

PUBLIC NOTICE
PERSONNEL COMMISSION AGENDA
REGULAR MEETING #514
JULY 13, 2022, 10:00 A.M.
ZOOM VIRTUAL MEETING

<https://sccoe.zoom.us/j/98096497312>

Dial-in Number: 669-900-6833

Meeting ID: 980 9649 7312

This meeting meets the requirements of AB361

I. CALL TO ORDER

II. ROLL CALL

President - Nicholas Gervase
Vice President - Libby Spector
Member – Rod Adams

III. APPROVAL OF AGENDA #514 – July 13, 2022 ACTION

IV. APPROVAL OF MINUTES

A. Regular Meeting #513 – June 8, 2022 ACTION

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

VI. NEW BUSINESS

A. Dr. Mary Ann Dewan, County Superintendent of Schools INFORMATION

B. Approval / Ratification of Classification Specification Revision..... ACTION
a. Administrative Interpreter

C. Approval / Ratification of Classification Specification Revision..... ACTION
a. Educare Family Engagement Specialist

D. Approval / Ratification of Establishing Classification, Associated Classification Specification and Recommending Salary Range ACTION
a. Supervisor – Payroll Services, Range 10

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

F. Monthly Vacancy Status Report INFORMATION

VII. SECRETARY’S REPORT

VIII. FUTURE MEETINGS OR DISCUSSION ITEMS (Next Meeting: August 10, 2022)

IX. ADJOURNMENT

NOTE: This agenda will be posted on all 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 which 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.

**PERSONNEL COMMISSION
REGULAR MEETING #513
JUNE 8, 2022, 10:00 A.M.
ZOOM VIRTUAL MEETING**

<https://sccoe.zoom.us/j/98569747340>

DIAL IN NUMBER: 669 900 6833

MEETING ID: 985 6974 7340

UNAPPROVED MINUTES

I. CALL TO ORDER

The meeting was called to order by President Nicholas Gervase at 10:00 a.m.

II. ROLL CALL

MEMBERS PRESENT	STAFF PRESENT
Nicholas Gervase, President Libby Spector, Vice-President Rod Adams, Member	Marisa Perry Yasmeen Husain Linda Gore Yolanda Anguiano
OTHERS PRESENT	
Larry Oshodi Marie Bacher	Marcela Miranda

III. APPROVAL OF AGENDA

MOTION #513-1: The Commission approved Agenda #513, June 8, 2022, moved by Ms. Libby Spector, and seconded by Mr. Rod Adams.

MOTION #513-1: carried unanimously.

IV. APPROVAL OF MINUTES

MOTION #513-2: The Commission approved the Minutes for the Regular Personnel Commission Meeting #512, May 11, 2022, moved by Mr. Rod Adams, and seconded by Ms. Libby Spector.

MOTION #513-2: carried unanimously.

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

None

VI. NEW BUSINESS

A. Approval of Classification Specification Revision

MOTION #513-3 The Commission approved revising the classification specification for the position of Supervisor – Environmental Education, moved by Ms. Libby Spector, and seconded by Mr. Rod Adams.

MOTION #513-3: carried unanimously.

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

MOTION #513-4: The Commission approved and / or ratified the Eligibility Lists listed within Personnel Commission Agenda #513, moved by Mr. Rod Adams, and seconded by Ms. Libby Spector.

MOTION #513-4: carried unanimously.

#	CLASSIFICATION	DATE	UNIT	NUMBER OF ELIGIBLES	NUMBER OF RANKS
1	Cook	05/19/22	OSS	2	2
2	Environmental Education Liaison Recruiter	05/05/22	OTBS	11	6
3	Technology Support Specialist	05/12/22	OTBS	9	8
4	Data Engineer	05/18/22	OTBS	3	2
5	Child Care Resource and Referral Specialist	05/19/22	OTBS	8	7
6	Specialized Physical Health Care (SPHC) Assistant	05/19/22	AIDES	3	3
7	Payroll Services Specialist I/II	05/20/22	OTBS	11	7
8	Enrollment Data Specialist - Lead	05/24/22	OTBS	4	4
9	Manager - Risk and Liability+	05/25/22	LT	2	2
10	Supervisor - Print Services	05/26/22	LT	2	2
11	Paraeducator - Special Education	05/26/22	AIDES	10	Unranked

C. Monthly Vacancy Status Report – June 8, 2022

Director Perry reported on the Monthly Vacancy Status Report and positions filled, as well as the current recruitment climate and challenges. The Commission accepted the report as delivered.

VII. SECRETARY'S REPORT

Director Perry reported on the following:

- The virtual Paraeducator Bid Board will be held on June 22, 2022 for both displaced employees and voluntary transfers. Vacant positions are being held for the bid board.
- Department staff, along with Resource Support staff, attended a successful career/resource fair, held at the Opportunity Youth Academy site on June 1, 2022.

VIII. FUTURE MEETINGS OR DISCUSSION ITEMS

The next Personnel Commission regular meeting is scheduled for Wednesday, July 13, 2022, at 10:00 a.m., via Zoom.

IX. CLOSED SESSION (10:18 a.m.)

- A. Public Employee Performance Evaluation Pursuant to Government Code Section 54957
Title: Director III – Human Resources / Classified Personnel Services

X. REPORT OUT OF ACTIONS TAKEN IN CLOSED SESSION, IF ANY (11:05 a.m.)

- A. No actions to report

XI. ADJOURNMENT

The meeting adjourned at 11:06 a.m.

Respectfully submitted,

Marisa Perry
Ex-Officio Secretary, Personnel Commission

AGENDA ITEM VI – B (NEW BUSINESS – ACTION)

**APPROVAL / RATIFICATION OF
CLASSIFICATION SPECIFICATION REVISION**

BACKGROUND

The Special Education Department proposes the revision of the Administrative Interpreter classification specification to lower the required years of experience in hopes of attracting qualified candidates.

A copy of the classification specification is enclosed.

Table 1 Summary Report

Classification	Revisions
<ul style="list-style-type: none">• Administrative Interpreter	<ul style="list-style-type: none">• Revision of minimum qualifications, years of experience required.

RECOMMENDATION

1. Approve revising the following classification specification:
 - a. Administrative Interpreter
2. Approval shall be effective July 13, 2022

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: ADMINISTRATIVE INTERPRETER

BASIC FUNCTION:

Under the direction of an assigned supervisor, performs highly specialized interpretation and translation services for staff in the Deaf and Hard of Hearing (DHH) program; serves as a member of the educational team; provides interpreting services to facilitate communication, in administrative and instructional settings and activities involving technical and specialized subject matter and vocabulary; supports the professional development of Education Interpreter staff by providing and/or coordinating professional development opportunities; coordinates staff assignments to ensure interpretation services are provided to students.

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:

Performs specialized duties requiring the application of, and proficiency in, accepted and designated sign languages such as American Sign Language (ASL), Contact-Sign Language (PSE), Signing Exact English (SEE), and finger spelling.

Provides interpreting services to facilitate communication, in administrative and instructional settings and activities involving specialized subject matter and vocabulary; uses specialized signs; accommodates consumer requests for varied language preferences; interprets fast spoken material.

Provides interpretation and translation services for staff of the DHH program, including participation in meetings with staff, teams, and administration.

Coordinates staffing to ensure interpreting needs for students are met; assigns teams to provide interpreter services to students participating in extra-curricular activities; monitors daily staffing levels to ensure proper coverage.

Adheres to the Registry of Interpreters for the Deaf (RID) and National Association of Interpreters in Education (NAIE) code of professional conduct.

Recognizes and adjusts language to match the assigned DHH students/staff's preferred language and language mode to ensure that the student comprehends the interpretation.

Researches specific terminology and signs appropriate to classroom material and lectures.

Serves as a resource to students and staff on appropriate use of interpreting services; serves as a positive liaison between DHH program participants and non-program participants; trains certificated and other staff members in simple signing methods as directed; enhances communications between students.

Renders the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.

Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation; consider consumer requests or needs regarding language preferences and render the message accordingly (interpreted or transliterated). Approach consumers with a professional demeanor at all times. Facilitate communication access and equality and support the full interaction and independence of consumers.

Supports the professional development of Education Interpreters by providing coaching and guidance; provides and/or coordinates professional education opportunities for interpreter staff.

Trains and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions.

Interprets/transliterates mainstream and self-contained classroom lectures, group discussions, movies, plays, videotapes, audio recording, guest speakers, general classroom instruction and extra-curricular activities.

Interprets/transliterates informal conversations, telephone calls, and other verbal communications for assigned DHH students/staff.

Interprets/transliterates for assigned student(s), staff, and parents at extracurricular activities, meetings, student orientations, workshops, and other related events.

Orients substitute staff to classroom routines and procedures and individual student's needs as necessary.

Participates in ongoing professional development.

Assists students in learning/practicing appropriate living/social skills and behaviors such as safety procedures, communication skills, independence, decision-making, and problem-solving techniques necessary for mainstreaming and life skills as needed.

Prepares, designs, and develops instructional materials to assist students in a learning environment under the direction of a certificated teacher as needed.

May tutor and assist students in the DHH program, individually or in groups, in academic or elective subjects; may assist teachers in self-contained classroom with instruction as assigned.

May accompany students to and from means of transportation, including the supervision of students while loading and unloading buses; supervises students during student unstructured time, including recess, breaks, lunch, between classes and before and after school.

Observes students in the DHH program on day-to-day basis; provides feedback to staff as necessary.

May operate specialized communication equipment for students in the DHH program.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Various modes of sign language, finger spelling, and gestures as required by assignment, including American Sign Language (ASL), Contact Sign Language (PSE), Signing Exact English (SEE) and American Manual Alphabet (finger spelling).

Specialized Signs.

Team interpreting.

Registry of Interpreters for the Deaf (RID) Code of Professional conduct.

Basic child guidance principles and effective management techniques.

Basic social and emotional needs and challenges associated with students who are DHH.

Demonstrated knowledge of Deaf Culture.

Principles and practices of supervision and training.

Effective record-keeping practices and procedures.

Proper English usage, spelling, grammar, and punctuation.

Interpersonal skills using tact, patience and courtesy.

Oral and written communication skills.

Operation of a computer and assigned software.

ABILITY TO:

Effectively and accurately interpret/transliterate classroom lectures/instruction/discussion, videos and other related activities using sign language/voice and appropriate vocabulary.

Train and evaluate the performance of assigned staff.

Direct personnel to assure proper and timely completion of duties.

Produce an English interpretation at a speed required by the assignment, e.g., classroom, conference, small group meeting, and/or one-on-one meeting.

Team interpret in a mainstream environment providing support as needed.

Understand and follow both oral and written instructions.

Understand the basic social and emotional needs associated with students who are DHH.

Demonstrated ability to be a highly energetic, self-directed, self-starting, creative individual.

Ability to handle multiple programs and projects simultaneously.

Work effectively in a highly fast-paced and labor-intensive environment.

Knowledge and experience working with higher education institutions.

Accurately analyze situations and adopt an effective course of action under established guidelines.

Operate standard office and specialized equipment including a desktop computer, copier, and communications equipment.

Organize and direct operation and activities in support of assigned department.

Analyze situations accurately and adopt an effective course of action.

Effectively communicate in both oral and written forms.

Establish and maintain effective work relationships with those contacted in the performance of required duties.

Establish and maintain effective working relationships with community partners, staff, funding representatives and participants of diverse ethnic; cultural, and socioeconomic backgrounds.

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 knowledge of the intersectionality of race, equity, and inclusion.

Builds and sustains positive, trusting relationships.

Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

- Graduation from an interpreter training program and/or relevant documented interpreting experience;
- Possession of a current certification issued by RID;
- A score of 4.5 or above on the Educational Interpreter Performance Assessment (EIPA) in Elementary or Secondary assessment, and a score of 4.5 or above on both the Elementary and Secondary assessment within two years of employment;
- Five years' experience interpreting, including three years in the field of education, including experience interpreting for a broad range of levels from the preschool classroom to administrative level.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor environments.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information.

Seeing to perform assigned duties.

Sitting or standing for extended periods of time.

Dexterity of hands and fingers to effectively sign, operate special equipment and perform the duties of the position.

Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally.

Lifting light objects.

Approved by the Personnel Commission: February 9, 2022

Revised: 7/13/22



Marisa Perry
Director III – HR / Classified Personnel Services

Date: 7/13/22

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: ADMINISTRATIVE INTERPRETER

BASIC FUNCTION:

Under the direction of an assigned supervisor, performs highly specialized interpretation and translation services for staff in the Deaf and Hard of Hearing (DHH) program; serves as a member of the educational team; provides interpreting services to facilitate communication, in administrative and instructional settings and activities involving technical and specialized subject matter and vocabulary; supports the professional development of Education Interpreter staff by providing and/or coordinating professional development opportunities; coordinates staff assignments to ensure interpretation services are provided to students.

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:

Performs specialized duties requiring the application of, and proficiency in, accepted and designated sign languages such as American Sign Language (ASL), Contact-Sign Language (PSE), Signing Exact English (SEE), and finger spelling.

Provides interpreting services to facilitate communication, in administrative and instructional settings and activities involving specialized subject matter and vocabulary; uses specialized signs; accommodates consumer requests for varied language preferences; interprets fast spoken material.

Provides interpretation and translation services for staff of the DHH program, including participation in meetings with staff, teams and administration.

Coordinates staffing to ensure interpreting needs for students are met; assigns teams to provide interpreter services to students participating in extra-curricular activities; monitors daily staffing levels to ensure proper coverage.

Adheres to the Registry of Interpreters for the Deaf (RID) and National Association of Interpreters in Education (NAIE) code of professional conduct.

Recognizes and adjusts language to match the assigned DHH students/staff's preferred language and language mode to ensure that the student comprehends the interpretation.

Researches specific terminology and signs appropriate to classroom material and lectures.

Serves as a resource to students and staff on appropriate use of interpreting services; serves as a positive liaison between DHH program participants and non-program participants; trains certificated and other staff members in simple signing methods as directed; enhances communications between students.

Renders the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.

Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation; consider consumer requests or needs regarding language preferences and render the message accordingly (interpreted or transliterated). Approach consumers with a professional demeanor at all times. Facilitate communication access and equality and support the full interaction and independence of consumers.

Supports the professional development of Education Interpreters by providing coaching and guidance; provides and/or coordinates professional education opportunities for interpreter staff.

Trains and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions.

Interprets/transliterates mainstream and self-contained classroom lectures, group discussions, movies, plays, videotapes, audio recording, guest speakers, general classroom instruction and extra-curricular activities.

Interprets/transliterates informal conversations, telephone calls, and other verbal communications for assigned DHH students/staff.

Interprets/transliterates for assigned student(s), staff, and parents at extracurricular activities, meetings, student orientations, workshops, and other related events.

Orients substitute staff to classroom routines and procedures and individual student's needs as necessary.

Participates in ongoing professional development.

Assists students in learning/practicing appropriate living/social skills and behaviors such as safety procedures, communication skills, independence, decision-making, and problem-solving techniques necessary for mainstreaming and life skills as needed.

Prepares, designs, and develops instructional materials to assist students in a learning environment under the direction of a certificated teacher as needed.

May tutor and assist students in the DHH program, individually or in groups, in academic or elective subjects; may assist teachers in self-contained classroom with instruction as assigned.

May accompany students to and from means of transportation, including the supervision of students while loading and unloading buses; supervises students during student unstructured time, including recess, breaks, lunch, between classes and before and after school.

Observes students in the DHH program on day-to-day basis; provides feedback to staff as necessary.

May operate specialized communication equipment for students in the DHH program.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Various modes of sign language, finger spelling, and gestures as required by assignment, including American Sign Language (ASL), Contact Sign Language (PSE), Signing Exact English (SEE) and American Manual Alphabet (finger spelling).

Specialized Signs.

Team interpreting.

Registry of Interpreters for the Deaf (RID) Code of Professional conduct.

Basic child guidance principles and effective management techniques.

Basic social and emotional needs and challenges associated with students who are DHH.

Demonstrated knowledge of Deaf Culture.

Principles and practices of supervision and training.

Effective record-keeping practices and procedures.

Proper English usage, spelling, grammar, and punctuation.

Interpersonal skills using tact, patience and courtesy.

Oral and written communication skills.

Operation of a computer and assigned software.

ABILITY TO:

Effectively and accurately interpret/transliterate classroom lectures/instruction/discussion, videos and other related activities using sign language/voice and appropriate vocabulary.

Train and evaluate the performance of assigned staff.

Direct personnel to assure proper and timely completion of duties.

Produce an English interpretation at a speed required by the assignment, e.g., classroom, conference, small group meeting, and/or one-on-one meeting.

Team interpret in a mainstream environment providing support as needed.

Understand and follow both oral and written instructions.

Understand the basic social and emotional needs associated with students who are DHH.

Demonstrated ability to be a highly energetic, self-directed, self-starting, creative individual.

Ability to handle multiple programs and projects simultaneously.

Work effectively in a highly fast-paced and labor-intensive environment.

Knowledge and experience working with higher education institutions.

Accurately analyze situations and adopt an effective course of action under established guidelines.

Operate standard office and specialized equipment including a desktop computer, copier, and communications equipment.

Organize and direct operation and activities in support of assigned department.

Analyze situations accurately and adopt an effective course of action.

Effectively communicate in both oral and written forms.

Establish and maintain effective work relationships with those contacted in the performance of required duties.

Establish and maintain effective working relationships with community partners, staff, funding representatives and participants of diverse ethnic; cultural, and socioeconomic backgrounds.

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 knowledge of the intersectionality of race, equity, and inclusion.

Builds and sustains positive, trusting relationships.

Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

- Graduation from an interpreter training program and/or relevant documented interpreting experience;
- Possession of a current certification issued by RID;
- A score of 4.5 or above on the Educational Interpreter Performance Assessment (EIPA) in Elementary or Secondary assessment, and a score of 4.5 or above on both the Elementary and Secondary assessment within two years of employment;
- ~~Ten-Five~~ years' experience interpreting, including ~~five~~ three years in the field of education, including experience interpreting for a broad range of levels from the preschool classroom to administrative level.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor environments.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information.

Seeing to perform assigned duties.

Sitting or standing for extended periods of time.

Dexterity of hands and fingers to effectively sign, operate special equipment and perform the duties of the position.

Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally.

Lifting light objects.

Approved by the Personnel Commission: February 9, 2022



Marisa Perry
Director III – HR / Classified Personnel Services

Date: 2/9/22

AGENDA ITEM VI – C (NEW BUSINESS – ACTION)

**APPROVAL / RATIFICATION OF
CLASSIFICATION SPECIFICATION REVISION**

BACKGROUND

The Educational Services Division proposes the revision of the Educare Family Engagement Specialist classification specification to better reflect the duties performed and to eliminate language that may suggest that incumbents are counseling families. The Educare Family Engagement Specialist advocates for, and supports families by encouraging participation, coordinating meetings and activities, and linking them to community resources.

A copy of the classification specification is enclosed.

RECOMMENDATION

1. Approve revising the following classification specification:
 - a. Educare Family Engagement Specialist
2. Approval shall be effective July 13, 2022

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: EDUCARE FAMILY ENGAGEMENT SPECIALIST

BASIC FUNCTION:

Under assigned supervision, the Educare Family Engagement Specialist engages and advocates for children and families; supports parents in identifying family strengths and areas for assistance; involves families in activities and connects them with services that support children’s healthy growth and development; performs health screenings and nutrition assessments; maintains records in accordance with State and Federal Head Start regulations and performance standards; serves as a liaison between the Center and home; establishes and maintains community relationships that serve as referral sources for families.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Develops and sustains collaborative relationships with assigned families and serves as their primary point of contact; conducts home visits.

Supports parents in identifying family strengths and areas for assistance through the Family Assessment and Family Partnership Agreement process.

Accesses and disseminates resources for families that pertain to children’s healthy growth and development.

Contributes to the planning and facilitation of meetings, and activities.

Promotes and explains the Educare model to parents during recruitment, enrollment, orientation, and shared governance platforms; supports and promotes Educare’s mission and values.

Collaborates with the Educare Family Engagement Supervisor and other Educare staff to facilitate Parent Committee meetings.

Provides parents of children with disabilities and/or behavioral concerns with information about special education procedural safeguards and due process rights.

Develop working relationships with local schools and parents to support successful transition of children and families from Educare to their next quality school of choice.

Encourage parent involvement in their child’s school both at Educare and in the K-12 system.

Participates in staff meetings, trainings, Family Child Reviews, case consultations and other collaborative planning meetings.

Collaborates with the Educare interdisciplinary team to plan, coordinate, facilitate and market parent activities and services to promote child/family participation.

Maintains records/files and documents services, including entries into the agency's management information system.

Participates in the program's self-evaluation and continuous improvement processes and ensures compliance with Head Start Performance Standards.

Makes referrals to link children and families to needed community services; follows-up on referrals made and outcomes to help ensure families' needs are met.

Establishes and maintains relationships with community partners; cultivates relationships with appropriate and reputable referral agencies and individuals to establish referral pipelines for families to receive needed services not provided by the program.

Monitors changes to eligibility and withdraws ineligible children as appropriate.

Receives, obtains, and evaluates program application materials including occupational, financial, educational and health status information; determines eligibility or continued eligibility.

Conducts assessment of family strengths and areas for assistance.

Administers the health screening test; evaluates results for referral; provides parents with results and follows up with re-checks.

Obtains, updates, and assesses individual health information for enrolled children and ensures established dental/medical requirements are met.

Prepares, reviews, and analyzes reports related to enrollment, health, family services and disability.

Recruits volunteers from the community to provide program assistance.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Parenting and shared systems of care; family systems theory and child development; community social and health services agencies, practices, and procedures.

Head Start Performance Standards, State and Federal regulations on community action and Social Services programs.

Role and Responsibility of a Mandated Reporter.

Head Start Parent, Family and Community Engagement Framework.

Special Education program standards.

Educare program standards.

Office methods, practices and procedures including record-keeping and filing systems.

Health assessment procedures.

Working in multi-cultural and multi-ethnic communities.

Proper English including grammar, punctuation, spelling, and sentence structure.

Cultural sensitivity and competency in all interactions with both families and colleagues.

ABILITY TO:

Establish supportive, positive relationships with children and families from diverse backgrounds, including those living in poverty.

Demonstrate sense of responsibility, through good attendance, effective time management, dependability, accountability, and strong ethical standards.

Collaborate both within the program and as part of the national Educare Learning Network (ELN).

Participate in ELN/Network-wide trainings, professional development and learning events.

Conduct assessment of family strengths and needs.

Work within an interdisciplinary team as a cooperative and supportive team member that includes education staff, consultants/coordinators, managers, and local evaluation partners.

Organize work assignments to meet established deadlines.

Translate oral and written materials from English to a specified foreign language and from a specified world language to English.

Speak, read, and write effectively.

Use word-processing software at an intermediate level, and learn and master other computer technology/software programs as needed.

Establish, prepare, and maintain reports and systematic (database) records related to assigned functions. Interpret and analyze laws, codes and regulations affecting schools, students, and special education.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Bachelor’s degree in Child Development, or related field and two years of experience working with families in a community-based Head Start or other family support/family-centered program.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver’s license and driving record, which meets the County Office of Education’s insurance requirements.

WORKING CONDITIONS:

ENVIRONMENT:

Duties are performed in an office environment, outdoors in the community, in the homes of families served and under varying conditions.

Work a flexible schedule, evening, and weekend hours, as the needs of the service population requires.

Duties require incumbents to drive a vehicle to attend meetings with parents/students, staff and make home visits.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate equipment.

Hearing and speaking to exchange information in person and over the telephone.

Reaching overhead, above the shoulders and horizontally to retrieve stored files and supplies.

Moving and transporting program materials and lifting, carrying, and pulling objects weighing up to 25 lbs.

Sitting or standing for extended periods of time.

Seeing to read a variety of materials.

Walk short distances on a regular basis and on uneven surfaces whenever necessary.

Operate a vehicle in the course of carrying out assigned duties.

Approved by the Personnel Commission: April 8, 2015

Revised 7/13/22



Marisa Perry
Director III – HR / Classified Personnel Services

Date: 7/13/22

SANTA CLARA COUNTY OFFICE OF EDUCATION
Personnel Commission

CLASS TITLE: EDUCARE FAMILY ENGAGEMENT SPECIALIST

BASIC FUNCTION:

Under assigned supervision, The Educare Family Engagement Specialist engages and advocates for children and families; ~~and supports parents in identifying family strengths and areas for assistance;~~ involves ~~families them~~ in activities, ~~practices~~ and connects them with services that support children's healthy growth and development; performs health screenings and nutrition assessments; maintains records in accordanc with State and Federal Head Start regulations and performance standards; serves as a liaison between the Center and home; ~~parents as the primary nurturers, experts and teachers who promote and sustain the learning, development, academic and life success of their children.~~ The Educare Family Engagement Specialist has a specific role in three major areas of work with families that include activities that 1) Promote and enhance the parent-child relationship 2) Engage parents in discussions about their child's growth and development and 3) Provide parents information and opportunities to learn about concrete practices they can implement to promote their child's learning. The Educare Family Engagement Specialist also participates in the interdisciplinary work of the Educare School and establishes and maintains community relationships that serve as referral sources for families.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Develops and sustain collaborative relationships with assigned families ~~on assigned caseload~~ and serves as their primary point of contact; conducts home visits.

~~Build and maintain relationships with children, families and community partners.~~

~~Collaborate with the Educare interdisciplinary team to promote parent/guardian understanding and management of their child's behaviors, including positive discipline approaches, as well as management of their own emotional responses.~~

Supports parents in identifying family strengths and areas for assistance through the Family Assessment and Family Partnership Agreement process ~~to promote and enhance the parent-child relationship.~~

Accesses and disseminates resources for families that pertain to children's healthy growth and development.

Contributes to the planning and facilitation of ~~classroom family meetings, and parent education activities, and family home activities that focus on child development and support classroom learning activities.~~

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~~Implements protocols to follow up on track absenteeism, including excessive tardiness, to assist in the identification of and to address barriers to children's regular attendance.~~

~~Support and assist families in addressing their own emotional, physical, educational, and employment needs to support their child's development.~~

~~Practice and promote and explains the Educare model to parents during recruitment, enrollment, orientation and shared governance platforms; supports and promotes Educare's mission and values.~~

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~~Promote parent participation by developing strategies with families that help them appreciate and contribute to the educational activities and governance of Educare and successfully use their own voices to advocate on behalf of their children and themselves.~~

~~Collaboration with the Educare Family Engagement Supervisor and other Educare staff to facilitate Parent Committee meetings.~~

Provide parents of children with disabilities and/or behavioral concerns with information about special education procedural safeguards and due process rights.

Develop working relationships with local schools and parents to help coordinate support successful transition of children and families from Educare to their next quality school of choice by providing specific enrollment procedures and information for families prior to transition to kindergarten.

Encourage parent involvement in the education of their child and in their child's school both at Educare and in the K-12 system, which includes helping parents recognize and expect quality education and knowing how to access quality elementary schools and learn to advocate for quality education for their child.

~~Observe and participate in the classroom, as a strategy for supporting the goals of Educare Family Engagement, as well as to support interdisciplinary team colleagues.~~

Participate in staff meetings, trainings, Family Child Reviews, case consultations and other collaborative planning meetings.

~~Collaborate with teaching staff to conduct home visits, parent staff conferences, and classroom parent meetings.~~

Collaborate with the Educare interdisciplinary team to plan, coordinate, facilitate and market parent activities and services to promote child/family participation.

Maintain records/files and document services, including entries into the agency's management information system.

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Participates in the program’s self-evaluation and continuous improvement processes, and ensures compliance with Head Start Performance Standards.

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~~Support and promote Educare’s mission and values.~~

Makess referrals ~~to and~~ link children and families to needed community services; follows-up on referrals made and outcomes to help ensure families’ needs are met.

~~Establishes and maintains relationships with community partners;~~ Cultivates relationships with appropriate and reputable referral agencies and individuals to establish referral pipelines for families to receive needed services not provided by the program.

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Monitors changes to eligibility and withdraws ineligible children as appropriate.

Receives, obtains and evaluates program application materials including occupational, financial, educational and health status information; determines eligibility or continued eligibility.

Conducts assessment of family strengths and ~~areas for assistance. needs and assist parents/guardians to develop personal goals.~~

Administers the health screening test; evaluates results for referral; provides parents with results and follows up with re-checks.

Obtains, updates and assesses individual health information for enrolled children and ensures established dental/medical requirements are met.

Prepares, reviews and analyzes reports related to enrollment, health, family services and disability.

~~Promote families' understanding of social-emotional development by developmental stage and impact on parenting.~~

Recruits volunteers from the community to provide program assistance.

OTHER DUTIES:
Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Parenting and shared systems of care; family systems theory and child development; community social and health services agencies, practices and procedures.

~~Role staff play as change agents to promote and enhance the parent-child relationship.~~

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Head Start Performance Standards, State and Federal regulations on community action and Social Services programs.

Role and Responsibility of a Mandated Reporter.

Head Start Parent, Family and Community Engagement Framework.

Special Education program standard.
Educare program standards.
Office methods, practices and procedures including record-keeping and filing systems.
Health assessment procedures.
Working in multi-cultural and multi-ethnic communities.
Proper English including grammar, punctuation, spelling and sentence structure.
Cultural sensitivity and competency in all interactions with both families and colleagues.

ABILITY TO:

Establish supportive, positive relationships with children and families from diverse backgrounds, including those living in poverty.

Demonstrate sense of responsibility, through good attendance, effective time management, dependability, accountability, and strong ethical standards.

~~Ability to use and actively participate in Reflective Practice, including communities of practice and other peer learning forums/routines of collaboration~~ Collaborate both within the program and as part of the national Educare Learning Network (ELN).

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Participate in ELN/Network-wide trainings, professional development and learning events.

~~Desire to learn and keep current with new and best practices in the field, including child development and family systems/dynamics.~~

~~Provide information regarding local resources and community service agencies; serve as a liaison between the families and schools and health professionals, community service agencies and other program staff.~~

Conduct assessment of family strengths and needs ~~and supports assist parents/guardians to develop personal goals.~~

Work within an interdisciplinary team as a cooperative and supportive team member that includes education staff, consultants/coordinators, managers, and local evaluation partners.

~~Coordinate parent involvement program activities with parents, and plan and coordinate parent meetings; actively support parent committees and solicit voluntary parent involvement.~~

~~Understand, follow and adhere to the Educare model, State and Federal Head Start and Early Head Start and child care regulations, performance standards, guidelines, and the Head Start Parent, Family and Community engagement framework.~~

~~Remain abreast of emerging issues in early childhood education, parenting/family engagement, social services, health care and nutrition.~~

Organize work assignments to meet established deadlines.

Translate oral and written materials from English to a specified foreign language and from a specified ~~foreign-world~~ language to English.

Speak, read and write effectively.

Use word-processing software at an intermediate level, and learn and master other computer technology/software programs as needed.

Establish, prepare and maintain reports and systematic (database) records related to assigned functions.

Interpret and analyze laws, codes and regulations affecting schools, students and special education.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Bachelor’s degree in Social Work, Child Development or related field and two years of experience working with families in a community-based Head Start or other family support/family-centered program.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver’s license and driving record, which meets the County Office of Education’s insurance requirements.

WORKING CONDITIONS:

ENVIRONMENT:

Duties are performed in an office environment, outdoors in the community, in the homes of families served and under varying conditions.

Work a flexible schedule, evening and weekend hours, as the needs of the service population requires. Duties require incumbents to drive a vehicle to attend meetings with parents/students, staff and make home visits.

PHYSICAL DEMANDS:

- Dexterity of hands and fingers to operate equipment.
- Hearing and speaking to exchange information in person and over the telephone.
- Reaching overhead, above the shoulders and horizontally to retrieve stored files and supplies.
- Moving and transporting program materials and lifting, carrying and pulling objects weighing up to 25 lbs.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Walk short distances on a regular basis and on uneven surfaces whenever necessary.
- Operate a vehicle in the course of carrying out assigned duties.

Approved by the Personnel Commission: April 8, 2015

Adriana E. Casas, Interim Director
Classified Personnel Services

April 8, 2015
Date

AGENDA ITEM VI – D (NEW BUSINESS – ACTION)

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

BACKGROUND

The Internal Business Services Department proposes establishing the Supervisor – Payroll Services position to better support the organization and the Payroll Services department by creating a succession plan within the department and to ensure continuity of services in absence of the department manager. The Payroll Services department provides highly specialized services and adding this opportunity for career growth will help to prepare individuals for higher-level positions.

Based on the concept of the classification, and an audit of similar positions and positions within the department and SCCOE, to ensure a robust internal structure, the salary range for Supervisor – Payroll Services is recommended at Range 10.

TITLE	RANGE	MONTHLY SALARY	EDUCATION	EXPERIENCE
Manager - Payroll Services	LT - 11	\$9,681.27 - \$12,356.06	BA	4 YRS
Supervisor - Payroll Services	LT -10	\$9,220.31 - \$11,767.77	BA	3 YRS
Supervisor - Payroll, Tax and Retirement Systems	LT -10	\$9,220.31 - \$11,767.77	BA	3 YRS
Supervisor - Accounting Services	LT -10	\$9,220.31 - \$11,767.77	BA	3 YRS

A copy of the classification specification is enclosed.

RECOMMENDATION

1. Approve establishing the following classification and the associated classification specification:
 - a. Supervisor – Payroll Services
2. Recommend the following salary Range for the following classification:
 - a. Supervisor – Payroll Services, Range 10
3. Approval shall be effective July 13, 2022

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: SUPERVISOR – PAYROLL SERVICES

BASIC FUNCTION:

Under the direction of the Manager - Payroll Services, supervises, organizes, and performs complex payroll and retirement computations; supervises internal payroll staff, evaluates the performance of assigned personnel, and provides training on internal payroll processes; assists in planning and developing new and revised payroll procedures; researches and resolves payroll discrepancies; provides technical and procedural assistance to administrators, program managers, and internal staff.

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:

Assists with establishing internal payroll processes to ensure efficiency in compliance with payroll laws and regulations; oversees departmental workload for assigned personnel; supervises, plans, and organizes the operation of payroll documents in Payroll Services, such as paper and electronic timesheets, attendance, and other related payroll documents.

In collaboration with other departments, evaluates and analyzes existing payroll practices to implement continuous improvement measures within Payroll, which achieves the highest levels of efficiency and computerization of all payroll systems.

Communicates with administrators, personnel, outside organizations, and customers in an interpersonally skilled manner, by using courtesy, tact, diplomacy, sensitivity, patience, and professionalism to exchange information, coordinate activities and resolve issues or concerns; responsively addresses inquiries, concerns, or complaints from employees throughout the County.

Supervises and evaluates the performance of assigned staff; interviews and assists with selection of employees; provides guidance to staff, including delegating, distributing, prioritizing, and reviewing work.

Provides on-going training and support to assigned staff on payroll processes and procedures; meets regularly with assigned staff to provide guidance and support.

Conducts reconciliations and post-processing quality control to assure accurate payroll and payroll taxes; analyzes, interprets, and administers laws and regulations relating to payroll.

Assures payroll activities comply with STRS/PERS rules, State and federal regulations, applicable Education Codes and other laws, procedures and policies related to SCCOE's payroll reporting and processing.

Participates in special projects regarding payroll data as necessary for management decisions; provides support and compiles data for use in contract negotiations; interprets labor contracts, as necessary.

Supervises the gathering, classifying, and summarizing of payroll data to identify discrepancies, and develops and implements a course of action to resolve discrepancies.

Maintains current knowledge of federal and State law changes, and other regulatory changes; advises and provides training on new legislation and procedures. Operates a computer and other office equipment as assigned.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Supervision of the Payroll Services of the County Office of Education.
County Office employee contracts.
School financial software system.
Standardized Account Code Structure (SACS).
Oral and written communication skills.
Principles and practices of administration, supervision, and training.
Applicable laws, codes, regulations, policies, procedures, and Education Codes, including those affecting County Office and school district benefits, payroll, and other financial activities, such as STRS and PERS.
Audit principles and techniques.
Interpersonal skills using tact, patience, and courtesy.
Operation of a computer and assigned software.

ABILITY TO:

Plan, organize and direct the Payroll Services of the County Office of Education.
Serve as an expert resource to the County Office in the areas of employee payroll and benefits.
Assure successful, accurate and timely pay of County Office employees.
Review various documentation and reports for accuracy.
Supervise, train, and evaluate the performance of assigned staff.
Establish procedures to comply with State and Federal rules and regulations.
Develop system controls and office policies.
Develop and conduct workshops and provide in-service training.
Communicate effectively both orally and in writing.
Respond to and resolve difficult and sensitive inquiries, problems, and complaints.
Interpret, apply, and explain rules, regulations, policies, and procedures.
Research and analyze data and make recommendations on the formation of new and varied payroll related policies and procedures.
Establish and maintain cooperative and effective working relationships with others.
Maintain resource contacts with officers of Federal, State, and local government agencies.
Operate a computer and assigned office equipment.
Analyze situations accurately and adopt an effective course of action.
Meet schedules and timelines.
Work independently with little direction.
Plan and organize work.
Prepare comprehensive narrative and statistical reports.
Direct the maintenance of a variety of reports, records and files related to assigned activities.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Bachelor's degree from an accredited college or university with major coursework in accounting, business administration or a related field and three years accounting experience in an educational organization, including work with governmental budgetary and fiscal systems, models, and procedures.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations.

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Approved by the Personnel Commission: July 13, 2022



Marisa Perry
Director III – HR / Classified Personnel Services

Date: 7/13/22

**AGENDA ITEM VI – E (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
1	Associate Teacher - Restricted	5/31/2022	AIDES	13	9
2	District Business Advisor	6/2/2022	LT	9	8
3	Paraeducator Trainer - Special Education	6/9/2022	AIDES	5	4
4	Maintenance Person I/II	6/10/2022	OSS	7	7
5	Administrative Research Assistant	6/13/2022	OTBS	5	4
6	Early Learning Services Specialist	6/16/2022	OTBS	5	5
7	Paraeducator - Special Education	6/29/2022	AIDES	10	Unranked
8	Associate Teacher - Restricted	6/29/2022	AIDES	13	10

AGENDA ITEM VI – F (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: June 8, 2022 to July 13, 2022
Report Date: 7/7/2022

#	PC#	CLASSIFICATION	DEPARTMENT/ SCHOOL SITE	STAFF	STATUS	TENTATIVE START DATE
1	1400	Administrative Assistant II	Human Resources Administration	Linda	Filled	07/01/22
2	6000	Administrative Assistant II	Special Projects - EANS	Linda	Filled	07/01/22
3	5793	Administrative Research Assistant	Continuous Improvement & Accountability	Kathy	Filled	07/20/22
4	2550	Associate Teacher - Restricted	Early Learning Services/ Head Start, Christopher Ranch	Marisa	Filled	07/14/22
5	4292	Associate Teacher - Restricted	Anne Darling - Head Start	Marisa	Filled	07/12/22
6	5328	Associate Teacher - Restricted	Mickinley - Head Start	Marisa	Filled	08/15/22
7	5628	Associate Teacher - Restricted	Luther Burbank - Head Start	Marisa	Filled	08/15/22
8	5080	Associate Teacher - Restricted, Educare SP	Educare - State Preschool	Marisa	Filled	07/01/22
9	5680	Data Engineer	Data Services	Yasmeen	Filled	06/24/22
10	2190	District Business Advisor	District Business Advisory Services	Marisa	Filled	07/11/22
11	5605	Enrollment Data Specialist - Lead	Migrant Education Program/ South County Annex	Yasmeen	Filled	06/23/22
12	0971	Maintenance Person I/II	Maintenance and Operations	Kathy	Filled	07/07/22
13	3975	Migrant Education Program Recruiter	Migrant Education	Kathy	Filled	06/30/22
14	5966	Paraeducator Trainer - Special Education	Special Education Administration	Yolanda	Filled	07/13/22
15	5967	Paraeducator Trainer - Special Education	Special Education Administration	Yolanda	Filled	07/13/22
16	0136	Payroll Services Specialist I/II	Payroll Services Internal	Kathy	Filled	06/28/22
17	4034	Payroll Services Specialist I/II	Payroll Services Internal	Kathy	Filled	06/23/22
18	5953	Payroll Services Specialist I/II	Payroll Services Internal	Kathy	Filled	06/28/22
19	3531	Specialized Physical Health Care (SPHC) Assistant	Special Education/ Argonaut	Marisa	Filled	06/27/22
20	0854	Supervisor - Print Services	Print Services	Yasmeen	Filled	07/01/22
21	1625	Teacher Assistant II	Christopher State Preschool	Marisa	Filled	08/08/22
22	5651	Technology Support Specialist	Technology Infrastructure & Support Services	Kathy	Filled	06/24/22
23	5653	Technology Support Specialist	Technology Infrastructure & Support Services	Kathy	Filled	07/07/22
24	5912	Wellness Center Liaison	Youth Health and Wellness/ Milpitas High School	Yasmeen	Filled	06/24/22
25	5079	Associate Teacher - Educare (Bilingual Spanish or Vietnamese Requ	Educare - State Preschool	Marisa	Certified	
26	5997	Early Learning Services Specialist	Office of the Superintendent	Kathy	Certified	
27	6014	Accountant I/II	Accounting Services	Kathy	Testing/Orals	
28	0696	Accounting Technician / Accounting Technician - Senior	Accounting Services	Kathy	Testing/Orals	
29	6012	Accounting Technician / Accounting Technician - Senior	Accounting Services	Kathy	Testing/Orals	
30	5950	Administrative Interpreter	Special Education Administration	Marisa	Testing/Orals	
31	5619	Associate Teacher Restricted	Early Learning Services/ Head Start, Wool Creek	Marisa	Testing/Orals	
32	5553	College Liaison	Opportunity Youth Academy / Snell	Meipo	Testing/Orals	
33	4812	Custodian	Maintenance and Operations	Yasmeen	Testing/Orals	
34	5993	Disability Services Specialist	Head Start/ Early Head Start	Yasmeen	Testing/Orals	
35	5498	Facilities Maintenance and Construction Coordinator	General Services Admin	Kathy	Testing/Orals	

**CLASSIFIED PERSONNEL SERVICES
Vacancy Status Report**

Reporting Period: June 8, 2022 to July 13, 2022
Report Date: 7/7/2022

#	PC#	CLASSIFICATION	DEPARTMENT/ SCHOOL SITE	STAFF	STATUS	TENTATIVE START DATE
36	5633	Family Advocate - Restricted - Bilingual Spanish Required	Head Start Administrative	Yasmeen	Testing/Orals	
37	5315	Home Visiting Specialist - Early Head Start - Restricted - Bilingual Spanish	Early Learning Services / Administration	Yasmeen	Testing/Orals	
38	5317	Home Visiting Specialist - Early Head Start - Restricted - Bilingual Vietnamese	Early Learning Services / Administration	Yasmeen	Testing/Orals	
39	5788	Manager - Media and Marketing	Media and Communications	Yasmeen	Testing/Orals	
40	5994	Mental Health Services Specialist	Early Learning Services / Administration	Yasmeen	Testing/Orals	
41	5269	Migrant Education Program Recruiter	Migrant Education Program	Kathy	Testing/Orals	
42	5959	Paraeducator - Behavioral Assistant	Sunol	Yolanda	Testing/Orals	
43	5434	Print Production Coordinator	Print Services	Kathy	Testing/Orals	
44	5525	Research Analyst, Associate	Office of the Superintendent	Meipo	Testing/Orals	
45	5603	Research Analyst, Senior	Office of the Superintendent	Kathy	Testing/Orals	
46	2650	Senior Executive Assistant	Professional Learning and Instructional Support	Linda	Testing/Orals	
47	5860	Site Coordinator	General Services Admin	Kathy	Testing/Orals	
48	5734	Associate Teacher - Infant/Toddler - Educare	Early Learning Services/Educare	Marisa	Repost	
49	2740	Associate Teacher - Restricted	Early Learning Services/ Head Start, Wool Creek	Marisa	Repost	
50	5737	Associate Teacher, Infant/Toddler - Educare	Early Learning Services/Educare	Marisa	Repost	
51	0927	Cook	Walden West	Yolanda	Repost	
52	0588	Education Interpreter I/II	Special Education/Dartmouth	Yasmeen	Repost	
53	0933	Education Interpreter I/II	Special Education/Oster	Yasmeen	Repost	
54	1016	Education Interpreter I/II	Special Education/ Leigh High	Yasmeen	Repost	
55	2535	Education Interpreter I/II	Special Education/ Dartmouth	Yasmeen	Repost	
56	2769	Education Interpreter I/II	Special Education / Oster	Yasmeen	Repost	
57	3072	Education Interpreter I/II	Special Education/Leigh	Yasmeen	Repost	
58	4701	Education Interpreter I/II	Special Education/Oster	Yasmeen	Repost	
59	5490	Manager - Risk and Liability	Risk Management	Yasmeen	Repost	
60	4099	Paraeducator - Alternative Education	Alternative Education/Sunol	Yolanda	Repost	
61	5065	Home Visiting Specialist - Early Head Start - Restricted - Bilingual Spanish	Early Learning Services / Administration	Yasmeen	Hold	
62	5916	Home Visiting Specialist - Lead	Early Learning Services	Yasmeen	Hold	
63	3548	Specialized Physical Health Care (SPHC) Assistant	Special Education / Hester	Marisa	Hold	
64	1632	Teacher Assistant I	McKinley - State Preschool	Marisa	Hold	
65	5525	Teacher Assistant I	Early Learning Services / K.R. Smith	Marisa	Hold	
66	5575	Teacher Assistant I	State Preschool/ Snell	Marisa	Hold	

#	PC #	CLASSIFICATION	SCHOOL SITE	STAFF	STATUS	TENTATIVE START DATE
1	3575	Paraeducator - Special Education	McCollam	Yolanda	Filled	7/6/22
2	3648	Paraeducator - Special Education ASL	Leigh HS	Yolanda	Filled	6/27/22
3	0173	Paraeducator-Special Education	Gateway Center	Yolanda	Filled	7/6/22
4	0262	Paraeducator-Special Education	Hester	Yolanda	Filled	7/6/22
5	0619	Paraeducator-Special Education	Orchard	Yolanda	Filled	7/6/22
6	1446	Paraeducator-Special Education	Fischer Middle	Yolanda	Filled	7/6/22
7	1451	Paraeducator-Special Education	Del Mar High School	Yolanda	Filled	6/20/22
8	1788	Paraeducator-Special Education	Silver Creek HS	Yolanda	Filled	7/6/22
9	2068	Paraeducator-Special Education	Hester	Yolanda	Filled	7/6/22
10	2227	Paraeducator-Special Education	Gateway	Yolanda	Filled	7/6/22
11	2415	Paraeducator-Special Education	Connect West	Yolanda	Filled	7/6/22
12	2713	Paraeducator-Special Education	Wilcox HS	Yolanda	Filled	7/6/22
13	2850	Paraeducator-Special Education	Del Mar High OI	Yolanda	Filled	7/6/22
14	2896	Paraeducator-Special Education	Leyva	Yolanda	Filled	6/20/22
15	2991	Paraeducator-Special Education	Marlatt Preschool	Yolanda	Filled	7/6/22
16	3563	Paraeducator-Special Education	Hester MS	Yolanda	Filled	7/6/22
17	3572	Paraeducator-Special Education	Moreland	Yolanda	Filled	7/6/22
18	3585	Paraeducator-Special Education	Hester Middle School	Yolanda	Filled	7/6/22
19	3672	Paraeducator-Special Education	Martin Murphy	Yolanda	Filled	7/6/22
20	4383	Paraeducator-Special Education	Fisher MS	Yolanda	Filled	7/6/22
21	4696	Paraeducator-Special Education	Independence HS	Yolanda	Filled	6/27/22
22	4708	Paraeducator-Special Education	Oster	Yolanda	Filled	7/6/22
23	4766	Paraeducator-Special Education	Fisher MS	Yolanda	Filled	7/6/22
24	5902	Paraeducator-Special Education	Blackford	Yolanda	Filled	7/6/22
25	5904	Paraeducator-Special Education	Leyva	Yolanda	Filled	7/6/22
26	3062	Paraeducator-Special Education	Carolyn Clark	Yolanda	Certified	
27	0075	Paraeducator - Special Education	Argonaut	Yolanda	Testing/Orals	
28	3065	Paraeducator - Special Education	Blackford	Yolanda	Testing/Orals	
29	3639	Paraeducator - Special Education	Hester MS	Yolanda	Testing/Orals	
30	3892	Paraeducator - Special Education ASL	Leigh HS	Yolanda	Testing/Orals	
31	4066	Paraeducator - Special Education ASL	Leigh HS	Yolanda	Testing/Orals	
32	5925	Paraeducator - Special Education ASL	Oster	Yolanda	Testing/Orals	
33	5995	Paraeducator - Special Education ASL	Oster	Yolanda	Testing/Orals	
34	0152	Paraeducator-Special Education	Osborne SDC	Yolanda	Testing/Orals	
35	0654	Paraeducator-Special Education	Wilcox HS	Yolanda	Testing/Orals	
36	1388	Paraeducator-Special Education	Saratoga	Yolanda	Testing/Orals	
37	1413	Paraeducator-Special Education	Moreland	Yolanda	Testing/Orals	
38	1426	Paraeducator-Special Education	Hester	Yolanda	Testing/Orals	
39	1586	Paraeducator-Special Education	Monta Vista	Yolanda	Testing/Orals	

40	2372	Paraeducator-Special Education	Hester Middle School	Yolanda	Testing/Orals	
41	2622	Paraeducator-Special Education	Hester Middle School	Yolanda	Testing/Orals	
42	3819	Paraeducator-Special Education	Hester Middle School	Yolanda	Testing/Orals	
43	3897	Paraeducator-Special Education	Wilcox HS	Yolanda	Testing/Orals	
44	4067	Paraeducator-Special Education	Hester Middle School	Yolanda	Testing/Orals	
45	4076	Paraeducator-Special Education	Hester Middle School	Yolanda	Testing/Orals	
46	4763	Paraeducator-Special Education	Monta Vista	Yolanda	Testing/Orals	
47	0471	Paraeducator-Special Education	Chandler Tripp	Yolanda	Transfer Hotline	
48	2625	Paraeducator-Special Education	Chandler Tripp	Yolanda	Transfer Hotline	