and participates in mediation, arbitration, appeals, administrative hearings, and other employment-related proceedings; prepares case files, supporting documentation, witness information, reports, and recommendations.

- Assists in the preparation of responses to administrative complaints, charges, investigations, and inquiries from federal, state, and local agencies; researches issues, gathers and analyzes documentation, prepares reports and supporting materials, and coordinates information necessary for review, response, and resolution of employment-related matters.
- Serves as a liaison with employees, supervisors, administrators, legal counsel, employee organizations, and outside agencies regarding labor and employee relations matters.
- Develops, recommends, and assists with the implementation of labor relations and employee relations policies, procedures, practices, and programs.
- Designs, coordinates, and delivers training related to labor relations, employee relations, contract administration, workplace investigations, performance management, conflict resolution, and compliance with employment laws and organizational policies.
- Facilitates conflict resolution efforts and supports alternative dispute resolution processes to address workplace concerns and maintain productive working relationships.
- Analyzes labor relations, employee relations, complaint, grievance, and investigation data; identifies trends, emerging issues, organizational risks, and opportunities for improvement; develop recommendations and preventive strategies.
- Conducts research regarding labor relations trends, employment law developments, administrative decisions, and best practices; prepares reports, recommendations, and related materials.
- Maintains confidential records, documentation, and case files related to labor relations and employee relations matters.
- Coordinates and participates in special projects related to assigned areas of responsibility.
- Attends and conducts a variety of meetings as assigned; represents the department at a variety of meetings, conferences, hearings, presentations, and workshops; serves as the liaison for the Office for the array of services and functions assigned to the department.
- Supervises and evaluates the performance of assigned staff; establishes and enforces work standards and performance expectations for staff; coordinates, trains, provides work direction, and guidance to staff, including delegating, distributing, prioritizing, and reviewing work; counsels and evaluates assigned staff.

OTHER DUTIES:

- Performs other duties as assigned.

KNOWLEDGE, ABILITIES AND COMPETENCIES:

KNOWLEDGE OF:

- Principles, practices, and trends of public-sector labor relations and employee relations.
- Workplace investigation principles, interviewing techniques, evidence gathering, report preparation, and complaint resolution practices
- Grievance administration, conflict resolution, mediation, arbitration, and alternative dispute resolution processes**.**

- Federal and California employment laws, regulations, and administrative requirements affecting public employers.
- Federal and California laws, regulations, and requirements related to disability accommodations, workplace accommodations, and interactive process obligations.
- Legal principles, concepts, procedures, research methods, and sources used to identify and evaluate labor relations, employment law, administrative, and regulatory developments
- Personnel policies, administrative regulations, procedures, negotiated agreements, and contract administration practices.
- Principles and practices of collective bargaining, collective bargaining agreement administration, and contract interpretation.
- Records management practices, and standards for maintaining confidential personnel and investigation records.
- Federal, state, and case law on due process, progressive discipline, and termination for cause.
- Methods of training, program planning, and group facilitation.
- Principles and practices of employee relations, leadership, supervision, training, coaching, and performance evaluation.
- Administrative hearing, appeal, mediation, arbitration, and complaint-resolution processes.
- Effective oral and written communication techniques.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

ABILITY TO:

- Maintain current knowledge of labor relations trends, employee relations practices, employment law developments, and relevant administrative and judicial decisions.
- Interpret and apply laws, regulations, policies, procedures, personnel rules, and negotiated agreements.
- Analyze complex information, identify relevant facts, evaluate alternatives, and develop sound recommendations and solutions.
- Interpret and apply laws, regulations, policies, and procedures related to disability accommodations and interactive process requirements.
- Exercise independent judgment and discretion in handling sensitive, confidential, and politically sensitive matters.
- Assess risk and identify potential labor relations, employee relations, and compliance concerns.
- Establish and maintain cooperative and effective working relationships with others.
- Gather, organize, analyze, and present information in a clear, concise, and logical manner.
- Facilitate discussions, resolve conflicts, and promote collaborative problem-solving among individuals with differing viewpoints.
- Conduct interviews and obtain accurate, relevant, and reliable information from a variety of sources.
- Interpret facts, evaluate evidence, and reach objective conclusions.
- Plan, organize, and coordinate work independently with minimal supervision.
- Adapt to changing priorities, legal requirements, organizational needs, and workplace circumstances.
- Present information and facilitate meetings, training sessions, and discussions with diverse groups.
- Build trust and credibility while maintaining neutrality and objectivity in employment-related matters.

- Utilize technology, databases, and software applications to research, organize, analyze, and communicate information.
- Maintain confidentiality and handle sensitive information with professionalism and discretion.
- Communicate effectively both orally and in writing.
- Operate a computer, assigned office equipment, and software applications related to assigned duties.

LEADERSHIP TEAM COMPETENCIES:

- Develops and fosters effective individuals and teams.
- Operationalizes the organizational vision, mission, goals, shared values, and guiding principles.
- Demonstrates emotional intelligence.
- Models inclusive, effective, and authentic communication.
- Applies understanding of how identities and experiences influence access and opportunity to inform practices and decisions.
- Builds and sustains positive, trusting relationships.
- Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

Any combination equivalent to:

- Bachelor's degree in human resources management, psychology, business administration, public administration, education, or closely related field, and
- Four (4) years of increasingly responsible professional experience in labor relations, employee relations, workplace investigations, grievance administration, contract interpretation, employee discipline, administrative proceedings, dispute resolution, or a closely related field.
- A Juris Doctor degree may substitute for two years of experience.

LICENSES AND OTHER REQUIREMENTS:

- Ability to travel to various work locations as required in the performance of assigned duties.
- Juris Doctorate is highly desirable.

WORKING CONDITIONS:

ENVIRONMENT:

- Office environment.

PHYSICAL DEMANDS:

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.
- Hearing and speaking to exchange information.

HAZARDS:

- Contact with dissatisfied or abusive individuals.
- Slipping, tripping, falling.

- Ergonomic injuries, repetitive motion injuries, eye strain.
- Indoor air pollution.

DISASTER SERVICE WORKER

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. *Ca. Gov. Code § 3100*

Approved by Personnel Commission: November 18, 2026



Marisa Perry Date: 11/18/26
Director III – HR / Classified Personnel Services

AGENDA ITEM VI – C

It is proposed to establish the Labor Relations Analyst position to support workplace investigations, grievance administration, disciplinary and performance management processes, complaint response activities, interactive accommodation matters, and labor agreement administration; conduct research and analysis; prepare reports and recommendations; provide technical assistance; maintain confidential records; and support compliance with applicable laws, regulations, policies, procedures, and negotiated agreements.

Based on the concept of the classification, and an audit of similar positions, to ensure a robust internal structure, the salary range for Labor Relations Analyst is recommended at Range 10 of the Leadership Team salary schedule.

A copy of the classification specification is enclosed.

TITLE	RANGE	ANNUAL PAY	EDUCATION	EXPERIENCE
Supervisor - Human Resources	10	$130,349.40 - 166,363.44	BA	3 YRS
Labor Relations Analyst	**10**	**$130,349.40 - 166,363.44**	**BA**	**3 YRS**
Supervisor - Payroll Services	10	$130,349.40 - 166,363.44	BA	3 YRS

RECOMMENDATION

1. Approve establishing the following classification, associated classification specification and salary range:
    a. Labor Relations Analyst, LT – Range 10
2. Approval shall be effective November 18, 2026

SANTA CLARA COUNTY OFFICE OF EDUCATION
Personnel Commission

CLASS TITLE: LABOR RELATIONS ANALYST

BASIC FUNCTION:

Under assigned supervision, performs professional research, analytical, and technical work in support of labor relations and employee relations functions, including workplace investigations, labor agreement administration, disciplinary and performance management matters, complaint response activities, and interactive accommodation processes; gathers and evaluates information, develops and prepares reports and recommendations, maintains confidential records and databases, provides technical assistance regarding labor relations matters, assists with administrative proceedings and regulatory agency responses, and supports training and communication activities to promote compliance with applicable laws, regulations, policies, procedures, and negotiated agreements.

DISTINGUISHING CHARACTERISTICS:

The Labor Relations Analyst is a professional-level classification that performs specialized research, analytical, and technical work in support of labor relations and employee relations functions. Assignments require the application of applicable laws, regulations, policies, procedures, and negotiated agreements, as well as the exercise of judgment, discretion, and analytical skills in gathering, evaluating, and presenting information related to labor and employee relations matters.

This classification is distinguished from the Manager - Labor Relations in that the Manager is responsible for the administration and coordination of labor relations and employee relations programs and activities, supervision of assigned staff, and resolution of more complex and sensitive matters. The Labor Relations Analyst performs professional research, analytical, and technical work in support of labor relations and employee relations functions.

This position is designated as confidential pursuant to Government Code section 3540.1(c). Incumbents may regularly access, develop, and/or be entrusted with information relating to labor relations, including collective bargaining strategies, negotiations, grievances, and other employer-employee relations matters, the disclosure of which would compromise the Office's position in labor negotiations.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

- Conducts research and analysis related to labor relations, employee relations, collective bargaining, disciplinary actions, performance management, workplace investigations, and other employment-related matters.
- Conducts and/or assists with workplace investigations and interactive process activities; gathers and analyzes information, prepares and reviews investigative reports and related documentation, and assists in the development of findings and recommendations.

- Provides information and technical assistance regarding labor relations and employee relations matters; responds to inquiries and refers complex or sensitive issues to higher-level staff as appropriate.
- Gathers, reviews, organizes, and analyzes information and documentation related to workplace investigations, disciplinary matters, grievance administration, labor negotiations, complaint response activities, and other employment-related matters.
- Assists with the preparation and coordination of responses to administrative complaints, charges, investigations, inquiries, hearings, mediations, arbitrations, and other proceedings before federal, state, and local agencies; gathers and analyzes information, prepares supporting documentation, and assists with case management activities.
- Prepares, reviews, and edits reports, correspondence, memoranda, summaries, presentations, training materials, and other written communications related to assigned function.
- Maintains and updates confidential records, databases, tracking systems, calendars, and other information systems related to labor relations, employee relations, investigations, grievances, disciplinary actions, negotiated agreements, and administrative proceedings.
- Assists in the development, coordination, and delivery of training, presentations, workshops, and informational materials related to labor relations, employee relations, and other assigned areas.
- Assists in the preparation, compilation, and dissemination of information and materials for print, electronic, and online publication.
- Attends and participates in meetings, conferences, hearings, presentations, trainings, and workshops related to assigned areas of responsibility; provides information, gathers and communicates information, and assists with follow-up activities as assigned.

OTHER DUTIES:

- Performs other duties as assigned.

KNOWLEDGE, ABILITIES AND COMPETENCIES:

KNOWLEDGE OF:

- Principles, practices, and terminology of labor relations and employee relations.
- Collective bargaining principles and labor agreement administration.
- Federal, state, and local laws, regulations, policies, and requirements affecting labor relations, employee relations, workplace investigations, disciplinary processes, workplace accommodations, and collective bargaining.
- Workplace investigation principles, interviewing techniques, evidence gathering methods, and documentation practices.
- Basic legal terminology, principles, concepts, procedures, and research methods applicable to labor relations, employee relations, employment law, workplace investigations, and administrative proceedings.
- Research methods and sources used to locate, analyze, and evaluate employment law, labor relations, regulatory, and administrative information.
- Grievance administration, dispute resolution, and complaint response processes.

- Interactive process requirements and workplace accommodation principles.
- Records management, document organization, and case file maintenance practices.
- Principles and methods of preparing training materials, presentations, reports, and informational publications.
- Effective oral and written communication techniques.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

ABILITY TO:

- Research, analyze, interpret, and summarize information from a variety of sources and develop sound conclusions and recommendations.
- Interpret and apply applicable laws, regulations, policies, procedures, and negotiated agreements.
- Gather, organize, evaluate, and maintain accurate information, records, and documentation.
- Analyze facts, identify issues, and support the resolution of labor relations and employee relations matters.
- Conduct interviews and obtain relevant information from individuals.
- Prepare clear, concise, accurate and well-organized reports, correspondence, summaries, presentation, and other written materials.
- Provide information and technical assistance regarding labor relations and employee relations processes, procedures, and requirements.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain confidentiality and exercise tact, discretion, sound judgement, and professionalism in sensitive situations.
- Organize and maintain databases, records, case files, and tracking systems.
- Work independently and collaboratively in a team environment.
- Communicate effectively both orally and in writing.
- Operate a computer, assigned office equipment, and software applications related to assigned duties.

LEADERSHIP TEAM COMPETENCIES:

- Develops and fosters effective individuals and teams.
- Operationalizes the organizational vision, mission, goals, shared values, and guiding principles.
- Demonstrates emotional intelligence.
- Models inclusive, effective, and authentic communication.
- Applies understanding of how identities and experiences influence access and opportunity to inform practices and decisions.
- Builds and sustains positive, trusting relationships.
- Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

Any combination equivalent to:

- A bachelor's degree in human resources, labor relations, industrial relations, public administration, business administration, political science, legal studies, paralegal studies, or a related field and
- Three (3) years' experience in labor relations, employee relations, workplace investigations,

human resources, employment law, administrative proceedings, or a closely related field involving research, fact-finding, analysis, and report preparation.
- A Juris Doctorate degree may substitute for two years of experience.

LICENSES AND OTHER REQUIREMENTS:

- Ability to travel to various work locations as required in the performance of assigned duties.
- Paralegal certification is highly desirable.

WORKING CONDITIONS:

ENVIRONMENT:
- Office environment.

PHYSICAL DEMANDS:
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.
- Hearing and speaking to exchange information.

HAZARDS:
- Contact with dissatisfied or abusive individuals.
- Slipping, tripping, falling.
- Ergonomic injuries, repetitive motion injuries, eye strain.
- Indoor air pollution.

DISASTER SERVICE WORKER
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. *Ca. Gov. Code § 3100*

Approved by Personnel Commission: November 18, 2026



Marisa Perry Date: 11/18/26
Director III – HR / Classified Personnel Services

AGENDA ITEM VI - D

It is proposed to establish the Labor Relations Support Specialist position to coordinate and maintain records, case files, databases, schedules, and documentation related to workplace investigations, grievance administration, disciplinary matters, administrative proceedings, regulatory agency responses, and other employment-related activities; monitor timelines and procedural requirements; conduct research; compile information and supporting documentation; prepare correspondence and reports; and provide confidential administrative support for labor and employee relations operation

Based on the concept of the classification, and an audit of similar positions, to ensure a robust internal structure, the salary range for Labor Relations Support Specialist is recommended at Range 8 of the Leadership Team salary schedule.

A copy of the classification specification is enclosed

TITLE	RANGE	ANNUAL PAY	EDUCATION	EXPERIENCE
Executive Assistant	6	$107238.84 - $136,866.12	HS	3 YRS
Senior Executive Assistant	7	$112,600.80 - $143,710.56	HS + COLLEGE	4 YRS
Labor Relations Support Specialist	**8**	**$118,230.48 - $150,895.32**	**HS + COLLEGE**	**3 YRS**
Senior Executive Assistant – County Superintendent of Schools	8	$118,230.48 - $150,895.32	HS + COLLEGE	4 YRS

RECOMMENDATION

1. Approve establishing the following classification, associated classification specification and salary range:
    a. Labor Relations Support Specialist, LT – Range 8
2. Approval shall be effective November 18, 2026

SANTA CLARA COUNTY OFFICE OF EDUCATION
Personnel Commission

CLASS TITLE: LABOR RELATIONS SUPPORT SPECIALIST

BASIC FUNCTION:

Under assigned supervision, performs complex and specialized administrative support duties related to labor relations and employee relations activities; coordinates and maintains records, case files, databases, schedules, and documentation associated with workplace investigations, grievance administration, disciplinary matters, administrative proceedings, regulatory agency responses, and related employment activities; monitors timelines and procedural requirements, conducts research, compiles information and supporting documentation, prepares correspondence and reports, and provides administrative support to assigned staff.

DISTINGUISHING CHARACTERISTICS:

The Labor Relations Support Specialist is a specialized administrative support classification assigned to labor relations and employee relations functions. Incumbents perform confidential administrative support work requiring knowledge of employment-related processes, documentation requirements, records management practices, procedural timelines, and applicable policies and procedures. Assignments involve the coordination and maintenance of records, cases, schedules, and documentation related to labor-relations and employee-relations activities.

This position is designated as confidential pursuant to Government Code section 3540.1(c). Incumbents may regularly access, develop, and/or be entrusted with information relating to labor relations, including collective bargaining strategies, negotiations, grievances, and other employer-employee relations matters, the disclosure of which would compromise the Office's position in labor negotiations.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

- Maintains confidential labor relations and employee relations records, files, documentation, correspondence, and related materials in accordance with established procedures and records retention requirements.
- Establishes, maintains, and updates databases, tracking systems, logs, calendars, and other records related to workplace investigations, grievances, disciplinary matters, labor negotiations, administrative proceedings, complaints, and related activities; prepares routine reports and retrieves information as requested.
- Monitors and tracks case activities, procedural requirements, filing deadlines, response timelines, and documentation requirements associated with labor relations and employee relations matters; notifies appropriate staff regarding upcoming deadlines and required actions.

- Receives, reviews, organizes, indexes, and maintains documents and records related to investigations, grievances, disciplinary matters, complaints, administrative proceedings, labor negotiations, and other employment-related activities.
- Compiles, organizes, and prepares information, records, and supporting documentation for workplace investigations, grievance processes, disciplinary matters, labor negotiations, mediations, arbitrations, hearings, and administrative proceedings.
- Conducts research regarding employment laws, regulations, policies, procedures, negotiated agreements, administrative decisions, and labor relations practices; compiles and summarizes information for review by assigned staff.
- Assists with the preparation and coordination of responses to administrative complaints, charges, investigations, inquiries, hearings, mediations, arbitrations, and other proceedings before federal, state, and local agencies; gathers supporting documentation, organizes case files, prepares exhibits and related materials, and assists with case management and proceeding preparation activities.
- Prepares, formats, proofreads, reviews, and distributes correspondence, memoranda, reports, notices, presentations, summaries, forms, and other documents related to assigned functions; prepares materials from recordings, notes, drafts, and other source documents and ensures accuracy, completeness, and proper use of labor relations, employee relations, and legal terminology.
- Assists in the preparation and distribution of labor negotiations materials, labor-management meeting materials, investigation documents, training materials, presentations, informational resources, and other employment-related communications.
- Receives, screens, and routes telephone calls, correspondence, inquiries, and visitors related to labor relations and employee relations matters; provides information regarding established processes, procedures, forms, and documentation requirements and directs complex, confidential, or sensitive matters to appropriate staff.
- Assists in the coordination of meetings, interviews, hearings, mediations, arbitrations, labor-management meetings, training activities, and other events related to assigned functions.
- Maintains confidentiality of sensitive labor relations, employee relations, disciplinary, investigative, and employment-related information.
- Assists with special projects related to labor relations and employee relations functions and performs related duties as assigned

OTHER DUTIES:

- Performs other duties as assigned.

KNOWLEDGE AND ABILITIES AND COMPETENCIES:

KNOWLEDGE OF:

- Labor relations and employee relations processes and procedures.
- Labor relations, employee relations, and legal terminology, documents, and formats.

- Timelines, documentation requirements, and recordkeeping practices associated with investigations, grievances, disciplinary matters, and administrative proceedings.
- Procedures and practices involved in preparing, processing, filing, and maintaining employment-related, labor relations, investigative, and administrative documents and records.
- Reference sources and materials used to locate and compile information related to employment law, labor relations, policies, procedures, and negotiated agreements.
- Records management, file maintenance, records retention, and document organization practices.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Techniques for preparing documents from notes, drafts, recordings, and other source materials.
- Confidentiality requirements applicable to personnel, labor relations, employee relations, investigative, and administrative records.
- Operation of a computer and assigned software.
- Interpersonal skills using tact, patience and courtesy.
- Effective oral and written communication techniques.

ABILITY TO:

- Maintain confidential and sensitive information with discretion, professionalism, and sound judgment.
- Organize, maintain, retrieve, and monitor records, files, databases, tracking systems, and case-management systems related to labor relations and employee relations activities.
- Compile, analyze, and prepare reports and other information from records, databases, tracking systems, and case-management systems.
- Coordinate and track multiple activities, assignments, timelines, deadlines, and procedural requirements simultaneously.
- Prepare, proofread, edit, format, and process correspondence, reports, forms, summaries, presentations, and other documents with accuracy and attention to detail.
- Compile, organize, review, and maintain information and supporting documentation from a variety of sources.
- Interpret and apply established policies, procedures, recordkeeping requirements, and administrative guidelines.
- Apply labor relations, employee relations, and employment-related terminology, processes, and documentation requirements.
- Respond appropriately to inquiries and provide information regarding established processes, procedures, and documentation requirements.
- Establish and maintain cooperative and effective working relationships with others.
- Communicate effectively, both orally and in writing.
- Identify incomplete, inaccurate, or missing information and follow up with appropriate parties to obtain required documentation.
- Prioritize work, meet schedules and timelines, and adapt to changing priorities and interruptions.
- Work independently with minimal direction and exercise initiative within established guidelines.
- Operate a variety of office equipment including a computer and assigned software.
- Learn applicable employment laws, regulations, policies, procedures, negotiated agreements, and documentation requirements relevant to assigned duties.

LEADERSHIP TEAM COMPETENCIES:

- Develops and fosters effective individuals and teams.
- Operationalizes the organizational vision, mission, goals, shared values, and guiding principles.

- Demonstrates emotional intelligence.
- Models inclusive, effective, and authentic communication.
- Applies understanding of how identities and experiences influence access and opportunity to inform practices and decisions.
- Builds and sustains positive, trusting relationships.
- Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

Any combination equivalent to:

- Graduation from high school supplemented by college-level course work in human resources, labor relations, public administration, business administration, legal studies, paralegal studies, or a related field, and
- Three (3) years of increasingly responsible administrative legal support, labor relations support, employee relations support, human resources support, or closely related experience involving records management, document preparation, research, case tracking, compliance monitoring, or administrative coordination.
- Experience performing legal secretarial or legal support duties in a legal, labor relations, employee relations, human resources, or public-sector environment is highly desirable.

LICENSES AND OTHER REQUIREMENTS:

- Ability to travel to various work locations as required in the performance of assigned duties.

WORKING CONDITIONS:

ENVIRONMENT:

- Office environment.

PHYSICAL DEMANDS:

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.
- Hearing and speaking to exchange information.

HAZARDS:

- Slipping, tripping, falling.
- Ergonomic injuries, repetitive motion injuries, eye strain.
- Indoor air pollution.

Disaster Service Worker

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all

public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. *Ca. Gov. Code § 3100*

Approved by Personnel Commission: November 18, 2026



Marisa Perry Date: 11/18/26
Director III – HR / Classified Personnel Services

AGENDA ITEM VI – E (NEW BUSINESS – ACTION)

APPROVAL / RATIFICATION OF RECOMMENDATIONS
REGARDING INCUMBENT RECLASSIFICATION REQUESTS

BACKGROUND

As part of the classification study initiated in the 2023-24 fiscal year and conducted by the School Employers Association of California (SEAC), a number of employees submitted requests for reclassification. A study of each request was completed to determine whether the positions reviewed had experienced a gradual and substantial accretion of duties and responsibilities sufficient to warrant reclassification. Based on the findings of the studies, it was determined that the positions presented today remain appropriately allocated to their current classifications.

Final reports summarizing the analysis, findings, and recommendations were provided to the affected employees, and employees were afforded an opportunity to submit additional information consistent with Merit System Rules. The recommendations were presented to the Personnel Commission as an information item at the October 14, 2026 meeting. The Personnel Commission is now requested to approve the recommendations and retain positions in their current classifications.

Copies of the Final Reports of Reclassification Request are enclosed.

RECOMMENDATION

1. It is recommended that the Personnel Commission approve the classification study findings and determine that the positions reviewed do not warrant reclassification and shall remain in their current classifications.
2. Approval shall be effective November 18, 2026

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***155
Classification: **Accountant II**
Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	The accountant provides guidance and support to accounting staff in the preparation and review of financial reports, ensuring accuracy and compliance with reporting standards.	From the Job Description: • Works with, provides advice, direction, and consultation to, and participates in training for COE program managers, district management, and staff regarding accounting/attendance/ budget/financial matters, budget preparation, revision and reporting, accounting corrections, appropriateness of transactions, and/or automated accounting/financial systems. • Monitors, analyzes, and/or reviews financial summary and detailed reports, internal/external reports, mandated reports, program budgets, documents, studies, or records for accuracy, proper account and charges, coding, and compliance, implementing corrections and fund transfers, resolving discrepancies as necessary, and/or processing documents for input into automated systems.	These duties are entailed in the job description.
B.	The accountant aids in the creation and review of additional financial reports as needed, ensuring accuracy and compliance with reporting standards.	From the Job Description: • Develops, prepares, audits, reviews, and/or corrects a wide variety of routine and specialized Federal, State, COE program budgets, attendance reports, and/or school district financial reports on a regular, monthly, interim, and/or annual basis. • Monitors, analyzes, and/or reviews financial summary and detailed reports, internal/external reports, mandated reports, program budgets, documents, studies, or records for accuracy, proper account and charges, coding, and compliance, implementing corrections and fund transfers, resolving discrepancies as necessary, and/or processing documents for input into automated systems. • Works with, provides advice, direction, and consultation to, and participates in training for COE program managers, district management, and staff regarding accounting/attendance/budget/financial matters, budget preparation, revision and reporting, accounting corrections, appropriateness of transactions, and/or automated accounting/financial systems.	These duties are entailed in the job description.

C.	The accountant oversees the monitoring of cash flow and financial transactions, including maintaining the general and subsidiary ledgers.	From the Job Description: • Analyzes, reconciles, and/or evaluates the accuracy of general ledger, accounting details, revenues, expenditures, accounting/budget/ financial reports, and district cash balances, ensuring proper amounts, receipt, and classification, processing documents for input, and/or posting year end deferred revenue and accounts receivable as necessary. • Prepares fund balance projections and/or year end budget closing and journal entries, monitoring and reporting on the status of revenues and balances, and/or bringing ending balances forward to the next fiscal year.	These duties are entailed in the job description.
D.	The accountant plays a key role in setting up and maintaining specific accounting procedures tailored to the needs of individual districts.	From the Job Description: • Performs purchasing activities for sites and programs, maintaining ledgers, receiving items, verifying invoices and monitoring/maintaining contracts. • Designs, recommends, and/or implements changes in accounting systems, accounting policies, and information storage and retrieval systems, working with other fiscal and program staff as necessary. • Monitors and ensures compliance with COE fiscal policies, budget formulas, guidelines, internal fiscal controls, and applicable Federal and State regulations, codes, rules, ordinances, and/or statutes.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		**Considerations**	**Conclusion**
A.	Ensures financial resources are optimally distributed to meet organizational priorities and maintain financial stability.	From the Job Description: • Works with, provides advice, direction, and consultation to, and participates in training for COE program managers, district management, and staff regarding accounting/attendance/budget/financial matters, budget preparation, revision and reporting, accounting corrections, appropriateness of transactions, and/or automated accounting/financial systems • Prepares fund balance projections and/or year end budget closing and journal entries, monitoring and reporting on the status of revenues and balances, and/or bringing ending balances forward to the next fiscal year. • Monitors, analyzes, and/or reviews financial summary and detailed reports, internal/external	These duties are entailed in the job description.

		reports, mandated reports, program budgets, documents, studies, or records for accuracy, proper account and charges, coding, and compliance, implementing corrections and fund transfers, resolving discrepancies as necessary, and/or processing documents for input into automated systems. • Develops, prepares, audits, reviews, and/or corrects a wide variety of routine and specialized Federal, State, COE program budgets, attendance reports, and/or school district financial reports on a regular, monthly, interim, and/or annual basis. • Monitors and ensures compliance with COE fiscal policies, budget formulas, guidelines, internal fiscal controls, and applicable Federal and State regulations, codes, rules, ordinances, and/or statutes.	
B.	Approval of Financial Transactions	From the Job Description: • Monitors, analyzes, and/or reviews financial summary and detailed reports, internal/external reports, mandated reports, program budgets, documents, studies, or records for accuracy, proper account and charges, coding, and compliance, implementing corrections and fund transfers, resolving discrepancies as necessary, and/or processing documents for input into automated systems. • Performs purchasing activities for sites and programs, maintaining ledgers, receiving items, verifying invoices and monitoring/maintaining contracts • Analyzes, reconciles, and/or evaluates the accuracy of general ledger, accounting details, revenues, expenditures, accounting/budget/ financial reports, and district cash balances, ensuring proper amounts, receipt, and classification, processing documents for input, and/or posting year end deferred revenue and accounts receivable as necessary. • Monitors and ensures compliance with COE fiscal policies, budget formulas, guidelines, internal fiscal controls, and applicable Federal and State regulations, codes, rules, ordinances, and/or statutes.	These duties are entailed in the job description.
C.	Financial Reporting and Compliance	From the Job Description: • Works with, provides advice, direction, and consultation to, and participates in training for COE program managers, district management, and staff regarding accounting/attendance/budget/financial matters, budget preparation, revision and reporting, accounting corrections, appropriateness of	These duties are entailed in the job description.

		transactions, and/or automated accounting/financial systems. • Monitors and ensures compliance with COE fiscal policies, budget formulas, guidelines, internal fiscal controls, and applicable Federal and State regulations, codes, rules, ordinances, and/or statutes. • Develops, prepares, audits, reviews, and/or corrects a wide variety of routine and specialized Federal, State, COE program budgets, attendance reports, and/or school district financial reports on a regular, monthly, interim, and/or annual basis. • Monitors, analyzes, and/or reviews financial summary and detailed reports, internal/external reports, mandated reports, program budgets, documents, studies, or records for accuracy, proper account and charges, coding, and compliance, implementing corrections and fund transfers, resolving discrepancies as necessary, and/or processing documents for input into automated systems.	

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	**Considerations**
I believe the job classification that most accurately reflects my job duties is Senior Accountant. My work significantly impacts the organization's financial health and strategic direction, indicating a higher level of responsibility and influence. The tasks I perform require advanced knowledge of accounting principles, strong analytical skills, and expertise in financial software and compliance regulations, aligning with the expectations for a Senior Accountant.	• The employee is an Accountant II: This is the advanced professional classification of this alternate class series. Employees in this class receive limited supervision within a broad framework of policies and procedures. Employees in this class possess a comprehensive understanding of the accounting and budget processes, internal controls, bookkeeping procedures, automated accounting systems, fund accounting encumbrances, accounting system requirements and full knowledge of applicable laws, statues, rules, codes, and ordinances. Employees at this class level demonstrate a high degree of competence, initiative, organization skills and the ability to make independence decisions of significant impact or consequence.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***637

Classification: **Accounting Specialist**

Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	Daily AP Warrant Cancellation, Positive Pay Processes, Monthly Stale Dated Warrant Processing. FIS Support to districts. This includes stopping payment, managing online payment portal weekly, payment inquiries, FIS ACH Process in bank portal, and Expired Payment Processing.	From the Job Description: • Reconciles cash in County Treasury for various district accounts; processes electronic deposits for dependent districts; issues stop payments electronically; processes warrant cancellation requests from districts • Electronically transfer or prepare accounts payable transactions for employer and employee tax withholding and retirement contributions to requisite agencies; transfers garnishments to requisite agencies or other employee deduction payments.	These duties are entailed in the job description.
B.	In the past I was assigned Apportionment and AP Reconciliation Process that are typically done by an accountant or advisor (around 2010 for a few years).	From the Job Description: • Prepares various district payroll related functions including, but not limited to, calculating employer and employee retirement contributions, taxes processing wage garnishments, W2 and quarterly tax reporting and employee wage reconciliation.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		Considerations	Conclusion
A.	N/A		
B.	N/A		
C.	N/A		

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	Considerations
There is no job description that accurately describes my duties. I'm the only person except my direct supervisor in my department that does what I do. Others can do some things but otherwise, it's only my supervisor and I.	• Based on the information provided throughout the reclassification request, the duties described are consistent with and supported by the current job description. While the employee indicates that they perform unique functions within the department and that day-to-day activities may differ from those of other employees, variations in work assignments, subject matter expertise, or departmental responsibilities do not, by themselves, constitute a material change in the nature, scope, complexity, or level of work required for reclassification. The duties outlined remain within the expectations of the existing classification; therefore, the request does not support a reclassification.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***376
Classification: **Accounting Specialist**
Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	Help assist school districts that are not assigned to me when other colleagues are out of the office by running extra reports, researching on the district payroll system, and communication with districts.	From the Job Description: • Trains, assists, and provides advice to County Office and district staff as needed • Prepare, audit, compile, analyze, research and/or maintain account balances, complex financial data, summaries, reports, and records • Interprets codes, rules, regulations, and/or instructions and reconciles with payroll and financial data of school districts	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		Considerations	Conclusion
A.	Make a call to school districts for urgent needs	From the Job Description: • Trains, assists, and provides advice to County Office and district staff as needed.	These duties are entailed in the job description.
B.	Call the garnishment agency when I have questions of the garnishment order	From the Job Description: • Prepares various district payroll related functions including, but not limited to, calculating employer and employee retirement contributions, taxes processing wage garnishments, W2 and quarterly tax reporting and employee wage reconciliation	These duties are entailed in the job description.
C.	Run payroll reports ahead of time for potential payroll errors	From the Job Description: • Run payroll reports ahead of time for potential payroll errors • Collects, reviews, and analyzes financial and payroll data as needed	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	Considerations
Collects, reviews, and analyzes payroll data. Because we audit the payroll data entries entered by district to assist them with potential errors.	• Based on the information provided throughout the reclassification request, the duties described are consistent with and supported by the current job description. While the employee indicates that they perform unique functions within the department and that day-to-

	day activities may differ from those of other employees, variations in work assignments, subject matter expertise, or departmental responsibilities do not, by themselves, constitute a material change in the nature, scope, complexity, or level of work required for reclassification. The duties outlined remain within the expectations of the existing classification; therefore, the request does not support reclassification.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***346
Classification: **Accounting Technician, Senior**
Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	Train and advise office departments/staff how to properly fill out reimbursements, providing examples and attaching screen shots of the policies.	From the Job Description: • Advises and trains Office departments and staff including, but not limited to, accessing on-line accounts payable/receivable information, interpreting data, changing account codes, and entering internal/external accounts receivable invoices and purchase orders into on-line programs.	These duties are entailed in the job description.
B.	Increases to volume of work, there have been changes to how staff report their purchase card expenses which requires me to open the allocation tab in BofA Works under each transaction and report the amounts to each account as they are split previously i did not need to do this because it was not reported separately. Other technicians do not need to do this.	From the Job Description: • Assists with purchase card expenditure processing, preparing, maintaining, and/or monitoring journal entries, transactions, and expenditures for departments and programs.	These duties are entailed in the job description. The nature of the work, not the volume, determines classification.
C.	A new HeadStart site is opening at Ridder Park this means more invoices, reimbursements and work I will need to calculate/process since my program is split by many accounts. Other technicians do not need to manually calculate every invoice and reimbursement they receive to process payment but I am required because a certain amount need to be paid to each account.	From the Job Description: • Processes and monitors account payable disbursements: recalculating invoices, reviewing account codes for accuracy, and verifying supporting documents and data. • Processes vendor invoices including verifying and/or obtaining payment approval, matching purchase orders and receiving reports, and addressing exceptions.	These duties are entailed in the job description. The nature of the work, not the volume, determines classification.
D.	Email and call vendors for invoices and clarifications, the admins do not have copies of invoices and department doesn't either at times. If there are past due amounts I call the vendor to clear up balances.	From the Job Description: • Processes vendor invoices including verifying and/or obtaining payment approval, matching purchase orders and receiving reports, and addressing exceptions. • Processes and monitors accounts receivable transactions including posting invoices, reconciling accounts receivable ledger, resolving uncollected amounts, and/or monitoring aging reports. • Analyzes, reviews, reconciles, and/or distributes monthly financial and general ledger reports, ensuring proper recording, reconciling of internal and external vendor	These duties are entailed in the job description.

		records, processing corrected journal vouchers, completing year end activities, and/or monitoring 1099 issues.	

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		Considerations	Conclusion
A.	N/A		

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	Considerations
Specialist - Train, assist, and provides advice, interpret rules, regulations, calculate amounts that need to be paid on specific accounts prepare and process journals. limited supervision	• The employee is an Accounting Technician, Senior: Employees assigned to the class of Accounting Technician may reasonably expect to be reassigned to the next higher class of Senior Accounting Technician upon demonstrating the ability to accurately perform accounting tasks and assignments in a timely manner as well as sufficient job knowledge to properly interpret fiscal policies and procedures and to assist other accounting/fiscal workers with more difficult and complex problems. • The duties the employee described (reimbursements, purchase cards, vendor invoices, allocating invoice amounts among multiple accounts, contacting vendors) align much more closely with the essential duties of the Accounting Technician classification than with the Accounting Specialist classification. The nature of the work, not the volume, determines classification.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***408
Classification: **Central Office Receptionist**
Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	New duties include - Visitors Management System. Checking in visitors as well as offsite staff. Printing badges, handing the badges to visitors. Making sure no one is at the door to let in. Receiving deliveries of subpoenas. Receiving deliveries of food/coffee/ flowers and contacting the dept/ employee by email or Teams message.	From the Job Description: • Operates a variety of office equipment including a centralized multi-line telephone system, calculator, printer, copier, scanner, fax machine, computer and assigned software. • Greets and assists employees and visitors in a professional and courteous manner; screens and directs visitors to appropriate offices, school sites and personnel; refrains from discussing personal information of employees or visitors obtained through the course of duties, except as required by law or SCCOE policy; directs all confidential inquires or requests to Supervisor for guidance and direction; distributes a variety of materials to visitors; provides routine information on school policies and procedures to visitors. • Receives, reviews, and verifies documents, records and forms for accuracy, completeness and assures conformance to applicable County Office of Education rules and regulations; compiles, assembles and organizes a variety of data and information related to assigned functions. • Receives and distributes incoming packages; assists other staff in preparing bulk mailings; maintains related records, forms, logs, and documents.	These duties are entailed in the job description. New technology has been implemented as a tool to support existing job functions and does not represent a material change to the position's classification.
B.	We have walk-ins for Credentials, Payroll, HR etc. They wait in the lobby until I contact someone from the dept. I do it all with a great attitude and a welcoming smile. It gets very overwhelming at times. I do it because I love to be the face of the office and I have a great customer service attitude. I make sure all visitors feel welcomed I check in visitors for interviews. I check in visitors for employees. I talk to angry parents that have issues with their home districts. I give information and contacts for home schooling, GED, Transcripts, Head Start, Credentials.	From the Job Description: • Greets and assists employees and visitors in a professional and courteous manner; screens and directs visitors to appropriate offices, school sites and personnel; refrains from discussing personal information of employees or visitors obtained through the course of duties, except as required by law or SCCOE policy; directs all confidential inquires or requests to Supervisor for guidance and direction; distributes a variety of materials to visitors; provides routine information on school policies and procedures to visitors. • Performs receptionist duties at the central administration office; operates a centralized	These duties are entailed in the job description.

	Check in appointments for Juvenile Probation Officers and more.	multi-line telephone system directing calls to appropriate personnel; receives and transmits messages; answers questions and provides general information and assistance to callers and walk-in visitors.	
C.	I look up city numbers and other things. I do all this while watching the front door to make sure there are no visitors standing there to be let in. I let them in with a click on the fob. I answer calls accordingly never having a person hold on too long. Being the central office receptionist is a rewarding job with a lot of responsibilities. It's a multi-tasking job and I love it.	From the Job Description: • Greets and assists employees and visitors in a professional and courteous manner; screens and directs visitors to appropriate offices, school sites and personnel; refrains from discussing personal information of employees or visitors obtained through the course of duties, except as required by law or SCCOE policy; directs all confidential inquires or requests to Supervisor for guidance and direction; distributes a variety of materials to visitors; provides routine information on school policies and procedures to visitors. • Ability to: Complete work with many interruptions. • …performs a variety of responsible clerical, office, reception, and operational support functions at the central administration office in support of the Santa Clara County Office of Education…	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		**Considerations**	**Conclusion**
A.	Helping callers/ visitors with questions.	From the Job Description: • Performs receptionist duties at the central administration office; operates a centralized multi-line telephone system directing calls to appropriate personnel; receives and transmits messages; answers questions and provides general information and assistance to callers and walk-in visitors.	These duties are entailed in the job description.
B.	Knowing who to contact for emergency situations.	From the Job Description: • Receives, reviews, and verifies documents, records and forms for accuracy, completeness and assures conformance to applicable County Office of Education rules and regulations; compiles, assembles and organizes a variety of data and information related to assigned functions.	These duties are entailed in the job description.
C.	Keeping positive in everyday situations because everyday in the lobby has different situations and issues.	From the Job Description: • Greets and assists employees and visitors in a professional and courteous manner; screens and directs visitors to appropriate offices, school sites and personnel; refrains from	These duties are entailed in the job description.

		discussing personal information of employees or visitors obtained through the course of duties, except as required by law or SCCOE policy; directs all confidential inquires or requests to Supervisor for guidance and direction; distributes a variety of materials to visitors; provides routine information on school policies and procedures to visitors.	

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	**Considerations**
NA	

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: **764**
Classification: **Education Program Analyst**
Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	Manage CALPADS SELPA-level Approval & certification for Annual Data collection: I support NW SELPA's 21 LEAs / districts to complete the LEA-level approval for Fall 1 and EOY 4 data collection cycles. This requires working one on one with the LEA data teams to correct fatal errors & warnings on Siras and CALPADS. As a SELPA-level user, I review these LEA approved reports for data quality, integrity and validity, and provide detailed feedback to the LEAs before approving the data for final SELPA certification.	From the Job Description: • This job class is responsible for the development and maintenance of data collection, special projects, reporting systems, department procedures, and information system and software systems related to student programs. • Performs a wide variety of journey-level professional administrative staff work in such areas as planning, purchasing, data auditing, research, data analysis and technical support functions • Completes reports required by California Department of Education and ensures data collection and reporting procedures meet mandated regulations; monitors program data entry; and ensures the accuracy and content of data and reports • Acts as a liaison between the County Office of Education, California Department of Education, school districts, and regulatory agencies; and serves as a resource to the responsible program administrator(s), district superintendents, program staff, and parents	These duties are entailed in the job description.
B.	IEP Implementation: As part of this CDE monitoring task, LEAs are required to review the student records to determine the rate of IEP implementation of services prescribed per the finalized IEP. I provide the IEP service data to LEAs so that they can review and document the services provided. For each LEA, I have developed the excel calculations to analyze their service data and generate the IEP implementation rate for CDE data submission. I review the final submissions and certify it at the SELPA level.	From the Job Description: • Acts as a liaison between the County Office of Education, California Department of Education, school districts, and regulatory agencies; and serves as a resource to the responsible program administrator(s), district superintendents, program staff, and parents • Identifies and advises the responsible program administrator(s) of unmet department needs or compliance issues; researches and evaluates legal issues; and recommends procedures to correct deficiencies	These duties are entailed in the job description.
C.	Personnel Data Report (PDR): During the PDR reporting to CDE phase, I provide guidance to all the NW SEPLA LEAs on how to Report the Full-Time equivalent (FTE) based on the	From the Job Description: • Identifies and advises the responsible program administrator(s) of unmet department needs or compliance issues; researches and evaluates legal	These duties are entailed in the job description.

	percentage of time the special education and related services personnel work with SWD students. I also provide feedback to CDE so they can update and improve the PDR guidance documents for future. Once LEA level data is submitted I review and certify this data. I also work with and help LEAs clear their PDR audits.	issues; and recommends procedures to correct deficiencies • Provides technical support to program staff and participating programs in processing data, interpreting regulations and procedures, and using student systems, databases, peripherals equipment, and/or networks • Acts as a liaison between the County Office of Education, California Department of Education, school districts, and regulatory agencies; and serves as a resource to the responsible program administrator(s), district superintendents, program staff, and parents	
D.	Discipline data reporting: As part of End of Year data submission, I work with school districts and non-public schools to report their incident data from their local systems to CDE. I have to closely review incidents resulting in the use of behavioral restraints, and seclusion as per student age and grade. I also assist LEAs to validate their EOY 3 discipline reports, so I can approve these reports for SELPA-level certification.	From the Job Description: • See above	These duties are entailed in the job description.
E.	IEP Forms - I read, understand, and accurately interpret federal and state policies for updates to the IEP forms. I make sure they align with requirements per law, compliance and data system requirements. I work with Siras to develop, test, and implement these new or updated form changes in Siras systems. I also present these changes to the district sped teams.	From the Job Description: • See above • Remains abreast of new or revised state and/or federal regulations affecting the student programs, procedures, and computer information system • Provides technical support to program staff and participating programs in processing data, interpreting regulations and procedures, and using student systems, databases, peripherals equipment, and/or networks • The job class requires skill to effectively use information systems and software, research, project management, report writing, and data collection as well as the ability to perform, oversee, and respond to a variety of administrative support tasks in a timely, effective, and tactful manner. • Assists in the revision of the program manuals, documents and related forms	These duties are entailed in the job description.
F.	I perform Compliance and Improvement monitoring activities to ensure data governance and accuracy so as to meet state wide targets for SWDS. I work with NW SELPA 21 school districts to assists in data conversion, imports, and exports of data within school district systems and System improvement Leads site.	From the Job Description: • Effectively uses word processing, database, and spreadsheet software application programs and student program specific information system(s) in the course of assigned duties • Provides technical support to program staff and participating programs in processing data, interpreting regulations and procedures, and using	These duties are entailed in the job description.

	This helps them with in-depth analysis of their SPED data before CDE submissions. Work with Siras to create predefined queries to review target data for current year.	student systems, databases, peripherals equipment, and/or networks • Acts as a liaison between the County Office of Education, California Department of Education, school districts, and regulatory agencies; and serves as a resource to the responsible program administrator(s), district superintendents, program staff, and parents	

In the classification questionnaire, the employee indicates in Section III (*Decision Making* and Supervision):		**Considerations**	**Conclusion**
A.	IEP timeline compliance	From the Job Description: • Identifies and advises the responsible program administrator(s) of unmet department needs or compliance issues; researches and evaluates legal issues; and recommends procedures to correct deficiencies • Remains abreast of new or revised state and/or federal regulations affecting the student programs, procedures, and computer information system • Employees in this classification receive limited supervision within a broad framework of specialized policies and procedures.	These duties are entailed in the job description.
B.	Personnel Data Reports	From the Job Description: • Prepares, composes, and develops reports, graphs, charts, and correspondence relating to assigned duties • Employees in this classification receive limited supervision within a broad framework of specialized policies and procedures.	These duties are entailed in the job description.
C.	Discipline data	From the Job Description: • Prepares, composes, and develops reports, graphs, charts, and correspondence relating to assigned duties • Employees in this classification receive limited supervision within a broad framework of specialized policies and procedures.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	**Considerations**
Job classification for "Data Engineer - Senior", most accurately reflect my day to day work functions and job duties in my current job position.	• While both positions may work with data, the nature of the work is substantially different. The Education Program Analyst classification focuses on analyzing information, supporting programs, preparing reports, monitoring compliance, coordinating projects, and using existing data systems to support educational objectives. In contrast, the Data Engineer-Senior classification is responsible for designing, developing, programming, and maintaining the underlying data

	architecture, including data warehouses, ETL processes, databases, integrations, and business intelligence solutions. • The distinction is not the use of data, but the responsibility for creating and maintaining the technical systems that store, transform, secure, and deliver data. The Data Engineer-Senior serves as a developer and systems engineer, requiring advanced expertise in software development, SQL programming, data architecture, and systems design, while the Education Program Analyst role primarily utilizes data and existing systems to support programmatic and operational objectives.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***683

Classification: **Employee Benefits Specialist II**

Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	Process annual 1095-C. Update the 1095-C information for each SCCOE employee including some substitute employees. Oversee the compliance and accuracy of the medical information required by the IRS.	From the Job Description: • Develops, prepares, maintains a variety of routine or specialized correspondence, documents, reports, files, and records related to assigned functions	These duties are entailed in the job description.
B.	Affordable Care Act (ACA) monthly compliance for substitute employees. Process the monthly new hire and on-going report. Offer health benefits to qualifying substitute employees and track for compliance.	From the Job Description: • Develops, prepares, maintains a variety of routine or specialized correspondence, documents, reports, files, and records related to assigned functions • Processes new and current employees for enrollment into all health care benefits, makes dependent changes or other status changes to benefits coverage, orienting employees regarding programs and coverage, overseeing enrollment intake activities, and changing costs in computerized systems for charging benefits costs to appropriate program fund accounts	These duties are entailed in the job description.
C.	Collaborated with Technology to create a new 1095-C process. Oversee the streamlining of the new process making sure IRS compliance was met.	From the Job Description: • Assists with various special projects related to assigned functions • Establishes, updates, and retrieves electronic employee benefit files for all eligible employees	These duties are entailed in the job description.
D.	Monthly update of benefits module using new benefits management system. Requires accurate knowledge of BM module.	From the Job Description: • Develops, prepares, maintains a variety of routine or specialized correspondence, documents, reports, files, and records related to assigned functions	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		Considerations	Conclusion
A.	Resolve employee health benefits issues with vendors (medical/dental/vision)	From the Job Description: • Serves as an intermediary between employees, insurance carriers third-party administrators, and agents to resolve problems, answer questions, verify fund transfers/loans, and facilitate claims	These duties are entailed in the job description.

		processes including life insurance, unemployment insurance and FSA claims • Adjusts discrepancies, ensuring proper charging of costs to offset funds spent for insurance coverage and including payroll charges for districts' share of benefits costs	
B.	Collaborate with internal departments to resolve issues for employees	From the Job Description: • Serves as an intermediary between employees, insurance carriers third-party administrators, and agents to resolve problems, answer questions, verify fund transfers/loans, and facilitate claims processes including life insurance, unemployment insurance and FSA claims • Provides exceptional customer service functions to internal and external clients, vendors and with all levels of staff	These duties are entailed in the job description.
C.	Work with outside agencies to resolve issues	From the Job Description: • Serves as an intermediary between employees, insurance carriers third-party administrators, and agents to resolve problems, answer questions, verify fund transfers/loans, and facilitate claims processes including life insurance, unemployment insurance and FSA claims • Provides exceptional customer service functions to internal and external clients, vendors and with all levels of staff	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	**Considerations**
Employee Benefit Analyst I am currently working at a higher level. Streamlining the current process of benefits management. Working with internal departments to make improvements to our system. Looking ahead to best practices for our departments.	• The employee is an Employee Benefits Specialist II: The Employee Benefits Specialist II is the journey level of the alternate class series. Persons appointed to this classification demonstrate job knowledge assuring for the effective establishment, application, and implementation of the group employee benefit programs and health insurance coverage operated by the Santa Clara County Office of Education. Incumbents receive limited supervision and perform a wide range of complex personnel technical support functions that require initiative, accuracy, attention to detail, organizational skills, and the ability to focus on multiple tasks within stringent timelines.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***400
Classification: **Enrollment Data Specialist - Lead**
Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	Design and Translation of documentation English to Spanish and vise-versa. These documents vary from letters, brochures, fliers, PPT presentations and promo materials for MEP. Support to other colleagues to edit their Spanish spelling and grammar.	From the Job Description: • Communicates with personnel, students, parents, families, vendors and the community organizations to exchange information and resolve issues or concerns. • Explains, interprets, and clarifies program regulations and guidelines, agency resources, procedures, rights, and responsibilities to district personnel, regional staff and administrative staff. • Communicates with personnel, students, parents, families, vendors and the community organizations to exchange information and resolve issues or concerns.	Employee receives a bilingual/biliterate stipend which supports translation and language-support activities related to communications to families. However, the design of fliers, brochures and promotional materials is not supported.
B.	Recruiting new or returning families: The recruitment process for MEP students is solely reserved for certified recruiters. Because I was a certified recruiter for over three years in my previous position in MEP, I'm assigned to recruit when we are short of staff throughout the region.		Duties related to supporting recruitment efforts by determining and verifying family eligibility are supported in the job description, however, serving as a recruiter is not.
C.	This is an existing duty taken to another level,. Collaboration on the creation and implementation of the 6 week training schedule for new recruiters. Implemented by 5 people and I'm responsible to reach 17 of 43 items. Since June, 2022, I have provided comprehensive training for at least 14 new recruiters.	From the Job Description: • Trains, coordinates and provides direction on data related tasks and state and federal regulations to new and existing program staff at district and regional levels.	These duties are entailed in the job description. The nature of the work, not the volume, determines classification.
D.	Re-interviews. We conduct quarterly re-interviews as part of the quality control of our program. These are reserved for recruiters and every quarter I perform 1-4 re-interviews due to short staffing.	From the Job Description: • Plans, coordinates and implements quality control activities such as the re-interview process; communicates with families and/or recruiters to verify Region 1 data; reviews records of re-interviewed families; implements corrective actions as required.	These duties are entailed in the job description.

E.	This is taken to another level. Creation and maintenance of monthly reports increased from a simple table to multiple comprehensive tables, links and graphs per report, 60+ individual reports to 20 recruiters (9 regional and 11 districts) on a monthly basis in regular year and biweekly in the summer.	From the Job Description: • Prepares, reviews and distributes enrollment reports, class lists and other related documents as needed; prepares routine and specialized reports relating to eligibility, enrollment and program service for administrators, managers and program coordinators at the county, regional and district level.	These duties are entailed in the job description. The nature of the work, not the volume, determines classification.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		**Considerations**	**Conclusion**
A.	Job site. Snell and SCA. I can perform all my duties in either one. I live in San Jose. I don't get to choose.	Changes in or preferences regarding work location do not constitute a basis for reclassification.	

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	**Considerations**
I believe there isn't a comparable job description for what I do entirely. Enrollment Data Specialist - Lead is the closest, however, I perform more duties related to recruitment.	The Enrollment Data Specialist-Lead job description focuses on eligibility determination, enrollment, data management, quality control, compliance, and related program support functions.

Final Conclusion and Recommendation:

The employee is not misclassified; however, the job description does not include recruiter responsibilities or the creation and design of promotional materials, flyers, brochures, or outreach presentations. Therefore, ongoing recruitment and graphic design duties are not supported by the classification and should be assigned to employees whose classifications specifically encompass those responsibilities (e.g., Migrant Education Recruiter and Administrative Assistant IV, respectively). A meeting has been conducted with the supervisor to review the classification specifications and discuss appropriate assignment of these responsibilities moving forward.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***784

Classification: **ERSEA Compliance Specialist – Senior - Restricted**

Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	Shares updates or new changes to teams from training attended. Attending webinars and training to stay up to date with EHS, HS, and State Preschool. Provides training to all EHS, HS team and onboarding of new staff. Provides technical assistance and expertise to colleagues and sometimes department leadership.	From the Job Description: • Provides training, work direction, guidance and serve as a resource to Head Start program staff regarding the eligibility, recruitment, selection, enrollment and attendance of children in the Head Start program. • Ability to: Learn department and program objectives and goals.	These duties are entailed in the job description.
B.	Updates and creates new policies and procedures for all programs pertaining to ERSEA for Head Start, Early Head Start and State Preschool.	From the Job Description: • Ability to: Interpret, apply and explain rules, regulations, policies and procedures. • Knowledge of: Head Start Performance standards and related procedures and policies. • Explains, interprets and clarifies State and federal regulations, guidelines, performance standards and mandates… • Supports the implementation of procedures for continuous monitoring of Head Start, Early Head Start, State Preschool Programs and Head Start/Early Head Start partner agency operations.	These duties are entailed in the job description.
C.	Modified and updated training binder for new and current staff. Also created cheat sheets and resource guides for staff. Generates PowerPoint Presentations, manuals, and correspondence.	From the Job Description: • Receives, reviews, evaluates, verifies and processes Head Start, Early Head Start, and State Preschool program applications and supporting documents; contacts relevant outside department employees for follow-up; returns applications that require additional information.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		Considerations	Conclusion
A.	Family Eligibility and Selection	From the Job Description: • Determines the eligibility of new families applying and the continued eligibility of currently enrolled of Head Start, Early Head	

		Start families, and State Preschool programs based on established State and federal regulations and guidelines; determines selection and placement of eligible children.	
B.	Creating/ Updating policy and procedures	From the Job Description: • Receives, reviews, evaluates, verifies and processes Head Start, Early Head Start, and State Preschool program applications and supporting documents; contacts relevant outside department employees for follow-up; returns applications that require additional information.	
C.	Answering application questions	From the Job Description: • Receives, reviews, evaluates, verifies and processes Head Start, Early Head Start, and State Preschool program applications and supporting documents; contacts relevant outside department employees for follow-up; returns applications that require additional information.	

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	**Considerations**
I think a position that is higher than I am in now would accurately reflect the work I do. I have been doing some tasks that are outside of my job description. I stay up to date to changes affecting federal rules, regulations, and guidelines regarding the HS, EHS, CSPP and CCTR programs and bring back to my management team. My responsibilities over the last eight years have increased to include the development of new policies and procedures. And, when necessary, provide training to new staff, current staff and community childcare partners as needed to comply with ERSEA requirements.	• The employee is in the classification of ERSEA Compliance Specialist – Senior. This position performs complex technical, clerical and record-keeping duties relating to Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) of children and families in the Head Start, Early Head Start, and State Preschool programs; provides recruitment support and data collection; reviews and verifies financial information and completes enrollment processes applications using federal and state regulations and guidelines; trains and provides work direction to assigned staff. • ...trains and provides work direction to assigned staff. • Provides training, work direction, guidance and serves as a resource to Head Start program staff regarding the eligibility, recruitment, selection, enrollment and attendance of children in the Head Start program

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***291
Classification: **Family Advocate - Restricted**
Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		**Considerations**	**Conclusion**
A.	Provide extra support to another site of Family Advocates with intakes and vision and Hearing Screenings	From the Job Description: • Performs intakes; notifies families of Head Start Program health expectations; provides information regarding requirements, mandates and policies; reviews applications for required materials; communicates with parents and other interested parties to rectify missing or incomplete information; reviews applications and contact families to offer enrollment in accordance with established guidelines.	These duties are entailed in the job description. The nature of the work, not the volume, determines classification.
B.	Inclusion program applications process: Update application status to School District Program Specialist on a daily basis, contact and explain about the inclusion and application process, obtain/ request a copy of IEP from school District.	From the Job Description: • Performs intakes; notifies families of Head Start Program health expectations; provides information regarding requirements, mandates and policies; reviews applications for required materials; communicates with parents and other interested parties to rectify missing or incomplete information; reviews applications and contact families to offer enrollment in accordance with established guidelines.	These duties are entailed in the job description.
C.	Provide job shadowing to new hires: Interactive, observational, and day-to-day management of work tasks, such as the application process, intake, follow up with families, parent meetings, data entry in ChildPlus and attendance.	From the Job Description: • Communicates with administrators, personnel and outside organizations to coordinate activities and programs, resolves issues and conflicts and exchange information; develops and maintains cooperative and effective working relationships with others; networks, establishes, and maintains relationships with community-based organizations. • Perform related duties as assigned.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		**Considerations**	**Conclusion**
A.	Support other Family Advocate in parent meetings, conduct intakes, follow up on applications, vision & hearing screenings, and cover other sites for absent colleagues.	From the Job Description: • Conducts parent meetings; schedules, prepares, facilitates and arranges facilities for parent meetings and education workshops, assists in implementing grant funded programs and workshops; books guest speakers as	These duties are entailed in the job description. The nature of the work, not the

		required; prepares and distributes informational packets; encourages partner agency staff to foster parent involvement and invite community members to parent meetings; provide parents with information regarding responsibilities and program functions and services.	volume, determines classification.

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	**Considerations**
Adjust effectively to new situations or obstacles in the workplace, and seek solutions with a flexible mindset, including new technologies, FA site assignment, organizational shifts, or unexpected challenges. Working as a team, we support one another to meet our mandates and regulations.	• This section was to indicate which job classification employee thinks most accurately reflects their job duties and why.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***833
Classification: **Head Start Program Analyst**
Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	Increase use of software tool such as PowerBI: - Level of Responsibility: I now lead initiatives to build dynamic reports using Power BI by connecting multiple data sources, ensuring real-time data updates, and providing stakeholders with actionable insights. This requires a deep understanding of how to design visuals that meet program goals. - Problem-Solving: The focus has shifted toward determining how best to extract relevant data from complex databases	From the Job Description: • Analyzes program data, external report findings, and trends in early learning and community characteristics, translates implications and limitations, and anticipates planning and information needs of the Head Start Program. • Oversees the development of the Program's Annual Report; prepares data for analysis and verifies accuracy, develops databases, systems, and programs that facilitate research activities, and evaluate process implementation and program outcomes. • Manages the data collection activities of the Program; researches and identifies appropriate vendor-created data tracking systems as appropriate; develops and produces training materials and trains staff on the proper operations of database systems. • Collects, compiles, describes, organizes analyzes, interprets, and presents data and information related to matters under study to appropriate groups.	These duties are entailed in the job description. New technology has been implemented as a tool to support existing job functions and does not represent a material change to the position's classification.
B.	Increase use of software tools such as SQL, SQL Server Management Studio (SSMS): - Scope of Impact: SQL querying has become central to how I manage, pull, and manipulate data for reporting. As part of automating workflows, I take the lead in writing optimized SQL scripts for real-time data extraction and refining these queries for efficiency. - Create views that automate data extraction and transformation. This change has increased my role in building	From the Job Description: • Oversees the development of the Program's Annual Report; prepares data for analysis and verifies accuracy, develops databases, systems, and programs that facilitate research activities, and evaluate process implementation and program outcomes. • Manages the data collection activities of the Program; researches and identifies appropriate vendor-created data tracking systems as appropriate; develops and produces training materials and trains staff on the proper operations of database systems. • Collects, compiles, describes, organizes analyzes, interprets, and presents data and information related to matters under study to appropriate groups. • Determines information needs and sources of data.	These duties are entailed in the job description. New technology has been implemented as a tool to support existing job functions and does not represent a material change to the position's classification. The nature of the work, not the volume, determines classification.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		Considerations	Conclusion
A.	Selecting and Structuring Data for Visualization from our Student Information System (SIS)	From the Job Description: • Collects, compiles, describes, organizes analyzes, interprets, and presents data and information related to matters under study to appropriate groups. • Determines information needs and sources of data. • Analyzes program data, external report findings, and trends in early learning and community characteristics, translates implications and limitations, and anticipates planning and information needs of the Head Start Program. • Oversees the development of the Program's Annual Report; prepares data for analysis and verifies accuracy, develops databases, systems, and programs that facilitate research activities, and evaluate process implementation and program outcomes.	These duties are entailed in the job description.
B.	Visual Design and User Experience to decide on the best Power Bl visualizations (e.g., graphs, dashboards, reports)	From the Job Description: • Collects, compiles, describes, organizes analyzes, interprets, and presents data and information related to matters under study to appropriate groups. • Prepares the Program Information Report (PIR) and other research reports in proper technical form for publication containing descriptive, analytical, and evaluative content including statistical findings, conclusions and forecasts. • Prepare comprehensive technical program reports and explain information and data in its most meaningful and understandable form.	These duties are entailed in the job description.
C.	Optimizing Data Automation and Reporting on how to structure SQL queries to extract data efficiently	From the Job Description: • Oversees the development of the Program's Annual Report; prepares data for analysis and verifies accuracy, develops databases, systems, and programs that facilitate research activities, and evaluate process implementation and program outcomes. • Manages the data collection activities of the Program; researches and identifies appropriate vendor created data tracking systems as appropriate; develops and produces training materials and trains staff on the proper operations of database systems.	These duties are entailed in the job description.

		• Determines information needs and sources of data. • Collects, compiles, describes, organizes analyzes, interprets, and presents data and information related to matters under study to appropriate groups.	

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	**Considerations**
Data Engineer - Senior, this classification most accurately reflects my role due to several key overlaps in technical expertise and responsibilities for the following: - Data Processing and Automation (SQL, SSMS, Power BI): Design automated data views, write complex SQL queries - Building Data Visualizations: Interactive dashboards in Power Bl enabling stakeholders to make data-driven decisions. - Project and Process Management: Ensuring that automated systems are up and running	• Although the employee utilizes advanced data tools such as SQL Server Management Studio (SSMS), SQL queries, database views, and Power BI dashboards, these are used to perform the assigned responsibilities of a Head Start Program Analyst, such as program analysis, reporting, compliance monitoring, evaluation, and decision support. • While some of the tools used are also referenced in the Data Engineer-Senior classification, the overall nature of the work differs substantially. The Data Engineer-Senior classification is primarily focused on the design, development, implementation, maintenance, and governance of enterprise data systems, including data warehouses, ETL processes, data models, and technical infrastructure used across multiple organizations and systems. The information provided does not indicate that the employee is responsible for this. • The employee's work is most accurately characterized as the application of data analysis and reporting tools to support Head Start program operations, evaluation, compliance, and continuous improvement. Therefore, the duties described are consistent with the existing Head Start Program Analyst classification and do not appear to constitute the primary technical and infrastructure responsibilities associated with the Data Engineer-Senior classification.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***816

Classification: **Innovations Support Specialist**

Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	The job has changed a little since the SCCOE description of 2018: 1. Create resources such as visuals and social stories for teachers and parents to support a challenge that a child is having. 2. Provide multiple strategies that families, educators, and members of community organizations can use to address a challenge that they are having with a child.	From the Job Description: • Provides teachers, students and parents with online resources, professional development resources and support services, including helping parents navigate education systems, support systems, and medical systems; creates and distributes e-packets information for families and professionals; develops materials that support children with disabilities and/or behavioral challenges in the classroom and at home. • Ability to Create tools for teachers and families to help children with special needs. • Answers Warm Line phone calls and emails related to resources for disabilities; provides callers with information packets; conducts on-line and phone assessments for student needs; follows-up with contacts identified needs. • Responds to program inquiries and makes appropriate referrals to program content experts, coaches or other professionals in consultation with department staff. • Ability to Provide consultation to parents, students and families.	These duties are entailed in the job description.
B.	3. Provide parenting classes/trainings through Triple P, Stepping Stones, and CSEFEL.	From the Job Description: • Provides outreach services and trainings, which includes providing information about current trends in creating spaces of belonging, to various audiences such as families, Head Start, community colleges/universities, college and university classes in early education, community organizations, and local agencies. • Plans, develops, designs, implements, and conducts trainings for staff, students, parents, preschool and K-12 teachers and community organizations including librarians, mental health professionals and museum and community center administrators. • Assists in the creation of and implementation of training materials related to specific topics and functions.	These duties are entailed in the job description.
C.	4. Provide trainings on disability, behavior, sensory processing, and other topics to educators	From the Job Description: • Provides outreach services and trainings, which includes providing information about current	These duties are entailed in the job description.

	and families as needed. The amount of time spent on this depends on the need for a trainer.	trends in creating spaces of belonging, to various audiences such as families, Head Start, community colleges/universities, college and university classes in early education, community organizations, and local agencies. • Plans, develops, designs, implements, and conducts trainings for staff, students, parents, preschool and K-12 teachers and community organizations including librarians, mental health professionals and museum and community center administrators.	
D.	5. Translate resources into Mandarin as needed.		See recommendation below.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		**Considerations**	**Conclusion**
A.	Deciding what strategies & resources to give parents based on their need & their ability to handle new information.	From the Job Description: • Answers Warm Line phone calls and emails related to resources for disabilities; provides callers with information packets; conducts on-line and phone assessments for student needs; follows-up with contacts identified needs. • Responds to program inquiries and makes appropriate referrals to program content experts, coaches or other professionals in consultation with department staff. • Provides teachers, students and parents with online resources, professional development resources and support services, including helping parents navigate education systems, support systems, and medical systems; creates and distributes e-packets information for families and professionals; develops materials that support children with disabilities and/or behavioral challenges in the classroom and at home. • Completes ASQ/ASQ-SE screenings with families who have children under sixty-six months of age; provides families with developmental activities based on results of the ASQ/ASQ-SE and maintains files for future contact and communication. • Ability to Provide consultation to parents, students and families.	These duties are entailed in the job description.
B.	Deciding what strategies to highlight in writing a social story that addresses a child's behavior or challenge.	From the Job Description: • Provides teachers, students and parents with online resources, professional development resources and support services, including helping parents navigate education systems, support	These duties are entailed in the job description.

		systems, and medical systems; creates and distributes e-packets information for families and professionals; develops materials that support children with disabilities and/or behavioral challenges in the classroom and at home. • Assists in the creation of and implementation of training materials related to specific topics and functions. • Ability to Create tools for teachers and families to help children with special needs. • Ability to Prepare a variety of internal and external communications, correspondence, requisitions, forms, statistics, curriculum projects, instructional materials, specifications and reports of a routine or special nature.	
C.	Organizing my tasks in order of priority.	From the Job Description: • Ability to: Work independently with little direction. • Ability to: Meet schedules and timelines.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	**Considerations**
Classified because the job does not require certification.	• The Innovations Support Specialist is a classified position that provides resources, consultation, materials, outreach, and training to families, educators, and community organizations.

Final Conclusion and Recommendation:

The employee is not misclassified; however, the job description does not include responsibilities for translation of resources. If the department has an ongoing operational need for translation services, they may request a bilingual and/or biliterate examination for the employee or assign translation duties to employees whose classifications encompass translation, interpretation, or bilingual communication responsibilities.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***108
Classification: **Migrant Education Program Recruiter**
Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	Implement services with limited guidance. Continued individual problem solving to ensure families receive services needed. Increased advocacy responsibilities due to limited supporting personnel.	From the Job Description: • Advocates for the implementation of program and support services for migrant education students and their families; provides case management services for migrant students and families by maintaining ongoing contact through school site visits, home visits, phone calls, texts, and emails; serves as a liaison between families, schools, community service agencies, and other program staff to link families with needed services through referrals to various community services and agencies and assures that students receive access to services for unmet health and educational needs.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		Considerations	Conclusion
A.	How to best support the social services needs of migrant ed families.	From the Job Description: • Advocates for the implementation of program and support services for migrant education students and their families; provides case management services for migrant students and families by maintaining ongoing contact through school site visits, home visits, phone calls, texts, and emails; serves as a liaison between families, schools, community service agencies, and other program staff to link families with needed services through referrals to various community services and agencies and assures that students receive access to services for unmet health and educational needs.	These duties are entailed in the job description.
B.	Approach on how to expand Migrant Ed partnerships	From the Job Description: • Visits homes, schools, worksites, migrant housing, community events, and other locations, including those in isolated rural areas; interviews parents and guardians; determines and verifies student eligibility for	These duties are entailed in the job description.

		the program; canvasses various targeted areas in the community to identify possible eligible migrant families; develops partnerships with key school personnel and staff from community agencies to maintain ongoing contacts for recruitment referrals.	
C.	Individual skills to ensure good diplomatic relations with subgrantees in school district.	From the Job Description: • Advocates for the implementation of program and support services for migrant education students and their families; provides case management services for migrant students and families by maintaining ongoing contact through school site visits, home visits, phone calls, texts, and emails; serves as a liaison between families, schools, community service agencies, and other program staff to link families with needed services through referrals to various community services and agencies and assures that students receive access to services for unmet health and educational needs. • Ability to: Establish and maintain effective working relationships with others including school and community representatives, migrant families and migrant program staff.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	Considerations
Advocates for the implementation of services that support migrant students and their families - [redacted] I find myself having to advocate for the implementation of services and programs that adhere to the needs of migrant student populations taking into account the barriers those students and their families may encounter.	The Migrant Education Program Recruiter, identifies and enrolls eligible families; advocates and helps to plan, organize, and coordinate the implementation of a variety of services that link students and their families to school, district, and community resources by increasing communication and ensuring student success through ownership of their learning; promotes parent education and involvement in various school, district, and community programs and other activities; refers students and families to the appropriate agencies to assure academic success; provides written translation and oral interpretation services to students and families to assist students and families accessing needed services. Concerns regarding leadership are outside the scope of the classification review process and should be addressed with the direct supervisor.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***219
Classification: **Occupational Therapist II**
Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	Having a doctorate, allows me to be an expert in IEPs, allows the SCCOE to look like the "Premier Provider" they claim, but I am not paid equitably with administration who hold a doctorate. They are paid $2500 to $5000 in a 'Cal PERS-able' contribution to their annual salary.	From the Job Description: • Writes assessment reports identifying the student's needs and proposed treatment strategies, writes individual student goals and objectives as part of the IEP plan, maintains progress records. Participates in the IEP meeting. • Ability to: Work as a strong member of the IEP team, using current best practice clinical skills for working with infants, children and adolescents with moderate to severe physical, mental and emotional disabilities	Participation in IEP meetings is entailed in the job description. Although employee indicates that a doctoral degree enhances their knowledge and expertise in this area, the analysis focuses on the duties and responsibilities assigned to the position.
B.	Significant Increase in cognitive labor. The addition of "just one more piece of documentation" when at least one, if not two or three additional places that required documentation is added. And similarly, "its only once a month" additional required in person meetings that has been added. Over the past 20 years, each "just one more piece of documentation that only requires two-three minutes, is an additional hour of documentation per week. And the "it's only once a month" meetings, is now three hours a month of meetings, plus travel time to and from these meetings.	From the Job Description: • Writes assessment reports identifying the student's needs and proposed treatment strategies, writes individual student goals and objectives as part of the IEP plan, maintains progress records. Participates in the IEP meeting. • Participates in meetings between county office staff and families on the appropriate implementation of educational programs; collaborates and coordinates occupational therapy goals with the educational program. • Ability to Maintain records and prepare complex reports	These duties are entailed in the job description. The nature of the work, not the volume, determines classification.
C.	Daily notes, documentation is now required in an online program, with additional technology/computer skills required.	From the Job Description: • Writes assessment reports identifying the student's needs and proposed treatment strategies, writes individual student goals and objectives as part of the IEP plan, maintains progress records. Participates in the IEP meeting.	These duties are entailed in the job description. New technology has

		• Ability to Maintain records and prepare complex reports	been implemented as a tool to support existing job functions and does not represent a material change to the position's classification.
D.	Complex Mileage reimbursement forms, on a fillable online form, often printed out maps are also required.	From the Job Description: • Performs related duties as assigned. • The task is administrative in nature and not identified as a higher-level professional duty.	These duties are entailed in the job description.
E.	Online attendance/absence tracking for the OTs.	From the Job Description: • Performs related duties as assigned.	To the extent this refers to recording the employee's own attendance or absences; it is administrative in nature and does not represent a substantive change in the duties of the position. Represented employees do not have access to absence management records for other represented employees.
F.	Tracking of services, in on the online program, but additional requirement of keeping track of the missed services. Why was the service missed, if /when the service was made up. If the services were not made up, we are now required to keep track of all missed services and share that documentation with the OT manager and help keep track as the services are provided.	From the Job Description: • Writes assessment reports identifying the student's needs and proposed treatment strategies, writes individual student goals and objectives as part of the IEP plan, and maintains progress records. Participates in the IEP meeting. • Maintains an in-depth knowledge of the laws and policies governing Special Education and Early Intervention in California that pertains to the delivery of occupational therapy services.	These duties are entailed in the job description.

G.	Creating and writing annual prescriptions for each student on service, to allow the SCCOE to bill for the OT service and receive reimbursement.	From the Job Description: • Develops occupational treatment plans and goals for rehabilitative care to improve student functional abilities and enhance their ability to learn • Writes assessment reports identifying the student's needs and proposed treatment • strategies, writes individual student goals and objectives as part of the IEP plan, maintains progress records. Participates in the IEP meeting.	These duties are entailed in the job description.
H.	The severity, complexity, and frequency of all other regular duties have increased. The severity of the students' needs has increased. It used to be that one or two students in the room were aggressive - hitting/biting/throwing etc. or students who would run out of the room unless under close and constant supervision. Now it is half of the students in the room who are demonstrating these types of behaviors. I am in NO WAY blaming the students for these behaviors, but it is important to know that the amount of these behaviors has increased. As stated above, the addition of "just one more" piece of documentation. and "only once a month" additional meeting. The classroom staff training has become more complex and formal. The frequency and level of scrutiny of IEPs has increased, to include multiple meetings, advocates and attorneys being present at these meetings. The need to support students in the classroom, not assigned to your workload/caseload. Monitoring equipment to be sure it is in good working order and safe for the student, monitoring equipment to be moved from location to location with the assigned student, ordering equipment, training staff in use of the equipment, meeting and working with equipment vendors. Supporting the staff in the classroom when they are understaffed, or the teacher is not present. Training new hire Occupational Therapists and Contract Occupational Therapists. With the addition of all the	From the Job Description: • Ability to Work as a strong member of the IEP team, using current best practice clinical skills for working with infants, children and adolescents with moderate to severe physical, mental and emotional disabilities. • Provides formal and informal in-services to educational staff and families in relevant areas focusing on occupational therapy treatment principals as they relate to the development and education of children with special needs. • Consults with other members of the educational team regarding the mandated and best-practice roles of occupational therapy. • Monitors therapy programs and educational staff trained to incorporate appropriate occupational therapy treatment strategies into the educational program; evaluates the effectiveness of the established program and makes modification within the framework of the IEP process as necessary • Provides direction, training, and assistance to support staff assigned to the occupational therapy program • Conducts in-service or other training programs for county office staff and school district personnel on the role of occupational therapy as an educational service, normal sensory-motor development as related to learning, and identification of sensory-motor deficits. • Adapts equipment to assure proper positioning and to enhance functional performance of the student, addressing the student's neuromuscular deficits and needs. May include design and fabrication of equipment, or recommendations for purchase of adaptive equipment as needed for the individualized special education program. • Consults and collaborates with medical and community agencies who interact with the County Office of Education Special Schools and Early Intervention programs regarding occupational therapy services for students;	These duties are entailed in the job description. Increased frequency, complexity, and volume of these activities reflect changes in workload demands; however, the nature of the work, rather than the amount of work performed, determines classification. The information provided does not demonstrate a substantial change in the fundamental duties, scope of responsibility, or level of authority

	new 'required documentation' and the complexity and severity of the regular duties, and all the online documentation, is also more complex. And the need to drive between multiple sites, when the OTs could attend electronically either over Zoom/Teams/ or by phone.	participates in local and state presentations to large and small groups. • Administers the occupational therapy program as needed in terms of budget recommendations, space and equipment recommendations, occupational therapy program development and evaluation, and supervision/direction of any support staff or others (i.e., student interns) assigned to the occupational therapy program.	assigned to the position.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		**Considerations**	**Conclusion**
A.	What to say, and how to say it in the IEP meetings, even more so when an advocate or attorney is present, or when the parent is suing the SCCOE or the School District. What assessments to use with the students, what service level to provide to the student-the frequency, duration, group/individual, push in/pull out services etc. how best to provide the Occupational Therapy intervention to the student.	From the Job Description: • This job class requires independent clinical judgment, well developed communication skills, and the ability to work in a variety of settings. • Consults and collaborates with medical and community agencies who interact with the County Office of Education Special Schools and Early Intervention programs regarding occupational therapy services for students; participates in local and state presentations to large and small groups • Writes assessment reports identifying the student's needs and proposed treatment strategies, writes individual student goals and objectives as part of the IEP plan, maintains progress records. Participates in the IEP meeting. • Ability to Work as a strong member of the IEP team, using current best practice clinical skills for working with infants, children and adolescents with moderate to severe physical, mental and emotional disabilities.	These duties are entailed in the job description.
B.	Support to administrators in how best to develop and implement the OT program in the Early Learning Services department.	From the Job Description: • Coordinates occupational therapy program within the total educational system, including involvement with transition planning when appropriate. • Administers the occupational therapy program as needed in terms of budget recommendations, space and equipment recommendations, occupational therapy program development and evaluation, and supervision/direction of any support staff or others (i.e., student interns) assigned to the occupational therapy program.	These duties are entailed in the job description.

		• Consults with other members of the educational team regarding the mandated and best-practice roles of occupational therapy. • Recommends future occupational therapy services to administration.	
C.	Support to the less senior OTs, and contract OTs, how to best perform their job, how should they prioritize their workload, how to interact with "red flag" parents, etc.	From the Job Description: • Provides direction, training, and assistance to support staff assigned to the occupational therapy program. • Provides formal and informal in-services to educational staff and families in relevant areas focusing on occupational therapy treatment principals as they relate to the development and education of children with special needs.. • Conducts in-service or other training programs for county office staff and school district personnel on the role of occupational therapy as an educational service, normal sensory-motor development as related to learning, and identification of sensory-motor deficits. • Administers the occupational therapy program as needed in terms of budget recommendations, space and equipment recommendations, occupational therapy program development and evaluation, and supervision/direction of any support staff or others (i.e., student interns) assigned to the occupational therapy program.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	**Considerations**
Supervisor, Occupational Therapy Early Learning, or Supervisor. Occupational Therapy, Charter Schools. Given that the staff housed at the Ridder Park office have one or two employees to a "Lead", "Manager", or "Supervisor", it is unrealistic that the OT department has 20+ employees and just one Lead. This is unfair to both our employees and the one lead. As well as it is not equitable between the staff working directly with the students we serve, and the staff doing the paperwork at the office. Both are equally important, but the staff working directly with the students have the additional burden of less support.	• The employee is an Occupational Therapist II, which is the journey-level of this ACS position, at which an employee is expected to perform the complete range of duties with limited supervision. • All of the duties described by the employee are consistent with the Occupational Therapist I/II specification, which already contemplates independent clinical judgment, consultation, training others, participation in IEPs, program coordination, providing direction to staff, and recommending services to administration. • The statement addresses concerns regarding staffing structure, supervisory support, and equity between employee groups. These concerns are not classification factors and do not demonstrate a change in the duties or responsibilities of the position.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***894
Classification: **Occupational Therapist II**
Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	mentoring new occupational therapists	From the Job Description: • Provides direction, training, and assistance to support staff assigned to the occupational therapy program. • Administers the occupational therapy program as needed in terms of budget recommendations, space and equipment recommendations, occupational therapy program development and evaluation, and supervision/direction of any support staff or others (i.e., student interns) assigned to the occupational therapy program.	These duties are entailed in the job description.
B.	Shift in level of students to be more complex	From the Job Description: • Provides occupational therapy services to special needs students enrolled in the educational programs of the Santa Clara County Office of Education. • Administers pediatric occupational therapy assessments to determine a student's level of function relative to the student's age and educational placement in such areas as fine/gross motor skill development, sensory motor integration, self-care and activities of daily living. • Develops occupational treatment plans and goals for rehabilitative care to improve student functional abilities and enhance their ability to learn • Ability to: Work as a strong member of the IEP team, using current best practice clinical skills for working with infants, children and adolescents with moderate to severe physical, mental and emotional disabilities	These duties are entailed in the job description. Increased complexity of these activities reflect changes in workload demands; however, the nature of the work, rather than the amount of work performed, determines classification. The information provided does not demonstrate a substantial change in the fundamental duties, scope of responsibility, or level of authority assigned to the position.
C.	Assist in coordination of back-to-school professional development with other occupational therapists	From the Job Description: • Provides formal and informal in-services to educational staff and families in relevant areas	These duties are entailed in the job description.

		focusing on occupational therapy treatment principals as they relate to the development and education of children with special needs. • Conducts in-service or other training programs for county office staff and school district personnel on the role of occupational therapy as an educational service, normal sensory-motor development as related to learning, and identification of sensory-motor deficits.	
D.	Additional documentation (writing prescriptions) for Medi-Cal billing	From the Job Description: • Writes assessment reports identifying the student's needs and proposed treatment strategies, writes individual student goals and objectives as part of the IEP plan, maintains progress records. Participates in the IEP meeting. • Develops occupational treatment plans and goals for rehabilitative care to improve student functional abilities and enhance their ability to learn.	These duties are entailed in the job description. The nature of the work, not the volume, determines classification
E.	PLC/PBIS meetings to create projects, curriculum, and resources	From the Job Description: • Participates in meetings between county office staff and families on the appropriate implementation of educational programs; collaborates and coordinates occupational therapy goals with the educational program. • Consults with other members of the educational team regarding the mandated and best-practice roles of occupational therapy. • Coordinates occupational therapy program within the total educational system, including involvement with transition planning when appropriate.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		**Considerations**	**Conclusion**
A.	what type of treatment plan, frequency of service, documentation of treatment	From the Job Description: • Develops occupational treatment plans and goals for rehabilitative care to improve student functional abilities and enhance their ability to learn. • Develops occupational therapy treatment plans based on the educational goals for eligible students, to improve the student's functional abilities within the school and naturalistic settings, in collaboration with the IEP or IFSP team. • Writes assessment reports identifying the student's needs and proposed treatment strategies, writes individual student goals and	These duties are entailed in the job description.

		objectives as part of the IEP plan, maintains progress records. Participates in the IEP meeting. • Monitors therapy programs and educational staff trained to incorporate appropriate occupational therapy treatment strategies into the educational program; evaluates the effectiveness of the established program and makes modification within the framework of the IEP process as necessary.	
B.	how to train staff to implement therapy plan	From the Job Description: • Monitors therapy programs and educational staff trained to incorporate appropriate occupational therapy treatment strategies into the educational program; evaluates the effectiveness of the established program and makes modification within the framework of the IEP process as necessary. • Provides formal and informal in-services to educational staff and families in relevant areas focusing on occupational therapy treatment principals as they relate to the development and education of children with special needs. • Provides direction, training, and assistance to support staff assigned to the occupational therapy program. • Conducts in-service or other training programs for county office staff and school district personnel on the role of occupational therapy as an educational service, normal sensory-motor development as related to learning, and identification of sensory-motor deficits.	These duties are entailed in the job description.
C.	how to train parents to implement therapy plan	From the Job Description: • Demonstrates educational and developmental strategies to students and families for successful home management of perceptual motor, sensory, and self-care programs. • Provides on-site interpretation and summaries of assessment report results to families; recommends appropriate activities and materials designed to accomplish motor goals sets and facilitate the development and family care of students. • Provides formal and informal in-services to educational staff and families in relevant areas focusing on occupational therapy treatment principals as they relate to the development and education of children with special needs. • Participates in meetings between county office staff and families on the appropriate implementation of educational programs; collaborates and coordinates occupational therapy goals with the educational program.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	Considerations
Senior Occupational Therapist - our more experienced therapists provide ongoing training and support not just to classroom staff but also to newer therapists, design and implement more complex treatment plans, support classroom staff in implementing behavior intervention plans, sensory programs, and any aspect of the treatment plan that can be implemented in the classroom, develop and implement programs to support students during recess and community activities.	• The employee is an Occupational Therapist II, which is the journey-level of this ACS position, at which an employee is expected to perform the complete range of duties with limited supervision. • The duties described by the employee fit within the Occupational Therapist I/II specification's responsibilities for assessment, treatment planning, consultation, staff training, program implementation, and independent clinical judgment. • The statement addresses concerns regarding staffing structure, supervisory support, and equity between employee groups. These concerns are not classification factors and do not demonstrate a change in the duties or responsibilities of the position.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***644

Classification: **School Office Coordinator – Special Education**

Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	When there is a vacancy in the admin position, as SOCs we often have to make admin decisions. With the doubling of Student Services Specialists, we now receive more requests to help the specialists gather the information they are looking for.	From the Job Description: • Incumbents are expected to exercise independent judgment by relieving the site administrator of routine actions not requiring the Administrator/ Principal's immediate attention and serve as a resource to other County Office departments, the public, and community service agencies, such as, but not limited to emergency response teams. • Inputs a variety of data into an assigned computer system; establishes and maintains automated records and files; initiates queries, develops spreadsheets, manipulates data and generates various computerized lists and reports as requested; assures accuracy of input and output data; confers with technical and programming staff regarding system modifications and information needs.	These duties are entailed in the job description.
B.	Make on the spot decisions when admin not present and not able to be contacted. Database clean-up and data collection. This is for errors that we didn't make.	From the Job Description: • Incumbents are expected to exercise independent judgment by relieving the site administrator of routine actions not requiring the Administrator/ Principal's immediate attention, and serve as a resource to other County Office departments, the public, and community service agencies, such as, but not limited to emergency response teams. • Maintains and modifies student cumulative files and records; maintains a collection of diverse databases; maintains legal files for due process; maintains confidentiality of privileged and sensitive information; assures timely responses as necessary.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		Considerations	Conclusion
A.	Staffing matters	From the Job Description: • Responsibilities for the School Office Coordinator-Special Education may include	These duties are entailed in the job description.

		staff, administrative, program or student matters or a combination these in an environment where the Principal is often at the work sites or in required meetings.	
B.	Purchasing matters	From the Job Description: • Monitors inventory levels of site equipment, furniture and supplies; orders, receives and maintains appropriate levels of inventory as required; prepares, processes and codes purchase orders and invoices as assigned. • Performs financial record-keeping and bookkeeping duties related to various school funds; posts accounts receivable and payable; balances checkbook; prepares bank deposits, vouchers and checks for signature; presents books for reconciliation or audit as required.	These duties are entailed in the job description.
C.	Safety matters	From the Job Description: • Assists in the organization and development of the school safety plan and other emergency procedures or plans to assure emergency preparedness; assists with safety inspections of school sites.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	**Considerations**
I think School Office Coordinators should be classified as Admin IV. When you look at our day-to-day duties with staffing at multiple sites, student transportation to multiple sites, HR, Maintenance, outside Vendors, Payroll, Accounting, assisting Principals, reporting to SPED, communicating with families, etc., the program heavily relies on our work to run smoothly.	• The circumstances listed are also enumerated in the Basic Function: Under the supervision of the Principal – Special Education, performs a variety of highly responsible administrative and operational support functions for an assigned special education cluster of student/ instructional programs; coordinates the day-to-day operations of an assigned cluster office and sites; relieves the Principal of routine administrative matters; prepares and maintains various records and reports; assures accuracy of data and compliance with state and federal requirements.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

AGENDA ITEM VI – F (NEW BUSINESS – INFORMATION)

APPROVAL / RATIFICATION OF RECOMMENDATION
REGARDING INCUMBENT RECLASSIFICATION REQUEST

BACKGROUND

As part of the classification study initiated in the 2023-24 fiscal year and conducted by the School Employers Association of California (SEAC), a number of employees submitted requests for reclassification. A study of each request was completed to determine whether the positions reviewed had experienced a gradual and substantial accretion of duties and responsibilities sufficient to warrant reclassification. Based on the findings of the studies, it was determined that the position presented today remains appropriately allocated to it's current classifications.

The final report summarizing the analysis, findings, and recommendations were provided to the affected employees. Consistent with Merit System Rules, employees have been provided an opportunity to submit additional information for consideration by the Personnel Commission. This item is presented for information and initial review only. Interested parties may present appeals or additional information to the Personnel Commission prior to Commission consideration of the final recommendations at the December PC Meeting.

A copy of the Final Report of Reclassification Request is enclosed.

RECOMMENDATION

It is recommended that the Personnel Commission review the classification study findings and recommended classification determinations resulting from incumbent reclassification.

FINAL REPORT OF RECLASSIFICATION REQUEST

Employee #: ***146

Classification: **Student Services Specialist**

Employee Name: [redacted]

In the classification questionnaire, the employee indicates in Section II (New and/or Additional Job Duties):		Considerations	Conclusion
A.	Provide financial and analytical skills beyond 'basic' financial record-keeping, budgeting, accounting, and mathematics. Responsible for Special Ed Administration money matters plus contract development administration services for staff and services (PSA, IOSA, NRCE/CLPE) matters including recruitment solicitations. Participate in decisions of significant impact.	From the Job Description: • Performs a wide variety of journey-level professional administrative work that includes planning, purchasing, data auditing, research, data analysis and technical support functions. • Assists in the preparation of the annual budget; establishes open accounts, prepares purchase requisitions, orders equipment, warehouse and other supplies. • Monitors, records, and maintains budgets such as Title I and Title III, account balances and expenditures; resolves invoice discrepancies; initiates, prepares, and submits budget revisions and corrections. • Receives and reviews financial reports and informs the administration of budget status, accounting procedures, and other matters. • Use of initiative, organizational and problem solving skills, and independent judgment in the process of routine and complex administrative details is necessary. • Develop, analyze, recommend and/or revise forms, complex procedures and operations, materials and system specifications to ensure program compliance and/or optimal efficiency, and formulate conclusions.	These duties are entailed in the job description.
B.	Participate in 2+ hours per month starting in October 2024 for monthly SA7 PRMS Functionality Workgroup and support workgroup by completing activities and deliverables. Participate in three four-hour quarterly meetings.	From the Job Description: • Plans, organizes and participates in the development of new or improved information system capabilities; designs system modifications; and tests and evaluates new or modified system features. • May represent the County Office of Education and the student/instructional program, and/or site on various committees.	These duties are entailed in the job description.

In the classification questionnaire, the employee indicates in Section III (Decision Making and Supervision):		Considerations	Conclusion
A.	Determine which budget to use for expenditures – significant impact within program	From the Job Description: • Assists in the preparation of the annual budget. • Monitors, records, and maintains budgets such as Title I and Title III, account balances and expenditures; resolves invoice discrepancies; initiates, prepares, and submits budget revisions and corrections • Receives and reviews financial reports and informs the administration of budget status, accounting procedures, and other matters. • Initiates, prepares, and submits budget revisions and corrections. • Assists, monitor, record, maintain and prepare budgets and review related financial reports.	These duties are entailed in the job description.
B.	Determine which agreement best suits services	From the Job Description: • Performs a wide variety of journey-level professional administrative work in areas such as planning, budgeting, purchasing, data management, and research and technical support functions for student programs operated by the Santa Clara County Office of Education. • Use of initiative, organizational and problem solving skills, and independent judgment in the process of routine and complex administrative details is necessary. • Types, develops, and prepares a variety of correspondence, reports, graphs, charts, memorandums, forms, evaluations, newsletters, requisitions, and purchase orders.	These duties are entailed in the job description.
C.	SCCOE Board Policy Compliance	From the Job Description: • Remains abreast of new or revised state and/or federal regulations affecting student programs, procedures, and computer information systems. • Identifies and advises the responsible program administrator(s) of unmet department needs or compliance issues; researches and evaluates legal issues; recommends procedures to correct deficiencies. • Ability to: Interpret and apply applicable state and federal laws, rules, regulations, procedures, policies and regulations governing county office student programs.	

In the classification questionnaire, the employee indicates in Section IV (Self-Assessment):	Considerations
Special Education Student Services Specialists provide skilled expertise under their respective assignments ([redacted] MBT and RIM, [redacted] computer science, [redacted] coordinator, [redacted] = just started) therefore their job classification, especially for those who fall under the Step 7 Student Services Specialist OTBS Salary Schedule, should be considered for a "Senior" or "Specialist II" job title extension as each provide services beyond the original 11/8/2017 job description.	• The Student Services Specialist classification is designed to perform a broad range of journey-level professional administrative responsibilities, including budget monitoring, purchasing, financial recordkeeping, data analysis, systems support, regulatory compliance, committee participation, and the exercise of independent judgment in complex administrative matters. Duties described, including managing program budgets, supporting service agreements, monitoring compliance requirements, and participating in information system workgroups, appear to align with the scope and intent of the existing classification. • While the employee may have expertise developed through experience, classification determinations are based primarily on the nature, scope, and level of assigned duties rather than the volume of work performed or proficiency with those duties. Based on the information provided, the duties are consistent with responsibilities already contemplated within the Student Services Specialist classification.

Final Conclusion and Recommendation:

The employee is not misclassified, and no further action is recommended.

AGENDA ITEM VI – G (NEW BUSINESS – ACTION)

PERSONNEL COMMISSION ANNUAL REPORT 2025-2026

BACKGROUND

An Annual Report is prepared each year summarizing the activities of the Commission's staff during the preceding fiscal year. Thus, presented before the Personnel Commission is the Annual Report for 2025-2026. A draft version of the Annual Report was presented at the October 2026 Personnel Commission meeting for Commissioner review. Among other information, the Annual Report provides statistical information relating to applications, recruitment, and classified staffing, as well as disciplinary hearings and appeals data.

A copy of the Annual Report is included.

RECOMMENDATION

It is recommended the Personnel Commission approve the Annual Report for 2025-2026, for approval.

Santa Clara County
Office of Education

PERSONNEL COMMISSION

ANNUAL REPORT

2025

2026

MERIT SYSTEM

What is a Merit System?

A merit system is comprised of rules which ensure fair and equitable treatment in recruitment, employment and promotion procedures. Education Code section 45260 states that the rules and regulations adopted by the Personnel Commission shall be binding on all classified employees and provides procedures to be followed by the Governing Board as they pertain to classified staff.

The Santa Clara County Office of Education's Merit System and its Personnel Commission were established on July 1, 1973.

Merit System Rules of the Personnel Commission

- Ensure employees are hired in accordance with Commission Rules and Merit System law based on merit and fitness, without favoritism.
- Protect applicants and employees from discriminatory job requirements.
- Ensure objective, job-related tests.
- Provide for the establishment of eligibility lists.
- Provide for the announcement of job vacancies to employees and the public.
- Classify or reclassify positions.
- Recommend salary schedules consistent with the principle of like pay for like service.
- Investigate and hear appeals of permanent employees who have been suspended, demoted, or dismissed.

In compliance with the requirements of California Education Code, section 45266, the Personnel Commission presents an Annual Report of its activities. This Annual Report highlights the personnel actions and activities completed by the Commission's staff during the 2025-2026 fiscal year.

PERSONNEL COMMISSION

What is the Personnel Commission?

A Personnel Commission is an independent and impartial body that is responsible for implementing and interpreting the Merit Rules. The Commission is comprised of three persons appointed for three-year terms. Commissioners must be residents and registered voters of the County of Santa Clara, and be known adherents to the principles of merit. Each member is appointed in a different manner.

Members of the Personnel Commission



DENISE COLEMAN, President, is a retired employee of the Union School District and serves as the County Superintendent's and Board of Education's appointee to the Commission. She has an extensive public education background in Santa Clara County having served as a teacher, coordinator, principal, director, assistant superintendent and superintendent. Commissioner Coleman was originally seated on the Commission in December 2024. Her current term expires in November 2027.

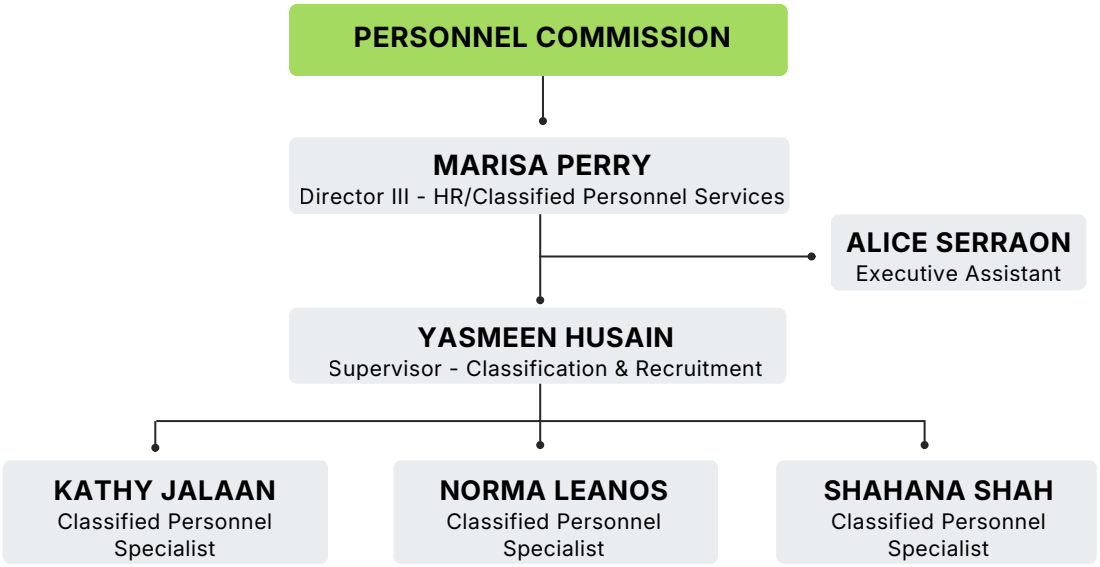
TOMARA HALL, Vice President, is a Special Education Teacher and serves as the classified employees' appointee to the Commission. She is a site representative, a bargaining team member, the founder of Teachers Empowering Youth Activists and organizes with the San Jose Unified Equity Coalition. She leads SEL and Self-Care workshops for students, teachers and the community. Commissioner Hall was seated on the Commission in March 2025. Her current term expires in November 2029.

ROD ADAMS, Member, is a retired employee of the Santa Clara Unified School District and serves as the Joint Appointee to the Commission. Throughout his career, Commissioner Adams has held various roles including Teacher, Principal, Human Resources Director, and Superintendent of Schools. Commissioner Adams was originally seated on the Commission in December 2021. His current term expires in December 2028.

CLASSIFIED PERSONNEL SERVICES

The Director of Classified Personnel Services and staff are responsible to the Personnel Commission for carrying out all procedures in the administration of the Merit System and the rules of the Personnel Commission. The Director serves as secretary and executive officer to the Personnel Commission, supervises commission staff, and oversees all activities, including activities related to recruitment, selection, classification, compensation, and appeal hearings.

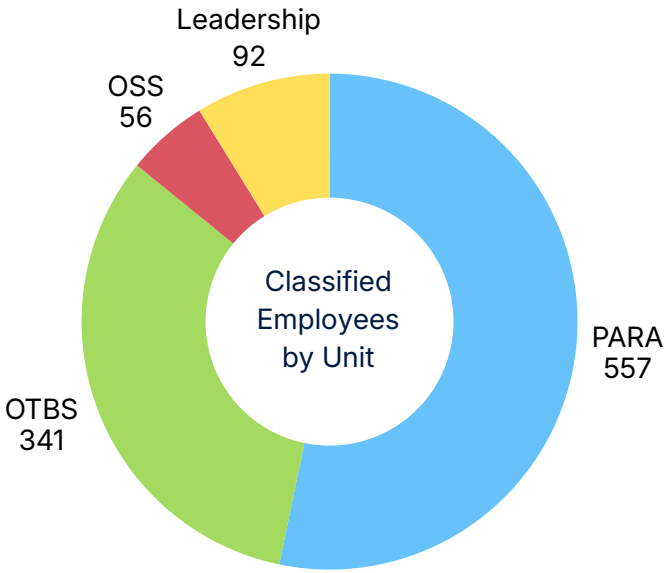




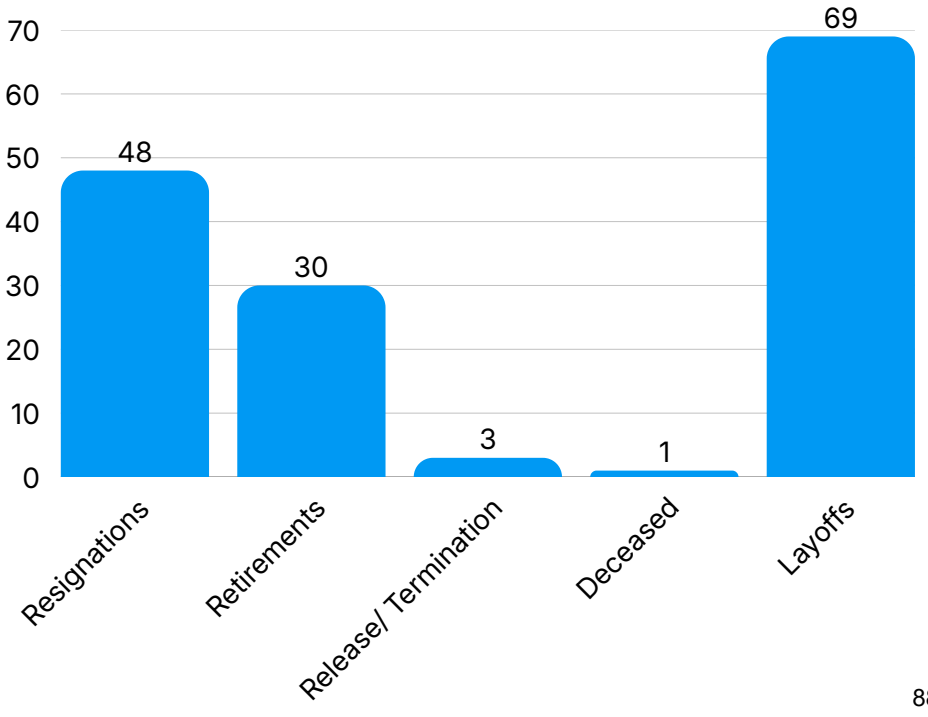
Personnel Commission regular meetings are typically held every second Wednesday of the month at 10:00 a.m. in the SCCOE Board Room. Meetings are open to the public and comply with the Brown Act. Visit sccoe.to/pc-meetings to view meeting dates, agendas and minutes.

CLASSIFIED STAFFING

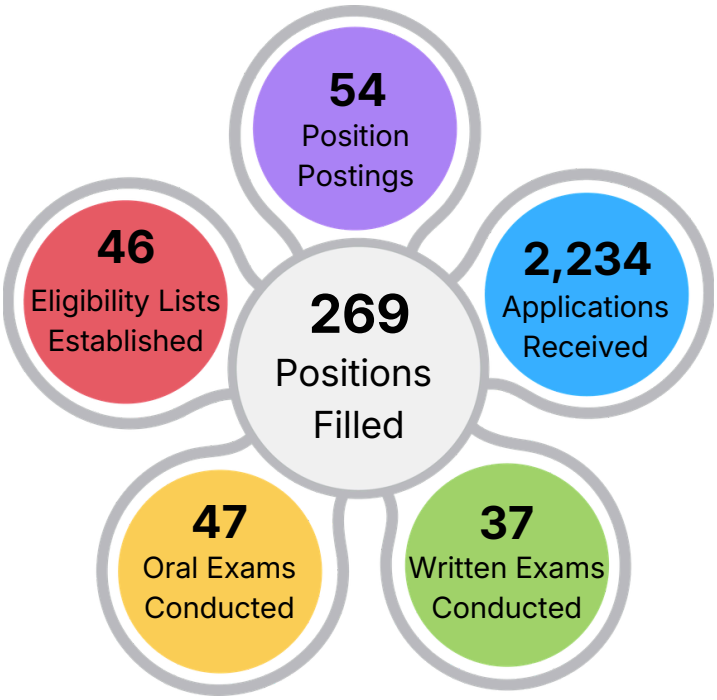
1,046
Total Classified Employees
as of June 30, 2026



151
Total Separations



CLASSIFIED RECRUITMENT



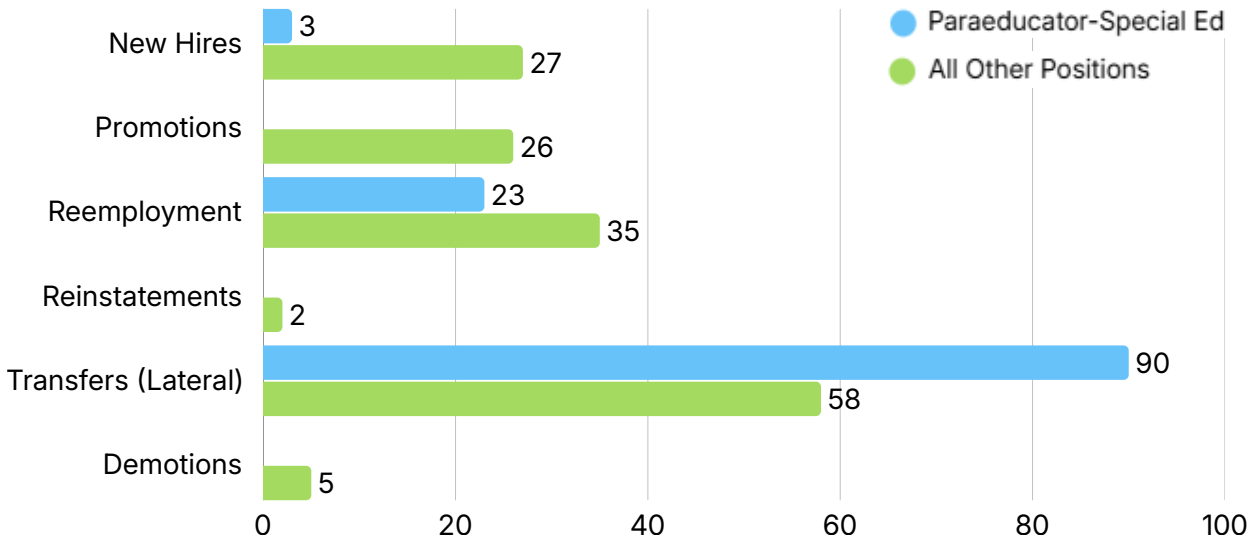
The impact of the significant reduction in force during the prior fiscal year continued to influence staffing activity throughout the year.

A significant portion of positions were filled through transfer and reemployment processes rather than external recruitment, as employees exercised transfer opportunities, bid board rights, and reemployment rights.

Regardless of whether a vacancy is filled through recruitment, transfer, or reemployment, significant staff time is required to review qualifications and eligibility, analyze and verify information, communicate with applicants and employees, respond to inquiries, coordinate with departments, and ensure all actions are processed in accordance with Merit System rules and procedures.

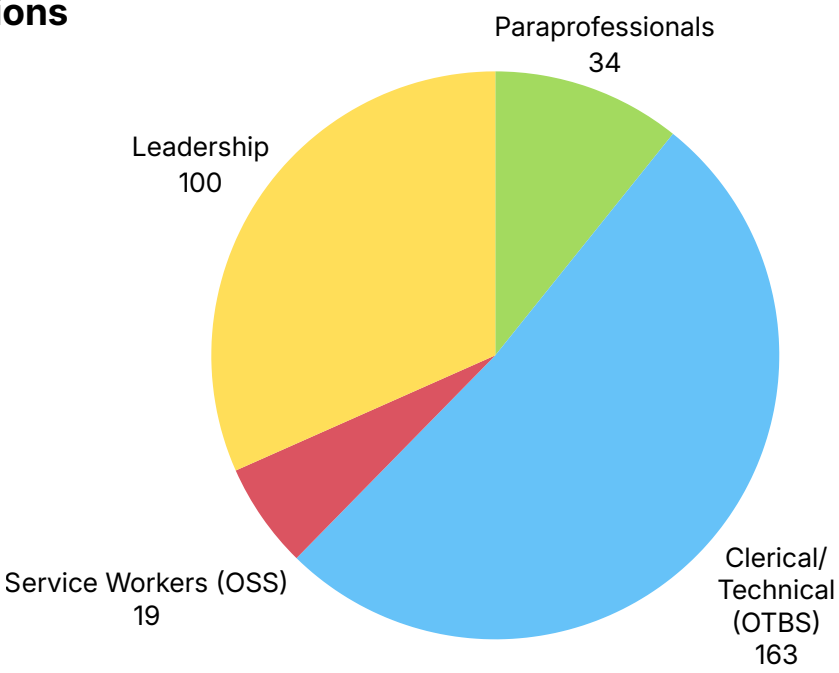
2 Alternate Class Series Reassignments

Positions Filled



JOB CLASSIFICATIONS

316
Total Classifications



9 **Classifications Added**

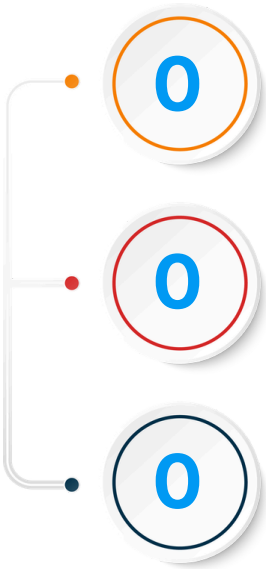
16 **Classifications Revised**

46 **Classifications Eliminated**

Classifications established during the 2025-2026 fiscal year are as follows:

- Student Engagement and Wellness Specialist
- Grants Program Specialist
- Apprenticeship Program & Grant Initiatives Specialist
- Director - Ethics and Compliance Investigations
- School Health Systems Compliance Analyst
- Campus Monitor/Youth Advocate - Lead
- Director II - Human Resources Operations
- Head of Human Resources
- Deputy Superintendent - Business and Operations

COMMISSION ADMINISTRATION



Disciplinary Hearings (filed, received, and forwarded to the Commission)

Applicant Appeals

Examination Appeals

The Personnel Commission, as an impartial body, is responsible for overseeing employment matters within its jurisdiction, including disciplinary appeals, applicant appeals, and examination appeals, ensuring fair resolution of employment issues. During the 2025-2026 school year, no appeals were filed.

Santa Clara County Office of Education
Personnel Commission
1290 Ridder Park Drive, MC 265, San Jose, CA 95131
sccoe.to/pc

AGENDA ITEM VI – H (NEW BUSINESS – ACTION)

APPROVAL OF ELIGIBILITY LISTS

BACKGROUND

The Director – Human Resources / Classified Personnel Services is responsible for preparing eligibility lists containing the names of eligible persons who have successfully passed required examinations and are available to accept employment in the classified service of the Santa Clara County Office of Education. The names of eligible persons have been arranged on each eligibility list in accordance with its examination rules.

RECOMMENDATION

The Director – Human Resources / Classified Personnel Services respectfully recommends the Personnel Commission approve and/or ratify the following eligibility lists:

CLASSIFICATION	ELIGIBLE LIST DATE EST.	UNIT	# OF ELIGIBLE	# OF RANKS
Outdoor Recreation Specialist (Part-Time)	10/12/26	PARA	5	5
Telecommunications Analyst	11/03/26	OTBS	5	4
Language Translator/Interpreter (English/Spanish) - Senior	11/10/26	OTBS	3	3

AGENDA ITEM VI – I (NEW BUSINESS – INFORMATION)

INFORMATION RECEIVED
MONTHLY VACANCY STATUS REPORT

BACKGROUND

A monthly report is provided to the Commissioners outlining the vacancy requests since the previous Personnel Commission meeting. The report is updated on an on-going basis, between Personnel Commission meetings. Enclosed, please find the Monthly Vacancy Status Report. This item is informational only.

CLASSIFIED PERSONNEL SERVICES

Vacancy Status Report

Reporting Period: October 14, 2026 - November 18, 2026

Report Date: 11/12/2026

#	PC#	CLASSIFICATION	DEPARTMENT/ SCHOOL SITE	STAFF	STATUS	TENTATIVE START DATE
1	5212	Administrative Assistant II	Migrant Education/Snell	Alice	Filled	10/19/26
2	6756	Administrative Data Technician	Foster Youth Services	Marisa	Filled	10/28/26
3	6681	Outdoor Recreation Specialist	Environmental Education/Walden West	Norma	Filled	11/19/26
4	3528	Specialized Physical Health Care (SPHC) Assistant	Special Education/McCollam	Shahana	Filled	11/16/26
5	6560	Associate Teacher - Restricted (Bil. Spanish Req.)	Early Learning Services/Snell	Kathy	Certified	
6	1630	Associate Teacher - Restricted (Bil. Spanish Req.)	Early Learning Services/Snell	Norma	Certified	
7	1109	Telecommunications Analyst	Technology Infrastructure & Support Services	Kathy	Certified	
8	6265	Administrative Data Technician	Continuous Improvement & Accountability	Marisa	Testing/Orals	
9	6553	Associate Teacher - Restricted	Early Learning Services/Santee	Norma	Testing/Orals	
10	5628	Associate Teacher - Restricted	Early Learning Services/Wool Creek	Norma	Testing/Orals	
11	5625	Associate Teacher - Restricted	Early Learning Services/Calaveras	Norma	Testing/Orals	
12	2550	Associate Teacher - Restricted	Early Learning Services/Christopher Ranch	Norma	Testing/Orals	
13	5270	Language Translator/Interpreter (Eng/Span)-Senior	Public Affairs	Norma	Testing/Orals	
14	6754	Manager - Risk & Liability	Risk Management	Yasmeen	Testing/Orals	
15	2828	Physical Therapist	Special Education Administration	Shahana	Testing/Orals	
16	6408	Principal Assistant to the County Superintendent	Office of the Superintendent	Yasmeen	Testing/Orals	
17	5434	Print Production Coordinator	Print Services	Shahana	Testing/Orals	
18	3525	Specialized Physical Health Care (SPHC) Assistant	Special Education/Gateway	Shahana	Testing/Orals	
19	6602	Paraeducator Trainer - Special Ed (Bil. ASL Req.)	Special Education Administration	Shahana	Hold	
20	4701	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	
21	3072	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	
22	2770	Education Interpreter I/II	Special Education/DHH Post Secondary (Chandler Tripp)	Yasmeen	Repost	
23	2769	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	
24	2062	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	
25	2060	Education Interpreter I/II	Special Education/Dartmouth	Yasmeen	Repost	
26	1023	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	
27	1016	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	
28	0933	Education Interpreter I/II	Special Education/Oster	Yasmeen	Repost	
29	0853	Education Interpreter I/II	Special Education/Oster	Yasmeen	Repost	
30	0588	Education Interpreter I/II	Special Education/Dartmouth	Yasmeen	Repost	
31	2915	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	
32	2537	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	
33	2535	Education Interpreter I/II	Special Education/Dartmouth	Yasmeen	Repost	

CLASSIFIED PERSONNEL SERVICES

Vacancy Status Report: Paraeducator–Special Education

Reporting Period: October 14, 2026 - November 18, 2026

Report Date: 11/12/2026

#	PC #	CLASSIFICATION	SCHOOL SITE	STAFF	STATUS	TENTATIVE START DATE
1	0490	Paraeducator - Special Education	Leyva	Shahana	Filled	10/26/26
2	1586	Paraeducator - Special Education	McCollam	Shahana	Filled	11/9/26
3	6716	Paraeducator - Special Education	Ridder Park	Shahana	Filled	11/4/26
4	6715	Paraeducator - Special Education	Ridder Park	Shahana	Filled	11/16/26
5	6321	Paraeducator - Special Education	Del Mar HS	Shahana	Filled	10/26/26
6	6151	Paraeducator - Special Education	Hester	Shahana	Filled	10/19/26
7	2804	Paraeducator - Special Education	Hester	Shahana	Filled	10/26/26
8	2414	Paraeducator - Special Education	Hester	Shahana	Filled	11/16/26
9	1394	Paraeducator - Special Education	Santa Teresa HS	Shahana	Filled	10/12/26
10	5926	Paraeducator - Special Education ASL	Oster - ASL	Shahana	Filled	10/12/26
11	4694	Paraeducator - Special Education	Seven Trees	Shahana	Fillled	11/2/26
12	2806	Paraeducator - Early Start	Foothill Annex	Shahana	Filled	11/30/26
13	2790	Paraeducator - Special Education	Independence HS	Shahana	Filled	11/30/26
14	6150	Paraeducator - Special Education	Hester	Shahana	Testing/Orals	11/16/26
15	6694	Paraeducator - Special Education	Moreland - BUS	Shahana	Testing/Orals	
16	2861	Paraeducator - Special Education	Saratoga	Shahana	Testing/Orals	
17	3626	Paraeducator - Special Education	Seven Trees	Shahana	Testing/Orals	
18	3578	Paraeducator - Special Education	Steinbeck	Shahana	Testing/Orals	
19	2510	Paraeducator - Special Education	Buchser	Shahana	Transfer Page	
20	2494	Paraeducator - Special Education	Carolyn Clark	Shahana	Transfer Page	
21	4771	Paraeducator - Special Education	Del Mar HS	Shahana	Transfer Page	