



AGENDA

Special Meeting
Tuesday, June 11, 2013 – 3:00 p.m.
Board Room – District Office

AGENDA POSTED: June 7, 2013 – Personnel Commission Office Window

1.0 **CALL TO ORDER** By: _____ Time: _____

2.0 **ROLL CALL**

		PRESENT	ABSENT
Chairperson	Charles Darrington	_____	_____
Vice-Chairperson	Speed Castillo	_____	_____
Commissioner	Audrey Cherep	_____	_____
Executive Director	Victoria Wintering, Ph.D.	_____	_____

3.0 **PLEDGE OF ALLEGIANCE**

Personnel Commission Chairperson, Charles Darrington, will lead the Pledge of Allegiance to the Flag of the United States of America.

4.0 **PUBLIC COMMENTS: REQUEST TO SPEAK TO AGENDA AND NON-AGENDA ITEMS**

This is the appropriate point in the agenda for those present to speak to any item on the agenda.

Those who wish to speak to any item of concern not on the agenda, no action will be taken at this time.

5.0 **GENERAL FUNCTIONS**

Reference

Action

5.1 Approve the agenda as submitted or amended. Moved by _____
 Seconded _____
 Vote _____

5.2 Approve minutes of the regular meeting of May 14, 2013. **Exhibit A** Moved by _____
 Seconded _____
 Vote _____

5.3 Approve minutes of the special meeting of May 16, 2013. **Exhibit B** Moved by _____
 Seconded _____
 Vote _____

5.4 Communication No Action Required

- Nutrition Services Operations Supervisor – Open, Flyer.
- Instructional Assistant-Medically Fragile/Orthopedically Impaired – Open, Flyer.
- Human Resources Technician – Open, Flyer.

6.0 **SELECTION PROCESS**

6.1 List of Current Recruitments (Test Plan) **Exhibit C** No Action Required



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- 6.2 Certification/Ratification of Eligibility Lists Moved by _____
Seconded _____
Vote _____
- 6.2.1 HR Assistant **Exhibit D**
- 6.2.2 Instructional Assistant – SAI **Exhibit E**
-
- 7.0 **CLASSIFICATION AND SALARY**
- 7.1 Approve the reclassification of Ivy Encinas from Secretary-Attendance at salary range CSEA/51 to Secretary-Attendance/Bilingual at salary range CSEA/53, effective June 12, 2013. Moved by _____
Seconded _____
Vote _____
- 7.2 Approve the revised job classification of FS Cook at salary range AFSM/55 to Nutrition Services Sous Chef at salary range AFSM/55, effective June 12, 2013. **Exhibit F** Moved by _____
Seconded _____
Vote _____
- 7.3 Approve the job classification of Senior Administrative Assistant – Program Support, at salary range CSEA/59 and Senior Administrative Assistant – Program Support/Bilingual, at salary range CSEA/61, effective June 12, 2013. **Exhibit G & H** Moved by _____
Seconded _____
Vote _____
- 7.4 Reallocate the following employees/positions from Senior Administrative Assistant at salary range CSEA/59, to Senior Administrative Assistant – Program Support at salary range CSEA/59, effective June 12, 2013: Moved by _____
Seconded _____
Vote _____
- Kathy Bates(Safe Schools), Jeanette Landgraf(SYS),
Vacancy (Transportation), Linda Lavamaki(Special Programs),
Rochelle Atwood (Maintenance/Operations),
Sherry Alamia (Food Services), Shirley Pacia (Information Technology)
- 7.5 Approve the reclassification of Teresa Rodarte from Administrative Assistant at salary range CSEA-57 with Bilingual Stipend to Senior Administrative Assistant – Program Support/Bilingual at salary range CSEA/61, effective June 12, 2013. **Exhibit I** Moved by _____
Seconded _____
Vote _____
- 7.6 Approve the reclassification of Estela Conejo from Administrative Assistant/Bilingual at salary range CSEA-59 to Senior Administrative Assistant-Program Support/Bilingual at salary range CSEA/61, effective June 12, 2013. **Exhibit J** Moved by _____
Seconded _____
Vote _____



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7.7 Approve the job classification of
Senior Administrative Procurement Assistant
at salary range CSEA/59, effective June 12, 2013.

Exhibit K

Moved by _____
Seconded _____
Vote _____

7.8 Approve the reallocation of the following
Employee:

Exhibit L

Moved by _____
Seconded _____
Vote _____

Joanie Taurman (Purchasing)

from Senior Administrative Assistant,
at salary range CSEA/59, to Senior Administrative
Procurement Assistant at salary range CSEA/59,
effective June 12, 2013:

8.0 CLOSED SESSION

8.1 Adjourn to Closed Session

To consider matters pursuant to government code 54957:
Public employee performance evaluation,
Executive Director, Human Resources - Classified

Adjourn to Closed Session _____ a.m.

Reconvene to Regular Meeting _____ p.m.

9.0 OTHER

9.1 Unfinished Business

No Action Required

9.2 Commissioner's Comments

No Action Required

10.0 NEXT REGULAR MEETING

Date: July 9, 2013
Time: 3:30 p.m.
Location: Board Room-District Office

11.0 **ADJOURNMENT:** _____ p.m.

**The Personnel Commission
Anaheim Union High School District
501 Crescent Way • Post Office Box 3520
Anaheim • California 92803•3544**



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MINUTES

**Regular Meeting
Tuesday, May 14, 2013 – 3:30 p.m.
Board Room – District Office**

1.0 CALL TO ORDER

The meeting of the Personnel Commission of the Anaheim Union High School District was called to order by Chairperson Charles Darrington at 3:30 p.m.

2.0 ROLL CALL

Present: Chuck Darrington, Chairperson; Speed Castillo, Vice-Chairperson; Audrey Cherep, Commissioner; and Victoria Wintering, Ph.D., Executive Director of Human Resources-Classified.

3.0 PLEDGE OF ALLEGIANCE

Personnel Commission Chairperson, Chuck Darrington, led the Pledge of Allegiance to the Flag of the United States of America.

4.0 PUBLIC COMMENTS: REQUEST TO SPEAK TO AGENDA AND NON-AGENDA ITEMS

None

5.0 GENERAL FUNCTIONS

5.1 On the motion of Mr. Castillo, duly seconded and unanimously carried, the Personnel Commission adopted the agenda as amended.

5.2 On the motion of Mr. Castillo, duly seconded and unanimously carried, the Personnel Commission approved the minutes of the regular meeting of April 9, 2013.

5.3 Communication

5.3.1 None

6.0 SELECTION PROCESS

6.1 List of Current Recruitments (Test Plan)

7.0 CLASSIFICATION AND SALARY

7.1 On the motion of Ms. Cherep, duly seconded and unanimously carried, the Personnel Commission approved the reclassification of Louisa Martinez from Office Assistant/Bilingual at salary range CSEA-47 to Secretary – Registrar/Records (Bilingual) at salary range CSEA-53, effective May 15, 2013.

7.2 On the motion of Ms. Cherep, duly seconded and unanimously carried, the Personnel

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Commission approved the revised job classification of Food Service Supervisor at salary range MGMT/11 to Nutrition Services Operations Supervisor at salary range MGMT/11 effective May 15, 2013.

- 7.3 On the motion of Ms. Cherep, duly seconded and unanimously carried, the Personnel Commission approved the reallocation of the following employees:
 Gilbert Castillo, Jeffrey Adair, Erik Larsen
 from HVAC Technician at salary range AFSM/61 to HVAC-EMCS Technician at salary range AFSM/61, effective March 13, 2013.
- 7.4 On the motion of Ms. Cherep, duly seconded and unanimously carried, the Personnel Commission approved the reallocation of the following employees:
 Julie Thrum, Marilyn Budovec, Jane Maerki
 from FS Supervisor at salary range MGMT/11 to Nutrition Services Operations Supervisor at salary range MGMT/11, effective May 15, 2013.
- 7.5 On the motion of Ms. Cherep, duly seconded and unanimously carried, the Personnel Commission approved the revised job classification of EL Program Technician at salary range CSEA/57 to Assessment & Evaluation Technician at salary range CSEA/57, effective May 15, 2013.
- 7.6 On the motion of Ms. Cherep, duly seconded and unanimously carried, the Personnel Commission approved the reallocation of the following employee:
 Lisette Ramirez
 from EL Program Technician at salary range CSEA/57 to Assessment & Evaluation Technician at salary range CSEA/57, effective May 15, 2013.

8.0 OTHER

- 8.1 No unfinished business at this time.
- 8.2 Mr. Darrington commented on the success of the Classified Employee of the Year Awards Ceremony, stating that it was well done and wonderful to recognize good people.

9.0 NEXT REGULAR MEETING

Date: **Tuesday, June 11, 2013**
 Time: 3:30 p.m.
 Location: Board Room–District Office

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10.0 ADJOURNMENT

The Personnel Commission adjourned the meeting at 3:38 p.m.

Charles Darrington, Chairperson

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MINUTES

**Special Meeting
Thursday, May 16, 2013–1:30 p.m.
Board Room–District Office**

1.0 CALL TO ORDER

The meeting of the Personnel Commission of the Anaheim Union High School District was called to order by Chairperson Charles Darrington at 10:03 a.m.

2.0 ROLL CALL

Present: Chuck Darrington, Chairperson; Audrey Cherep, Commissioner; Speed Castillo, Vice-Chairperson; and Victoria Wintering, Ph.D., Executive Director of Human Resources-Classified.

3.0 PLEDGE OF ALLEGIANCE

Personnel Commission Chairperson, Chuck Darrington, led the Pledge of Allegiance to the Flag of the United States of America.

4.0 PUBLIC COMMENTS: REQUEST TO SPEAK TO AGENDA AND NON-AGENDA ITEMS

None

5.0 BUDGET PRESENTATION

5.1 Executive Director of Human Resources – Victoria Wintering, Ph.D., presented her proposed changes for the 2013-14 Human Resources Classified budget.

6.0 PUBLIC HEARING

- 6.1 Adjourned to Public Hearing at 1:55 p.m.
- 6.2 Chairman, Brian O'Neal asked for clarification regarding the total increase of FTE being proposed in the new budget.
- 6.3 Dr. Wintering explained that although the proposal is to increase an entire FTE, it would really be only a .75 FTE increase considering last year's reductions.
- 6.4 Dr. Novack complimented Dr. Wintering on her presentation, stating that it gave her a better perspective of the HR workload.
- 6.5 Dr. Novack asked for clarification regarding potentially not filling a position left open from HR Technician promotion.
- 6.6 Dr. Wintering explained that, due to attrition, the positions affected by a promotion to HR Technician, will likely not need to be filled.
- 6.7 Dr. Novack asked if the increase of \$49,000 to the Personnel Commission Budget is due to the increase in FTE.
- 6.8 Dr. Wintering stated that this is correct.
- 6.9 Dr. Wintering stated that there are positions like Instructional Assistant that are always in flux.



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- 6.10 Dr. Novack stated that, considering the Instructional Assistant example, this might also lessen the encroachment of SYS on the general fund.
 - 6.11 Board of Trustees President, Brian O'Neal asked how many employees were in HR before the reductions several years ago.
 - 6.12 Dr. Wintering stated that there was one more FTE as well as 2 employees who were reduced to 7hrs/9mth positions.
 - 6.13 Dr. Wintering stated that when staff is overworked errors occur.
 - 6.14 Commissioner Darrington commented that the workload for HR has increased remarkably over the last three years, along with reductions in hours and personnel to the department.
 - 6.15 Dr. Wintering commented that the District is very fortunate to have the staff that it does, who are able to perform at the level which they do.
 - 6.16 Dr. Novack stated that the layoffs and reductions of recent years have made things even more difficult for the department.
 - 6.17 Commissioner Castillo explained an analogy between basketball refereeing and the Human resources department, stating that we need staff to cover "the whole ball game."
 - 6.18 Dr. Novack commented that we must be sensitive to the wants and needs of other employees and departments.
 - 6.19 Dr. Novack commented that it is because of the generation of some creative cost savings HR is able to do this.
 - 6.20 Commissioner Cherep stated that people need to realize that if there is not adequate staffing in Personnel, other staffing problems cannot be properly addressed.
 - 6.21 Commissioner Castillo stated that we have been very thrifty with the budget for the last several years.
 - 6.22 Commissioner Darrington commented on how lucky we are to be working with people who work so well together.
 - 6.23 HR Analyst, Marie Ragazzo, stated that the workload in HR has increased drastically since she started in the department 12 years ago.
 - 6.24 Reconvened to Regular Meeting at 2:14 p.m.
- 7.0 **Budget**
- 7.1 On the motion of Ms. Cherep, duly seconded and unanimously carried, the Personnel Commission approved the 2013/2014 Personnel Commission budget.
- 8.0 **NEXT REGULAR MEETING**
- Date: **Tuesday, June 11, 2013**
Time: 3:30 p.m.
Location: Board Room–District Office
- 9.0 **ADJOURNMENT**

**The Personnel Commission
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MINUTES

**Special Meeting
Thursday, May 16, 2013–1:30 p.m.
Board Room–District Office**

The Personnel Commission adjourned the meeting at 2:16 p.m.

Charles Darrington, Chairperson



ANAHEIM UNION HIGH SCHOOL DISTRICT

Learning With Purpose: College and Career Ready

ANAHEIM UNION HIGH SCHOOL DISTRICT

PERSONNEL COMMISSION

ELIGIBILITY LIST NO. P06-2013-MR

POSITION: HUMAN RESOURCES ASSISTANT – OPEN

DATE ADVERTISED: 02/25/13 – 03/18/13

NUMBER OF APPLICATIONS RECEIVED: 598

NUMBER OF APPLICANTS ADMITTED TO EXAM 258

DATE OF WRITTEN EXAM: 04/17/13, 04/18/13, 04/19/13

NUMBER OF APPLICANTS PARTICIPATING IN WRITTEN EXAM 137

NUMBER OF APPLICANTS PASSING WRITTEN EXAM 56

DATE OF ORAL EXAM: 05/08/13

NUMBER OF APPLICANTS PARTICIPATING IN ORAL EXAM 39

NUMBER OF APPLICANTS PASSING ORAL EXAM 27

TOTAL NUMBER CERTIFIED ON ELIGIBILITY LIST:	27
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PANEL MEMBERS:

ANA AGUILAR, HR ANALYST, OC PUBLIC WORKS

PAULINE BOURNE, HR ANALYST, LACOE

PAUL DEINES, SELECTION ANALYST, CODESP

JOSH KAHN, HR ANALYST, LACOE

CHANJIRA LUU, DIRECTOR, CLASSIFIED PERSONNEL, FULLERTON SD

SONJA MARTIN, HUMAN RESOURCES SPECIALIST II, LAUSD

SUSAN PHILLIPS, HR ANALYST, DOWNEY USD

JEANETTE RAYGOZA, PERSONNEL TECHNICIAN, HACIENDA LA PUENTE USD

VICTORIA WINTERING, EXECUTIVE DIRECTOR HUMAN RESOURCES/CLASSIFIED

CERTIFIED: JUNE 11, 2013

EXTENDED:

EXPIRED:



ANAHEIM UNION HIGH SCHOOL DISTRICT

Learning With Purpose: College and Career Ready

ANAHEIM UNION HIGH SCHOOL DISTRICT

PERSONNEL COMMISSION

ELIGIBILITY LIST NO. IA-SAI VMK-2012

POSITION: IA – SPECIALIZED ACADEMIC INSTRUCTION – OPEN

DATE ADVERTISED: 01/23/13 – 02/13/13

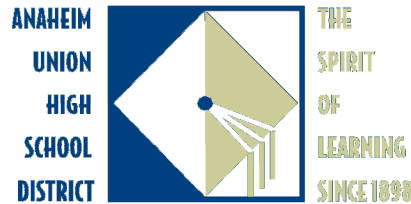
NUMBER OF APPLICATIONS RECEIVED:	116
NUMBER OF APPLICANTS ADMITTED TO EXAM	66
DATE OF WRITTEN (NCLB ENGLISH) EXAM: 02/28/13	
NUMBER OF APPLICANTS PARTICIPATING IN WRITTEN EXAM	9
NUMBER OF APPLICANTS PASSING WRITTEN EXAM	7
DATE OF WRITTEN (NCLB MATH) EXAM: 02/28/13	
NUMBER OF APPLICANTS PARTICIPATING IN WRITTEN EXAM	6
NUMBER OF APPLICANTS PASSING WRITTEN EXAM	5
DATE OF WRITTEN (ABILITY TO ASSIST) EXAM: 03/07/13	
NUMBER OF APPLICANTS PARTICIPATING IN WRITTEN EXAM	45
NUMBER OF APPLICANTS PASSING WRITTEN EXAM	44
DATE OF WRITTEN (JOB KNOWLEDGE) EXAM: 03/07/13	
NUMBER OF APPLICANTS PARTICIPATING IN WRITTEN EXAM	40
NUMBER OF APPLICANTS PASSING WRITTEN EXAM	32
TOTAL NUMBER CERTIFIED ON ELIGIBILITY LIST:	32

VICTORIA WINTERING, EXECUTIVE DIRECTOR HUMAN RESOURCES/CLASSIFIED

CERTIFIED: June 11, 2013

EXTENDED:

EXPIRED:



Human Resources • Personnel Commission

Memorandum

DATE: June 3, 2013

TO: Victoria Wintering, Ph.D., Executive Director, Classified HR

FROM: Marie Ragazzo, HR Analyst

SUBJECT: Job Analysis Study: Food Service Cook Classification

INTRODUCTION:

Due to the retirement of the incumbent, the Personnel Commission staff was asked to review the position of Food Service Cook in the District Central Kitchen. Therefore, a job analysis study was conducted in order to ensure that the position is properly classified.

BACKGROUND:

This Food Service Cook classification is a single classification within the central kitchen production staff. The Anderson classification study in 1988 stated the position's basic function was "to prepare and cook large quantities of food items in the District Food Center." Further, the classification was distinguished from other classes by the majority of time spent preparing and cooking large quantities of food items in the District's Food Center. In addition, the incumbent exercised functional and technical supervision over lower level staff and received general supervision from the Food Service Manager III position. The Ewing classification study conducted in 2001, outlined that the basic function of the position had also acquired the preparation of reports and procurement requests for the food section, as well as, training and providing work direction to assigned staff.

METHODOLOGY:

Both qualitative and quantitative data collection techniques were used to gather information about the position. An initial review of similar job classifications was compiled in order to gain a better understanding of the qualifications required at entry into the position. Second, a classification questionnaire was emailed, using Survey Monkey, to both Jane Harker, Food Service Cook and her supervisor, Tom Bonikowski, Food Service Manager II. The purpose of the survey is to collect quantitative data regarding the essential duties of the position, and the knowledge, skills and abilities (KSAs), required at entry into the position. The survey content listed the essential duties in the following order: data support duties; training/technical support duties; and other/miscellaneous duties. The KSAs relevant to support those duties were also listed on the survey. Third, a job observation of the incumbent was conducted on April 19, 2013, which consisted of shadowing the Food Service Cook and taking notes. Finally, all items were reviewed by the Director of Food Services and Assistant Director of Nutrition Services.

ANALYSIS:

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An analysis of the data was conducted using descriptive analysis methods. A cutoff score was established to distinguish those tasks, KSAs, etc., which are essential for satisfactory performance on the job. All tasks, KSAs, etc. with a cutoff score ≥ 5 are considered essential and any that are listed < 5 are considered non-essential and are, therefore, removed. In addition, any ratings with a Standard Deviation (STDev) of 2 or more were reviewed by the Subject Matter Experts (SMEs) and presented for further discussion as to whether or not they should be included in the classification specification. (See Descriptive's Tables).

A significant portion of the essential duties assigned to the Food Service Cook are in staff leadership and integration. An example of the type of duties performed by the incumbent within this factor are:

- Serves in a lead capacity and makes recommendations to management staff as necessary in the following areas: work quality, training, instructing and scheduling; and
- Performs functions of other Nutrition Services positions, including supervisor, as requested by supervisor for the purpose of ensuring adequate staff coverage.

In addition, it was noted that the areas of responsibility, support provided, and supervision exercised by the incumbent have changed due to the new provisions and requirements of school nutrition programs. During the observation, it was noted that the actual cooking duties of the position have been significantly reduced because the majority of the food preparation consists of mashing, chopping, and pureeing various foods for special menu programs. Further, it was also noted that the incumbent is required to visit school campuses on a daily basis to oversee the quality of work performed during after-school nutrition programs to ensure food safety and sanitation compliance. Also, the level of responsibility of maintaining accurate records and delivery of reports used for regulatory compliance, remains constant.

Therefore, in addition to the food preparation and administrative responsibilities, the incumbent has acquired and may assist the nutrition services management staff with the following duties:

- Sets up and performs student taste tests at school sites'
- Demonstrates cooking/preparation techniques at Manager's meetings, as well as, school sites to train Food Service workers;
- Develops menus with cost analysis; and
- Participates in the preparation for catering functions.
- Works with computers and software such as Word and Excel to utilize these and other software packages to facilitate menu and recipe analysis, as well as, fiscal accountability.

FINDINGS:

Upon completion of the study, each section of the job study was presented and reviewed with the Director of Food Services and the Assistant Director of Nutrition Services, and both parties came to a final agreement in the following areas: Job Title, Essential Job Tasks, Employment Standards, Minimum Qualifications, Physical Demands and Working Conditions, and Competencies. A final drafted job description was reviewed by all parties. It was noted that the essential duties of the position are more in alignment with that of a Sous Chef or second in command than that of a Cook.

RECOMMENDATION

It is recommended, based on the findings of this study, that the Personnel Commission reallocate the position from Food Service Cook to that of Nutrition Services Sous Chef. Furthermore, it is recommended that the current compensation for the position remain the same.

CLASS TITLE: FOOD NUTRITION SERVICES COOK SOUS CHEF**DEFINITION: BASIC FUNCTION:**

Under the direction of the ~~Food~~ **Nutrition Services Manager II or Nutrition Operations Services Supervisor, is responsible for the oversight of and production of the food in the district's** in a large central kitchen environment, **as well as overseeing** procurement requests for the section; performs large-quantity cooking in the preparation of **whole, fresh delicious and nourishing** foods, **while maintaining a harmonious, clean and orderly environment**; ~~prepares reports and; and trains and provides work direction to assigned staff~~ **assists nutrition services management staff functioning as a lead worker performing essentially the same work as those directed, including overseeing work quality, training, instructing, and scheduling work; and performs other related duties as assigned.**

REPRESENTATIVE ESSENTIAL DUTIES: *The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

Food Preparation

Plans, organizes, **oversees, coordinates** and participates in food preparation **activities** and cooking food in large quantities at the District ~~food center~~ **central kitchen**; in a central kitchen environment preparing foods for diverse groups of students, meals on wheels **special menu** programs and staff; **conducts meal counts; assists with recipes and menu development** test, expand and decrease recipes; write new recipes and develop menus as assigned. **E sets up and performs student taste test at school sites; demonstrates cooking/preparation techniques at Manager's meetings, as well as, school sites to train FS workers; cooks meats and other main entrees in large quantities; prepare soups, gravies and vegetables and other foods in large quantities. E; and develops menus with cost analysis and prepares food and beverages for catering functions.**

Staff Leadership and Integration

Serves in a lead capacity, providing work direction and reviewing the work of assigned staff; counsels employees regarding strengths and areas for possible improvement and provides input in employee evaluation process; assists in establishing duties and work schedules; assists in conducting department staff training in customer service and culinary skills; ensures scheduled employee break and lunch times are followed; notifies the Nutrition Services management staff of department needs in reassigning employees from one department to another to meet production schedules and staffing requirements; plans work activities and assigns work to other food preparation staff; performs functions of other Nutrition Services positions, including Manager, as requested by supervisor for the purpose of ensuring adequate staff coverage; and makes recommendations to management as necessary.

Administrative Duties

Works in tandem with nutrition **management staff** to facilitate the accurate maintenance and delivery of records and reports **used for regulatory compliance; requisitions and receives frozen food products, fresh bakery, brown box commodities, ingredients in recipes and other supplies** as needed. **organizes, tracks, and keeps record** of ingredients used and production reports including quantity and yield adjustments, **special diet requirements, production codes, record of foods served, preschool & bulk factor sheets**, and related records; ~~and assist in physical inventories; prepares and maintains a variety of records and reports;~~ **E inventories food, condiments, supplies, and equipment at specified intervals for the purpose of ensuring availability of items required for meeting projected menu requirements;** schedules and consolidates production to meet District ~~food center~~ **central kitchen** requirements; conducts surveys at school site cafeterias and classrooms for feedback; researches and reviews new products to be used in the District **Nutrition Food Services** program; prepares a wide variety of documentation both manual and electronic (e.g. parent notices, daily counts, reports, free/reduced meal counts, fridge/freezer temperature reports, food forecasting sheets, bank deposits, food/milk orders, inventory and supplies) ~~prepare related reports and make recommendations as necessary;~~ **and works with computers and software such as Word and Excel to utilize these and other software packages to facilitate menu and recipe analysis as well as fiscal accountability.**

~~E~~ Essential Job Functions

Approved 1/29/02

BOT Approved: 2/21/02

Food Handling & Safety:

Stores and rotates food and supplies in accordance with established guidelines; operates, cleans and maintains sophisticated and standard kitchen equipment; assists in stocking stores in warehouse and freezer as assigned; and performs related duties as assigned. ~~observe kitchen sanitation rules and procedures. E~~ ~~Store food and supplies in accordance with established guidelines. E~~

MINIMUM QUALIFICATIONS:

Any combination of experience, education and training that would likely provide the required knowledge and abilities is qualifying. A typical combination would be the following:

Education and Training: ~~Any combination equivalent to:~~

Graduation from high school supplemented by **specialized** formal and informal training **in culinary skills.** ~~experience and education which demonstrates an ability to perform the duties of the position and~~

Experience:

Two **years** of **experience in from-scratch cooking and baking in a commercial or institutional environment in a lead capacity, preferably to include experience with USDA Child Nutrition Standards and compliance.**

Licenses and Other Requirements:

Valid and current Serv Safe certification required at time of application and throughout employment; possession of a valid, appropriate California driver's license at time of appointment, and throughout employment in a position in this classification. Proof of current California auto liability insurance at time of appointment, and throughout employment in a position in this classification. Personal transportation for job-related travel throughout the District.

EMPLOYMENT STANDARDS:**Knowledge Of:**

Basic operational, technical, or office processes.

Proper food storage temperature, time and methods.

Hazardous Analysis Critical Control Point (HACCP);

Kitchen sanitation methods and materials.

Procedures followed in ordering, receiving, and storing foods;

Kitchen safety precautions and safe use of equipment.

Weights and measures.

Methods, terminology, ingredients, equivalent measures and characteristics of ingredients and methods of substitution.

Principles and processes for providing customer service;

Proper lifting techniques;

Use and care of food service equipment, such as ovens, scales, mixers, ranges, utensils, knives and slicers.

Proper methods of preparing, baking and serving foods in large quantities.

Leadership skills;

Record keeping systems and principles;

Economic evaluation techniques;

Inventory control techniques;

Microsoft office suite of software including Word and Excel;

Volume cooking techniques and procedures;

Commercial packaging equipment;

Portion control techniques to assure compliance with state and federal guidelines.

Ability To:

Observe kitchen sanitation rules and procedures;

Follow oral and written instructions **and directions;**

Establish **rapport** and maintain cooperative and **effective positive** working relationships ~~with others.~~

Maintain equipment and kitchen facilities in a sanitary and orderly condition.

Ability to Cont'd:

Forecast amounts of servings of each item to prepare.

Prepare food that is tasty and accepted.

Work effectively with Nutrition Services staff, students, teachers and others;

Understand and **carry out, and be understood giving instructions in English;**

Maintain required inventories and records.

Read and follow recipes and menus.

Work effectively and efficiently under rushed conditions;

Maintain sensitivity to a diverse employee population;

Use basic mathematics, **including fractions**, to increase and decrease recipes and make changes;

Lift and move moderately heavy containers of food, using a cart as appropriate;

Work independently with little direction.

Provide work direction and guidance to others.

Plan and organize food preparation and serving operations to meet schedules.

Estimate costs to achieve cost minimization for nutrition programs.

Prioritize tasks with respect to importance and deadlines;

~~Use portion control techniques to assure compliance with state and federal guidelines.~~

DISTINGUISHING CHARACTERISTICS:

The class of the Nutrition Services Sous Chef is distinguished from the class of Nutrition Services management staff in that the incumbent serves as a lead worker directing the activities of food preparation staff, while the latter is responsible for the supervision and coordination of work of all food production units at the District Food Center.

PHYSICAL DEMANDS:

Employees in this classification stand, walk, sit, lift, and carry up to 50 lbs unassisted, and over 50 lbs. with assistance; push, pull, stoop/bend, kneel, and bend repeatedly; maintain balance; repetitively use fingers, wrists, and hands while twisting or applying pressure; simultaneously use both legs, and hands; reach overhead, have rapid mental/muscular coordination; speak clearly, hear normal voice conversation, have depth perception, distinguish shades, see long distances and small details; drive a vehicle; use a computer, and a telephone.

WORK ENVIRONMENT:

Employees in this classification work both inside and outside with varying temperature changes, in heat over 90 degrees or cold below 50 degrees, in confined spaces, damp or wet areas, with dangerous machinery with moving parts, inadequate lighting, loud noises, sharp objects, dust (moderate to high concentrations of silica or allergenic dust) with hands in water, exposure to minor contagious illnesses (cold, flu, etc.), in direct contact with the public, students, and District staff, without guidance from supervisor, occasionally negative interpersonal situations, continuous changing priorities, high volume and tight deadlines with continuous interruptions, and use of protective equipment, including required gloves.

WORKING CONDITIONS:

~~ENVIRONMENT: Food service environment. Subject to heat from ovens. PHYSICAL DEMANDS: Standing for extended periods of time. Lifting and carrying heavy objects weighing up to 25 pounds unassisted, up to 50 pounds with assistance. Carrying, pushing or pulling food trays, carts, materials and supplies. Walking. Dexterity of hands and fingers to operate food service equipment and computerized cash management system. Reaching overhead, above shoulders and horizontally. Bending at the waist, kneeling or crouching. Hearing and speaking in English to exchange information. Seeing to monitor students and food quality and quantity. HAZARDS: Heat from ovens. Exposure to very hot foods, equipment, and metal objects. Working around knives, slicers or other sharp objects. Exposure to cleaning chemicals and fumes.~~

SENIOR ADMINISTRATIVE ASSISTANT – PROGRAM SUPPORT**DEFINITION:**

Under the general direction of an Administrator; organizes, coordinates, schedules and performs complex and difficult office functions for **a district-wide program or service**; serves as an administrative assistant to the Administrator and coordinates communications between **outside agencies**, administrators, District and site personnel, parents, students and the general public; trains, assigns and coordinates the work of other clerical and secretarial personnel as assigned by the Administrator; and performs other related duties as required.

ESSENTIAL DUTIES:

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

General Administrative Duties

May assist the Administrator with planning, scheduling, coordinating and preparing for District-wide services, programs, initiatives, and other related activities in support of the following divisions: Education, District Administration, or Business Services; ~~coordinates, plans, organizes, prepares, schedules and confirms meetings, conferences, and appointments;~~ **compiles, tabulates, computes, and manages a variety of information for various Federal, State and District reports related to district-wide activities for the Administrator; develops, composes, proofreads, processes, prepares and completes standard correspondence, invoices, purchase requisitions, agenda items, agreements, notices and other specialized documents for department or program use** in accordance with district procedures; sets up, **duplicates, and maintains** paper and electronic files, records, **and materials related to assigned activities; designs and prepares binders;** opens, reviews, prioritizes and distributes incoming correspondence, including faxes and emails; **orders, receives, distributes and maintains inventory of department and/or district-wide program supplies, keys and equipment;** researches, assists, and responds to parent, student, staff, outside agency and community, questions or complaints; **provides detailed technical information, or baseline support regarding assigned district program, service, in-house system applications,** program policies and procedures according to established guidelines; refers difficult situations to administrator; and dispatches emergency calls to appropriate personnel.

Fiscal Administration Duties

Monitors special program operating budgets and department account balances; coordinates fiscal transactions for the department Administrator and school site department chairs; processes documents involved in fiscal transactions; requests approval for special program expenses; checks account numbers against appropriation ledgers; **compiles budget data and maintains records of monies spent; submits approvals for appropriation transfers; prepares requests for budget adjustments;** collects receipts and prepares forms for reimbursement; **and reimburses cash site expenditures and submits Alternative Revolving Cash (ARC) fund report to Accounting Department.**

Payroll Duties

Maintains payroll records and submits to payroll department; **collects, verifies, computes, and records daily staff and substitute employee attendance information and prepares timesheets including extra-duty hours,** balances, totals or stipends; **monitors sign-in and out sheets;** receives and distributes paychecks; maintains records of employee time-off; and provides employees with information regarding leave balances.

Personnel Duties

Prepares personnel requisitions and other related documents associated with employment actions for certificated, classified, exempt and **substitute staff**; maintains personnel emergency contact information for the Administrator; consults with administrators or other personnel to resolve problems in areas such as class coverage, or work schedules; assists with the coordination of scheduling substitute classified employees; monitors workflow and adjusts duties to complete assignments in a timely manner as assigned; provides work direction, training and **leadership** to clerical personnel as assigned; **serves as a liaison between the District and site personnel;** **assists in coordinating worker's compensation activities within assigned department by conveying information to supervisors and injured employees as needed; sends worker's**

compensation information and documents to Risk Management department and directs and ensures employees follow appropriate protocol and authorizations when returning to work after leave of absence; and may provide input for classified employee evaluations as requested.

Information Systems

Compiles employee information regarding email and student system passwords; collects, completes, and contacts Information Technology staff with regards to technology service orders; uses computers for spreadsheets, word processing, database management, and other in-house school administration applications; operates office equipment such as fax machines, copiers, and phone systems; operates electronic mail systems and coordinates the flow of information, internally or with the District; and learns to operate new office technologies as they are developed and implemented.

Program Support Duties:

May assist in providing clerical support to other departments during peak periods as assigned; organizes and manages lists, directories, calendars or rosters for special projects or assignments in support of department, District or outside agency functions; sets up travel/conference arrangements for program representatives; attends a variety of meetings held by immediate supervisor, District, professional organizations, or reporting agencies to stay abreast of district-wide program requirements; supports staff at the comprehensive site in all areas pertaining to a district-wide program or service; and participates in district-wide committees.

DISTINGUISHING CHARACTERISTICS:

A Senior Administrative Assistant – Program Support is distinguished from Senior Administrative Assistant – School Support in that the incumbents in the latter class perform a wide variety of office and administrative support functions in a school administrative office versus a district administrative office, and are in direct daily contact with students, which requires the incumbent to have knowledge of basic first aid. In addition, incumbents must perform ASB accounting functions for a junior high school which requires the incumbent to have knowledge of basic accounting and bookkeeping principles and practices. In contrast, incumbents in the former class must apply a comprehensive knowledge of the organizational structure and functions of District programs and services in performing and coordinating their responsibilities.

MINIMUM QUALIFICATIONS:

Any combination of experience, education and training that would likely provide the required knowledge and abilities is qualifying. A typical combination would be the following:

Education and Training:

Graduation from high school, supplemented by college-level course work in business, office management or a related field.

Experience:

Three years of increasingly responsible secretarial and clerical experience involving public contact, preferably in an educational setting –OR- two years of experience at the level of Secretary or higher with the Anaheim Union High School District.

Self-Certification of Typing/Keyboarding Skills:

*This classification requires that incumbents be skilled in typing/keyboarding at a minimum of 50 words per minute. A typing test will not be given. Applicants must submit an online typing certificate obtained from www.typingmaster.com at time of application to certify that they have such skills. Demonstrated proficiency will be expected during the probationary period for the class.

EMPLOYMENT STANDARDS:

Knowledge of:

Business office terminology, practices and procedures including filing and record-keeping techniques; **Organizational structure and functions of the District;** District administrative procedures and forms used for human resources, risk management,

payroll, purchasing, inventory, accounting and budgeting processes;
Basic principles, practices and terminology of budgeting and financial record-keeping;
Requirements for input into various computer systems and utilization of computer prepared reports;
Basic inventory methods and procedures;
Software applications used by the District;
 Correct English usage, grammar, spelling, punctuation and vocabulary;
 Complex business letter and report writing techniques;
 Applicable laws, codes, rules and regulations related to assigned activities;
 Advanced oral and written communication skills;
 Interpersonal skills including tact, patience and courtesy;
 Customer service techniques;
 Intermediate math;
 Telephone techniques and etiquette.

Ability to:

Perform a wide variety of complex and responsible clerical and secretarial duties to coordinate **district-wide program office activities** and assist the Administrator in a variety of administrative tasks;
 Perform public relations and communications services for the Administrator;
Assure efficient and timely completion of office and district-wide program projects and activities;
 Establish and implement office procedures as needed and according to established guidelines;
 Understand and follow oral and written instructions;
 Compose correspondence independently;
Type or input data at an acceptable rate of speed*;
Learn in-house system and Standardized Account Code Structure procedure;
Review various financial and related reports;
 Perform work within established guidelines, procedures and time lines with frequent interruptions;
 Work independently with little direction;
 Train and provide work direction and **leadership** to others;
 Analyze difficult and sensitive situations and adopt an appropriate course of action;
 Establish and maintain positive and effective working relationships with others;
Maintain good public relations with students, parents, staff, outside agencies and the public;
 Understand, interpret, apply and explain rules, regulations, policies and procedures related to assigned activities in accordance with **Education Code, program** and District policies, and procedures.
 Make arithmetic calculations quickly and accurately;
 Make decisions within general guidelines;
 Communicate effectively orally and in writing;
 Operate a variety of business office equipment including a computer **and applicable business software;**
 Work confidentially with discretion;
 Compile and maintain accurate records, verify data and prepare reports;
Portray a professional demeanor.

PHYSICAL DEMANDS

Employees in this classification walk, stand, and must be able sit for long periods of time, carry, push, pull, stoop, bend and use fingers repetitively, use both hands simultaneously, and may lift 5 to 25 lbs. unassisted; must speak clearly, and hear normal voice conversation; and use a computer and telephone.

WORK ENVIRONMENT

Employees in this classification work inside **exclusively**; employees may work in direct contact with the public, **outside agencies**, students, parents and other District staff; may be subjected to negative interpersonal situations, and exposed to minor contagious illnesses (colds, flu, etc.); with high volume of work and tight deadlines, with continuously changing priorities and interruptions, and may work alone without guidance from supervisor.

Personnel Commission
Anaheim Union High School District

Spec. Established

SENIOR ADMINISTRATIVE ASSISTANT – PROGRAM SUPPORT/BILINGUAL

DEFINITION:

Under the general direction of an Administrator; organizes, coordinates, schedules and performs complex and difficult office functions for a district-wide program or service; serves as an administrative assistant to the Administrator and coordinates communications between outside agencies, administrators, District and site personnel, parents, students and the general public; trains, assigns and coordinates the work of other clerical and secretarial personnel as assigned by the Administrator; **provides oral and basic written translation and interpretation of materials from English to a designated second language;** and performs other related duties as required.

ESSENTIAL DUTIES:

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

General Administrative Duties

May assist the Administrator with planning, scheduling, coordinating and preparing for District-wide services, programs, initiatives, and other related activities in support of the following divisions: Education, District Administration, or Business Services; ~~coordinates, plans, organizes, prepares, schedules and confirms meetings, conferences, and appointments;~~ **compiles, tabulates, computes, and manages a variety of information for various Federal, State and District reports related to district-wide activities for the Administrator; develops, composes, proofreads, processes, prepares and completes standard correspondence, invoices, purchase requisitions, agenda items, agreements, notices and other specialized documents for department or program use in accordance with district procedures; sets up, duplicates, and maintains paper and electronic files, records, and materials related to assigned activities; designs and prepares binders;** opens, reviews, prioritizes and distributes incoming correspondence, including faxes and emails; **orders, receives, distributes and maintains inventory of department and/or district-wide program supplies, keys and equipment; researches, assists, and responds to parent, student, staff, outside agency and community, questions or complaints; provides detailed technical information, or baseline support regarding assigned district program, service, in-house system applications, program policies and procedures according to established guidelines; refers difficult situations to administrator; and dispatches emergency calls to appropriate personnel.**

Fiscal Administration Duties

Monitors special program operating budgets and department account balances; coordinates fiscal transactions for the department Administrator and school site department chairs; processes documents involved in fiscal transactions; requests approval for special program expenses; checks account numbers against appropriation ledgers; compiles budget data and maintains records of monies spent; submits approvals for appropriation transfers; prepares requests for budget adjustments; collects receipts and prepares forms for reimbursement; and reimburses cash site expenditures and submits Alternative Revolving Cash (ARC) fund report to Accounting Department.

Payroll Duties

Maintains payroll records and submits to payroll department; **collects, verifies, computes, and records daily staff and substitute employee attendance information and prepares timesheets including extra-duty hours, balances, totals or stipends; monitors sign-in and out sheets; receives and distributes paychecks; maintains records of employee time-off; and provides employees with information regarding leave balances.**

Personnel Duties

Prepares personnel requisitions and other related documents associated with employment actions for certificated, classified, exempt and **substitute staff;** maintains personnel emergency contact information for the Administrator; consults with administrators or other personnel to resolve problems in areas such as class coverage, or work schedules; assists with the coordination of scheduling substitute classified employees; monitors workflow and adjusts duties to complete assignments in a timely manner as assigned; provides work direction, training and **leadership** to clerical personnel as assigned; **serves as a liaison between the District and site personnel;**

assists in coordinating worker's compensation activities within assigned department by conveying information to supervisors and injured employees as needed; sends worker's compensation information and documents to Risk Management department and directs and ensures employees follow appropriate protocol and authorizations when returning to work after leave of absence; and may provide input for classified employee evaluations as requested.

Information Systems

Compiles employee information regarding email and student system passwords; collects, completes, and contacts Information Technology staff with regards to technology service orders; uses computers for spreadsheets, word processing, database management, and other in-house school administration applications; operates office equipment such as fax machines, copiers, and phone systems; operates electronic mail systems and coordinates the flow of information, internally or with the District; **and learns to operate new office technologies as they are developed and implemented.**

Program Support Duties:

May assist in providing clerical support to other departments during peak periods as assigned; **organizes and manages lists, directories, calendars or rosters for special projects or assignments in support of department, District or outside agency functions; sets up travel/conference arrangements for program representatives; attends a variety of meetings held by immediate supervisor, District, professional organizations, or reporting agencies to stay abreast of district-wide program requirements; supports staff at the comprehensive site in all areas pertaining to a district-wide program or service; provides oral and basic written translation and interpretation of materials from English to a designated second language; translates a variety of meetings and conferences as needed;** and participates in district-wide committees.

DISTINGUISHING CHARACTERISTICS:

The Senior Administrative Assistant– Program Support/Bilingual position is distinguished from Senior Administrative Assistant – Program Support position in that the incumbents in the former class require the ability to speak, read and write in a secondary language other than English.

MINIMUM QUALIFICATIONS:

Any combination of experience, education and training that would likely provide the required knowledge and abilities is qualifying. A typical combination would be the following:

Education and Training:

Graduation from high school, supplemented by college-level course work in business, office management or a related field.

Experience:

Three years of increasingly responsible secretarial and clerical experience involving public contact, **preferably in an educational setting –OR- two years of experience at the level of Secretary or higher with the Anaheim Union High School District.**

Licenses and Other Requirements:

Positions in this classification are required to speak, read, and write in a designated second language.

Self-Certification of Typing/Keyboarding Skills:

*This classification requires that incumbents be skilled in typing/keyboarding at a minimum of 50 words per minute. A typing test will not be given. Applicants must submit an online typing certificate obtained from www.typingmaster.com at time of application to certify that they have such skills. Demonstrated proficiency will be expected during the probationary period for the class.

EMPLOYMENT STANDARDS:Knowledge of:

Business office terminology, practices and procedures including filing and record-keeping techniques;
Organizational structure and functions of the District;

District administrative procedures and forms used for human resources, risk management, payroll, purchasing, inventory, accounting and budgeting processes;

Basic principles, practices and terminology of budgeting and financial record-keeping;

Requirements for input into various computer systems and utilization of computer prepared reports;

Basic inventory methods and procedures;

Software applications used by the District;

Correct oral and written usage of English and a designated second language including grammar, spelling, punctuation and vocabulary;

Complex business letter and report writing techniques;

Applicable laws, codes, rules and regulations related to assigned activities;

Advanced oral and written communication skills;

Interpersonal skills including tact, patience and courtesy;

Customer service techniques;

Intermediate math;

Telephone techniques and etiquette.

Ability to:

Perform a wide variety of complex and responsible clerical and secretarial duties to coordinate **district-wide program office activities** and assist the Administrator in a variety of administrative tasks;

Perform public relations and communications services for the Administrator;

Assure efficient and timely completion of office and district-wide program projects and activities;

Establish and implement office procedures as needed and according to established guidelines;

Understand and follow oral and written instructions;

Compose correspondence independently;

Type or input data at an acceptable rate of speed*;

Learn in-house system and Standardized Account Code Structure procedure;

Review various financial and related reports;

Perform work within established guidelines, procedures and time lines with frequent interruptions;

Work independently with little direction;

Train and provide work direction and **leadership** to others;

Analyze difficult and sensitive situations and adopt an appropriate course of action;

Establish and maintain positive and effective working relationships with others;

Maintain good public relations with students, parents, staff, outside agencies and the public;

Understand, interpret, apply and explain rules, regulations, policies and procedures related to assigned activities in accordance with **Education Code**, and District policies, and procedures.

Make arithmetic calculations quickly and accurately;

Make decisions within general guidelines;

Read, write, translate and interpret in English and a designated second language;

Pass AUHSD bilingual certification exam;

Communicate effectively orally and in writing;

Operate a variety of business office equipment including a computer **and applicable business software;**

Work confidentially with discretion;

Compile and maintain accurate records, verify data and prepare reports;

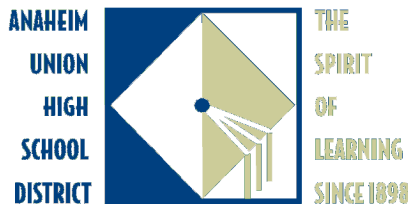
Portray a professional demeanor.

PHYSICAL DEMANDS

Employees in this classification walk, stand, and must be able sit for long periods of time, carry, push, pull, stoop, bend and use fingers repetitively, use both hands simultaneously, and may lift 5 to 25 lbs. unassisted; must speak clearly, and hear normal voice conversation; and use a computer and telephone.

WORK ENVIRONMENT

Employees in this classification work inside **exclusively**; employees may work in direct contact with the public, **outside agencies**, students, parents and other District staff; may be subjected to negative interpersonal situations, and exposed to minor contagious illnesses (colds, flu, etc.); with high volume of work and tight deadlines, with continuously changing priorities and interruptions, and may work alone without guidance from supervisor.



Human Resources • Personnel Commission

Memorandum

DATE: September 5, 2012
TO: Victoria Wintering, Ph.D., Executive Director, HR, Classified
FROM: Marie Ragazzo, Human Resources Analyst
SUBJECT: Reclassification Study: Teresa Rodarte, Administrative Assistant

INTRODUCTION

Per CSEA request, a reclassification study was conducted on the incumbent, Teresa Rodarte, Administrative Assistant. A job analysis study for the Senior Administrative Assistant classification, was underway and it was decided to include all Administrative Assistants, including Ms. Rodarte, within the study in order to analyze whether the current classification accurately represents the duties assigned to the incumbent.

BACKGROUND

Under the direction of the Assessment and Evaluation Analyst, Cynthia Petitt, the administrator is responsible for managing, evaluating and assigning the work of support staff which includes the following classified positions: a Secretary-Program Support, the EL Program Technician and the LAC Supervisor. The incumbent, Teresa Rodarte, was promoted into the Administrative Assistant position on May 17, 2005. Additionally, the incumbent receives a bilingual stipend.

In the Assessment and Evaluation department, the incumbent's main function is to support the administrator with varied and responsible administrative support work in the administration of district-wide assessment programs such as the California High School Exit Exam, Physical Fitness Testing, 7th Grade Writing, Early Assessment Program Writing, and STAR among other evaluation programs. In addition, Teresa provides back-up support to the Education Division, assisting the Executive Assistant.

After the 2008-09 Reduction in Force (RIF) Board action, the position of District Testing Technician was eliminated. Therefore, Ms. Rodarte has been performing limited clerical/technical duties related to student assessment. Such duties include managing the movement of testing materials to/from school sites, processing materials received from the school sites after testing, and returning the materials to the vendor. She also manages the mailing of student results to student's homes. However, with the recent reorganization of the department, the administrator, Cynthia Petitt, has assigned a portion of the clerical/technical responsibilities related to Student Testing and Accountability to the EL Program Technician, Lisette Ramirez.

In addition, it was noted that the incumbent is not performing other related district testing functions pertaining to assessment surveys, statistical analysis, or interpretation of and/or reporting assessment results, such as:

- processing a variety of informational surveys;
- ordering survey materials;
- preparing surveys for shipment to schools, District offices or homes;
- receiving and sorting returned surveys;
- delivering to Information Systems for processing;
- typing handwritten comments from survey participants;
- collating data processing printouts for distribution; and
- preparing detailed statistical analyses of test results;
- comparing school, District and State norms for State and local testing programs, federal projects and special District projects;
- preparing graphic presentations and reports for counselors, administrators and the Board of Trustees.

Further, the incumbent is not required to possess the following KSAs at entry into the position:

- Testing terminology including the meanings of mean, median, mode, standard deviation and frequency distribution.
- Procedures for calculating percentages, standard deviations, correlations and other mathematical processes related to reporting test results.
- Understand and interpret testing statistics given in raw scores, percentiles, percent correct, standard scores and grade equivalents.
- Analyze test data and assemble into meaningful graphs, charts and tables.
- Type statistical data at an acceptable rate of speed.

DATA COLLECTION

In March of 2012, a job analysis survey was completed using Survey Monkey by both the incumbent, Teresa Rodarte, and her supervisor, Cynthia Pettit, Evaluation & Assessment Analyst. The purpose of the survey was to collect data from both the Administrative Assistant and Senior Administrative Assistant incumbents regarding the essential duties of their positions, and the knowledge, skills and abilities (KSAs) required at entry into the position.

The survey content listed the essential duties in the following order: supervision received and exercised; following/interpreting guidelines, policies, procedures; interaction with others; administrative support; written communication; computation and financial activities; and school-based functions. The KSAs relevant to support those duties were also listed on the survey. Further, an observation was conducted to further clarify the responsibilities assigned to the incumbent.

ANALYSIS

A statistical analysis method called a One-Way ANOVA was used to identify significant differences and/or similarities among the focus groups. The analysis illustrates a comparison of the means between the groups (i.e. Senior Administrative Assistants and Administrative Assistants, and within the group (i.e. all Administrative Assistants) surveyed. If the level of significance (Sig.) is $\leq .05$, then it is determined that there is a significant difference for that particular task and/or KSA among the focus groups. Key factors which were compared in the study were: the level of supervision received, the type and level of interaction with others, and the administrative support in the implementation and coordination of major district-wide programs such as Student Testing and Accountability programs.

The analysis indicated that there are no significant differences between the incumbent, Ms. Rodarte, and the Senior Administrative Assistant focus groups assigned to support a district-wide program (See Appendix A).

Further, the information gathered during the job analysis identified that Ms. Rodarte's responsibilities are similar to that of the Senior Administrative Assistant classification. An example of similar work noted during the study are:

- organizing, coordinating, scheduling and performing complex and difficult office functions for an assigned Administrator.
- developing, locating, and assembling information for use in large, complex, and critical conferences and meetings;
- composing complex, but non-technical correspondence, reports, briefings, request for proposals, etc.;
- designing and organizing filing systems;
- planning and arranging the maintenance and preparation of budget information;
- organizing the flow of clerical processes and communications in the office and in subordinate offices.

FINDINGS

Currently, the single distinguishing characteristic between the Administrative Assistant and the Senior Administrative Assistant classification is that "the Senior Administrative Assistant provides varied and complex secretarial and administrative assistance to a school Principal, Director of a major district-wide program or function with broad responsibilities for overall departmental and program administration." In addition, "*Incumbents may provide work direction and guidance to other clerical and secretarial staff." In contrast, the Administrative Assistant classification "provides responsible sole secretarial and administrative support to an administrator at the level of a District Coordinator with responsibilities for District-wide program administration."

Further, it was noted that the scope and effect of the responsibilities assigned to the program administrators is similar. Therefore, the complexity, scope and effect of tasks, and the purpose and level of personal contacts of the incumbent supporting a district administrator are also similar. The similarities mentioned above requires the administrative support staff assigned to the program to possess general knowledge of a substantive work of the organization under the jurisdiction of the person/s they assist. Further, as the incumbent's participation in the management of the organization increases, so does the level of knowledge required.

In conclusion, a general consideration of the type of work involved and the skill and knowledge required to do the job was reviewed, and it was noted that the incumbent's duties and employment standards are more in alignment with that of the Senior Administrative Assistant classification.

RECOMMENDATION

Due to the findings, it is recommended that the Personnel Commission approve the reclassification of incumbent, Teresa Rodarte, from Administrative Assistant at salary range CSEA/57 with a bilingual stipend, to Senior Administrative Assistant - Program Support/Bilingual at salary range CSEA/61, effective March 13, 2013.

APPENDIX A

**ANOVA Table
Teresa Rodarte/Senior Administrative Assistant - Program Support**

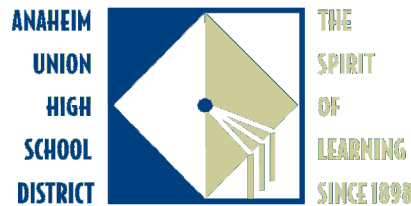
Task Factors		Sum of Squares	df	Mean Square	F	Sig.
ProgDeptAdminSupport	Between Groups	525.625	1	525.625	.152	.706
	Within Groups	27590.375	8	3448.797		
	Total	28116.000	9			
SchoolSuppDuties	Between Groups	40.000	1	40.000	.208	.660
	Within Groups	1536.000	8	192.000		
	Total	1576.000	9			
SeniorLeadDuties	Between Groups	18.225	1	18.225	.068	.801
	Within Groups	2147.375	8	268.422		
	Total	2165.600	9			
GuidelinesFollowed	Between Groups	.625	1	.625	.014	.907
	Within Groups	347.375	8	43.422		
	Total	348.000	9			
CustomerService	Between Groups	1.225	1	1.225	.162	.698
	Within Groups	60.375	8	7.547		
	Total	61.600	9			
OfficeFormsEquip	Between Groups	1.225	1	1.225	3.409	.102
	Within Groups	2.875	8	.359		
	Total	4.100	9			
FacilityMiscDuties	Between Groups	3.600	1	3.600	.186	.677
	Within Groups	154.500	8	19.313		
	Total	158.100	9			

APPENDIX A

ANOVA Table

Teresa Rodarte/Senior Administrative Assistant - Program Support

KSA FACTORS		Sum of Squares	df	Mean Square	F	Sig.
InterpersonalCommSkill	Between Groups	3.600	1	3.600	.094	.768
	Within Groups	308.000	8	38.500		
	Total	311.600	9			
DataManagmentKSA	Between Groups	198.025	1	198.025	.844	.385
	Within Groups	1876.375	8	234.547		
	Total	2074.400	9			
LeadKSAs	Between Groups	152.100	1	152.100	.777	.404
	Within Groups	1566.000	8	195.750		
	Total	1718.100	9			
PrepareReprtAgndaCalndr KSAs	Between Groups	7.225	1	7.225	.191	.674
	Within Groups	302.375	8	37.797		
	Total	309.600	9			
SchoolOffPracticesKSAs	Between Groups	16.900	1	16.900	.089	.773
	Within Groups	1523.500	8	190.438		
	Total	1540.400	9			
BusLtrWritingProofreading KSAs	Between Groups	3.025	1	3.025	.810	.394
	Within Groups	29.875	8	3.734		
	Total	32.900	9			
ConfidentialAdmnSupport KSAs	Between Groups	.000	1	.000	.000	1.000
	Within Groups	34.000	8	4.250		
	Total	34.000	9			
BilingualSkills	Between Groups	136.900	1	136.900	12.809	.007
	Within Groups	85.500	8	10.688		
	Total	222.400	9			
Typingskill	Between Groups	.400	1	.400	.089	.773
	Within Groups	36.000	8	4.500		
	Total	36.400	9			
TranscribingSkills	Between Groups	.400	1	.400	.075	.791
	Within Groups	42.500	8	5.313		
	Total	42.900	9			



Human Resources • Personnel Commission

Memorandum

DATE: September 5, 2012
TO: Victoria Wintering, Ph.D., Executive Director, HR, Classified
FROM: Marie Ragazzo, Human Resources Analyst
SUBJECT: Reclassification Study: Estela Conejo, Administrative Assistant/Bilingual

INTRODUCTION

A reclassification study was conducted on the incumbent, Estela Conejo, Administrative Assistant/Bilingual through the initiation of a job analysis study for the Senior Administrative Assistant classification. At that time, a decision was made to include all Administrative Assistant incumbents within the study, in order to analyze whether the current classification accurately represents the duties assigned to the incumbents.

BACKGROUND

Under the direction of the Coordinator of Instructional Support Services, Cheryl Quadrelli-Jones, the administrator is assigned the following clerical support staff: an Administrative Assistant/Bilingual position, and two Secretary-Program Support positions. The incumbent, Estela Conejo, was promoted into the position on November 29, 2010. Ms. Conejo's main function is to support the program administrator with varied and responsible administrative support work in the implementation of district-wide programs, specifically, English Learner Programs, AVID, IMRC, Parent Involvement, Counseling and Registration.

DATA COLLECTION

In March of 2012, a job analysis survey was completed using Survey Monkey by both the incumbent, Estela Conejo, and her supervisor, Cheryl Quadrelli-Jones, Coordinator of Instructional Support Services. The purpose of the survey was to collect data from both the Administrative Assistant and Senior Administrative Assistant incumbents regarding the essential duties of their positions, and the knowledge, skills and abilities (KSAs) required at entry into the positions.

The survey outlined the essential duties in the following order: supervision received and exercised; following/interpreting guidelines, policies, & procedures; interaction with others; administrative support duties; written communication duties; computation and financial activities; and school-based functions. The KSAs relevant to support those duties were also listed on the survey.

ANALYSIS

Both descriptive and exploratory analysis methods were utilized in the overall analysis. A One-Way ANOVA was used to identify significant differences and/or similarities among the focus groups. The analysis illustrates a comparison of the means between the groups (i.e. Senior Administrative Assistants and Administrative Assistants, and within the groups (i.e. all Administrative Assistants) surveyed. If the level of significance (Sig.) is $\leq .05$, then it is determined that there is a significant difference for that particular task and/or KSA among the focus groups (See Appendix A). Key factors compared in the study were as follows: 1) level of supervision received, 2) type and level of interaction with others, and 3) administrative support in the implementation and coordination of major district-wide programs such as English Learner Programs, Parent Involvement, and Counseling & Registration among other areas of Instructional Support Services.

During the analysis, minor differences were noted between Ms. Conejo and the Senior Administrative Assistants at the program level. Such differences were identified as follows:

- ADMN48: Reviews work done by others to check for correct spelling and grammar, and ensures that district format policies are followed, and recommends revisions (i.e. reviewing agenda items). This responsibility is performed by the Executive Assistant of the Education Division.
- GUID15: Interprets and communicates policies and procedures to staff (Board Policy, Union Contracts, etc.). Ms. Conejo, performs this duty on a regular basis, particularly in relation to consultant agreements.
- GUID71: Posts and maintains budget and financial records of a variety of programs (i.e. ASB, ARC, etc.). Estela does not perform any financial record keeping or monitoring for the administrator. However, she does prepare spreadsheets for the administrator for use in budget planning activities.
- GUID20: Completes forms in accordance with school/district procedures (i.e. personnel requisitions, work orders, P.O.'s, travel expenses, contracts, and evaluations, etc.).
- KSA12: Knowledge of correct written usage of secondary language (Spanish).
- KSA11: Knowledge of correct oral usage of secondary language (Spanish).

Further, it was noted that duties related to customer support/receptionist duties are disseminated among staff within the department, such as:

- PR29: Answers phone calls and directs calls to appropriate parties or takes messages; and PR30: Greets visitors and determines whether they should be given access to specific individuals.
- PR21: Resolves customer complaints or answers customers' questions regarding policies and procedures. During the observation, it was noted that

Estela does this occasionally, but refers most parent/staff complaints to the administrator.

Finally, the incumbent is not required to possess the following KSAs at entry into the position:

- KSA30: Ability to develop staff skills. The incumbent is not required to develop staff skills. All other KSAs were not significantly different among the group.

FINDINGS

Currently, the definition of a Senior Administrative Assistant is as follows: "Under the direction of an assigned Director or Principal, perform varied and complex secretarial and administrative assistant duties to relieve the administrator of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications for the assigned supervisor; maintain confidentiality of privileged and sensitive information."

The information gathered during the job analysis identified that Ms. Conejo's responsibilities are broadly similar to that of the Senior Administrative Assistant classification. Broadly similar, meaning of the same nature, but with minor differences between the jobs. Examples of broadly similar work noted during the study are:

- organizing, coordinating, scheduling and performing complex and difficult office functions for an assigned Administrator.
- developing, locating, and assembling information for use in large, complex, and critical conferences and meetings;
- composing complex, but non-technical correspondence, reports, briefings, request for proposals, etc.;
- designing and organizing filing systems;
- planning and arranging the maintenance and preparation of budget information;
- organizing the flow of clerical processes and communications in the office and in subordinate offices.

Currently, the distinguishing characteristics between the Administrative Assistant and the Senior Administrative Assistant classification is the following: "The Senior Administrative Assistant classification provides varied and complex secretarial and administrative assistance to a school Principal, Director of a major district-wide program or function with broad responsibilities for overall departmental and program administration." Additionally, "*Incumbents may provide work direction and guidance to other clerical and secretarial staff." In contrast, the Administrative Assistant classification, "provides responsible sole secretarial and administrative

support to an administrator at the level of a District Coordinator with responsibilities for District-wide program administration.”

In conclusion, a general consideration of the type of work involved, and the skill and knowledge required to do the job was reviewed, and it was noted that the incumbent's duties and employment standards are more in alignment with that of the Senior Administrative Assistant/Bilingual classification.

RECOMMENDATION

Due to the findings, it is recommended that the Personnel Commission approve the reclassification of incumbent, Estela Conejo, Administrative Assistant/Bilingual at salary range CSEA/59 to Senior Administrative Assistant - Program Support/Bilingual at salary range CSEA/61, effective March 13, 2013.

APPENDIX A

ANOVA Table

Estela Conejo/Senior Administrative Assistant-Program Support

Task Factor		Sum of Squares	df	Mean Square	F	Sig.
ProgDeptAdminSupport	Between Groups	2739.025	1	2739.025	.517	.493
	Within Groups	42419.875	8	5302.484		
	Total	45158.900	9			
SchoolSuppDuties	Between Groups	19.600	1	19.600	.072	.795
	Within Groups	2172.500	8	271.563		
	Total	2192.100	9			
SeniorLeadDuties	Between Groups	133.225	1	133.225	.822	.391
	Within Groups	1296.875	8	162.109		
	Total	1430.100	9			
GuidelinesFollowed	Between Groups	18.225	1	18.225	.420	.535
	Within Groups	347.375	8	43.422		
	Total	365.600	9			
CustomerService	Between Groups	81.225	1	81.225	3.770	.088
	Within Groups	172.375	8	21.547		
	Total	253.600	9			
OfficeFormsEquip	Between Groups	13.225	1	13.225	5.605	.045
	Within Groups	18.875	8	2.359		
	Total	32.100	9			
FaciltiyMiscDuties	Between Groups	10.000	1	10.000	.268	.619
	Within Groups	298.500	8	37.313		
	Total	308.500	9			

APPENDIX A

ANOVA Table

Estela Conejo/Senior Administrative Assistant-Program Support

KSA FACTOR		Sum of Squares	df	Mean Square	F	Sig.
InterpersonalCommSkill	Between Groups	32.400	1	32.400	.776	.404
	Within Groups	334.000	8	41.750		
	Total	366.400	9			
DataManagmentKSA	Between Groups	.225	1	.225	.001	.976
	Within Groups	1943.875	8	242.984		
	Total	1944.100	9			
LeadKSAs	Between Groups	864.900	1	864.900	4.018	.080
	Within Groups	1722.000	8	215.250		
	Total	2586.900	9			
PrepareReprtAgndaCalndr KSAs	Between Groups	21.025	1	21.025	.481	.508
	Within Groups	349.875	8	43.734		
	Total	370.900	9			
SchoolOffPracticesKSAs	Between Groups	36.100	1	36.100	.210	.659
	Within Groups	1373.500	8	171.688		
	Total	1409.600	9			
BusLtrWritingProofreading KSAs	Between Groups	5.625	1	5.625	1.309	.286
	Within Groups	34.375	8	4.297		
	Total	40.000	9			
ConfidentialAdmnSupport KSAs	Between Groups	.000	1	.000	.000	1.000
	Within Groups	34.000	8	4.250		
	Total	34.000	9			
BilingualSkills	Between Groups	108.900	1	108.900	9.521	.015
	Within Groups	91.500	8	11.438		
	Total	200.400	9			
Typingskill	Between Groups	1.600	1	1.600	.351	.570
	Within Groups	36.500	8	4.563		
	Total	38.100	9			
TranscribingSkills	Between Groups	1.600	1	1.600	.337	.578
	Within Groups	38.000	8	4.750		
	Total	39.600	9			

Personnel Commission
Anaheim Union High School District

Spec. Established

SENIOR ADMINISTRATIVE PROCUREMENT ASSISTANT

DEFINITION:

Under the general direction **of the Director of Purchasing and Central Services**; serves as an administrative assistant to the Administrator and coordinates communications between vendors, outside agencies, administrators, **staff**, and the general public; **assists with a variety of complex and varied duties related to the preparation of vital documents involved in the procurement, receipt, distribution and payment of a district-wide procurement program**; trains, assigns and coordinates the work of other clerical and secretarial personnel as assigned; and performs other related duties as required.

ESSENTIAL DUTIES:

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

General Administrative Duties

Coordinates, plans, organizes, prepares, schedules and confirms meetings, conferences, and appointments; **compiles, tabulates, computes, and manages a variety of information for various Federal, State and District reports related to district-wide activities for the Administrator**; **develops, composes, proofreads, processes, prepares and completes standard correspondence, and agenda items**; sets up, **duplicates, and maintains** paper and electronic files, records, **and materials related to assigned activities**; opens, reviews, prioritizes and distributes incoming correspondence, including faxes and emails; **orders, receives, distributes and maintains inventory of department and/or district-wide program supplies, keys and equipment**; **researches, assists, and responds to staff, outside agency and community, questions or complaints**; maintains payroll records and submits to payroll department; **monitors program operating budgets and department account balances**; **processes documents involved in fiscal transactions**; **requests approval for special program expenses**; **checks account numbers against appropriation ledgers**; **submits approvals for appropriation transfers**; **prepares requests for budget adjustments**; **reimburses cash site expenditures and submits Alternative Revolving Cash (ARC) fund report to Accounting department**; prepares personnel requisitions and other related documents associated with employment actions for certificated, classified, exempt and **substitute staff**; maintains personnel emergency contact information for the Administrator; assists with the coordination of scheduling substitute classified employees; provides work direction, **evaluation input**, training and **leadership** to clerical personnel as assigned; **serves as a liaison between the District and site personnel**; **ensures employees follow appropriate protocol and authorizations regarding Worker's Compensation and leave of absence**; uses computers for spreadsheets, word processing, database management, and other in-house school administration applications; operates office equipment such as fax machines, copiers, and phone systems; operates electronic mail systems and coordinates the flow of information, internally or with the District; **arranges and schedules travel accommodations as necessary**; **attends a variety of meetings held by immediate supervisor, District, professional organizations, or reporting agencies to stay abreast of district-wide program requirements**; **supports staff at the comprehensive site in all areas pertaining to a district-wide program or service**; and participates in district-wide committees.

Procurement Support Duties:

Assists in the preparation, finalization, and ordering of recurring and standardized buys for commonly pre-contracted or negotiated supplies or services; **consults with Director to compare prices, specifications, delivery dates, research or resolve discrepancies in purchase orders and/or invoices**; **enters requisitions and purchase orders into computer to charge appropriate accounts using County Department of Education IFAS system and/or related software**; **reviews documentation for accuracy, completeness and compliance with department and District policies**; **assists in securing informal quotations for recurring services and standardized buys**; **conducts follow-ups on outstanding purchase orders**; **maintains bidders' mailing lists, bid expiration log, catalog files and contract files**; **distributes copies of contract documents to concerned parties and the County Department of Education**; **receive and process routine inquiries from District employees and vendors**; **provide information and assistance concerning purchasing policies and procedures**; **assists site personnel regarding questions on electronic**

purchasing system; responds to emergency order requests; and serves as support for other purchasing staff as assigned by supervisor.

MINIMUM QUALIFICATIONS:

Any combination of experience, education and training that would likely provide the required knowledge and abilities is qualifying. A typical combination would be the following:

Education and Training:

Graduation from high school, supplemented by college-level course work in **purchasing**, business, office management or a related field.

Experience:

Three years of increasingly responsible secretarial and clerical experience involving **public procurement including one year of purchasing experience preferably in an educational setting –OR- two years of experience at the level of Secretary or higher with the Anaheim Union High School District, including one year of purchasing experience.**

Self-Certification of Typing/Keyboarding Skills:

***This classification requires that incumbents be skilled in typing/keyboarding at a minimum of 50 words per minute. A typing test will not be given. Applicants must submit an online typing certificate obtained from www.typingmaster.com at time of application to certify that they have such skills. Demonstrated proficiency will be expected during the probationary period for the class.**

EMPLOYMENT STANDARDS:

Knowledge of:

Business office terminology, practices and procedures including filing and record-keeping techniques;
Organizational structure and functions of the District;
District administrative procedures and forms for human resources, risk management, payroll, purchasing, inventory, accounting and budgeting processes;
Basic principles, practices and terminology of purchasing, accounting, budgeting and financial record-keeping;
Requirements for input into various computer systems and utilization of computer prepared reports;
Basic inventory methods and procedures;
Software applications used by the District;
Use and processing of requisitions, purchase orders, invoices and related purchasing documents;
Basic buying methods, sources and procedures used in purchasing services, supplies and equipment of a school district, public agency or large company;
 Correct English usage, grammar, spelling, punctuation and vocabulary;
 Complex business letter and report writing techniques;
 Applicable laws, codes, rules and regulations related to assigned activities;
 Advanced oral and written communication skills;
 Interpersonal skills including tact, patience and courtesy;
 Customer service techniques;
 Intermediate math;
 Telephone techniques and etiquette.

Ability to:

Perform a wide variety of complex and responsible clerical and secretarial duties to coordinate **district-wide program office activities** and assist the Administrator in a variety of administrative tasks;
 Perform public relations and communications services for the Administrator;
Assure efficient and timely completion of office and district-wide program projects and activities;
 Monitor workflow and adjust duties to complete assignments in a timely manner as assigned;
 Establish and implement office procedures as needed and according to established guidelines;
 Understand and follow oral and written instructions;
 Compose correspondence independently;
Type or input data at an acceptable rate of speed*;

Learn in-house system and Standardized Account Code Structure procedure;

Prepare or review various purchasing, accounting, financial and related reports;

Perform work within established guidelines, procedures and time lines with frequent interruptions;

Work independently with little direction;

Train and provide work direction and **leadership** to others;

Analyze difficult and sensitive situations and adopt an appropriate course of action;

Establish and maintain positive and effective working relationships with others;

Maintain good public relations with students, parents, staff, vendors, outside agencies and the public;

Understand, interpret, apply and explain rules, regulations, policies and procedures related to **District/Purchasing** activities in accordance with **program** and District policies, and procedures **which are aligned with correlating federal, state, and local codes;**

Make arithmetic calculations quickly and accurately;

Make decisions within general guidelines;

Communicate effectively orally and in writing;

Operate a variety of business office equipment including a computer **and applicable business software;**

Learn new office technologies as they are developed and implemented;

Organize and manage lists, directories, calendars or rosters for special projects or assignments in support of department, District or outside agency functions;

Work confidentially with discretion;

Compile and maintain accurate records, verify data and prepare reports;

Work as part of a team;

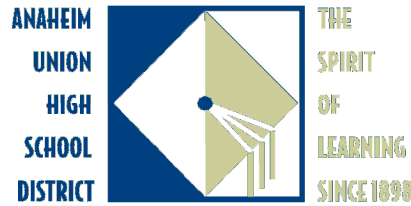
Portray a professional demeanor.

PHYSICAL DEMANDS

Employees in this classification walk, stand, and must be able sit for long periods of time, carry, push, pull, stoop, bend and use fingers repetitively, use both hands simultaneously, and may lift 5 to 25 lbs. unassisted; must speak clearly, and hear normal voice conversation; and use a computer and telephone.

WORK ENVIRONMENT

Employees in this classification work inside exclusively; employees may work in direct contact with the public, outside agencies, students, parents and other District staff; may be subjected to negative interpersonal situations, and exposed to minor contagious illnesses (colds, flu, etc.); with high volume of work and tight deadlines, with continuously changing priorities and interruptions, and may work alone without guidance from supervisor.



Human Resources • Personnel Commission

Memorandum

DATE: June 3, 2013

TO: Victoria Wintering, Ph.D., Executive Director, Classified HR

FROM: Marie Ragazzo, HR Analyst

SUBJECT: Job Analysis Study: Senior Administrative Assistant - Purchasing Department

INTRODUCTION:

Upon the request of CSEA, on May 6, 2013 the Personnel Commission staff performed a supplemental review of the Senior Administrative Assistant position assigned to the Purchasing Department. In order to ensure that the position was properly classified a supplemental questionnaire was issued to incumbent, Joanie Taurman, and reviewed by her supervisor.

METHODOLOGY:

The survey content listed the essential duties in the following purchasing areas: procurement, receipt, distribution, and payment of goods or services. The KSAs relevant to support those duties were also listed on the survey. Finally, an interview with both the incumbent and the supervisor was conducted on May 31, 2013 to gather qualitative information regarding the essential duties and organization of duties of the department. In conclusion, all items were reviewed by the Assistant Superintendent of Business Services, the Director of Purchasing, and the incumbent on June 3, 2013.

ANALYSIS:

An analysis of the data was conducted using descriptive analysis methods. A cutoff score was established to distinguish those tasks, KSAs, etc., which are essential for satisfactory performance on the job. All tasks, KSAs, etc. with a cutoff score ≥ 5 are considered essential and any that are listed < 5 are considered non-essential and are, therefore, removed. In addition, any ratings with a Standard Deviation (STDev) of 2 or more were reviewed by the Subject Matter Experts (SMEs) and presented for further discussion as to whether or not they should be included in the classification specification. (See Descriptive's Tables).

A significant portion of the essential duties assigned to the Senior Administrative Assistant in the Purchasing department are in procurement support. Examples of the type of duties performed by the incumbent within this factor are as follows:

- Assists in the preparation, finalization, and ordering of recurring and standardized buys for commonly pre-contracted or negotiated supplies or services;

- Consults with Director to compare prices, specifications, delivery dates, research or resolve discrepancies in purchase orders and/or invoices;
- Enters requisitions and purchase orders into computer to charge appropriate accounts using County Department of Education IFAS system and/or related software;
- Assists in securing informal quotations for recurring services and standardized buys; conducts follow-ups on outstanding purchase orders;
- Provides information and assistance concerning purchasing policies and procedures;
- Assists site personnel regarding questions on electronic purchasing system;
- Serves as support for other purchasing staff as needed.

In addition, it was noted that the areas of responsibility, support provided, and supervision exercised by the incumbent have not changed. During the focus group interview, it was noted that the procurement duties of the position require knowledge of basic principles, practices and terminology of purchasing. Further, it was also noted that the incumbent is required to have knowledge of basic buying methods, sources and procedures used in purchasing services, supplies and equipment of a school district, public agency or large company at entry into the position.

Therefore, in addition to the procurement support responsibilities, the incumbent is also required to perform general administrative support duties to relieve the administrator of clerical and administrative detail. Examples of those duties are as follows:

- Coordinates, plans, organizes, prepares, schedules and confirms meetings, conferences, and appointments; arranges and schedules travel accommodations as necessary;
- Maintains payroll records and submits to payroll department;
- Monitors program operating budgets and department account balances;
- Reimburses cash site expenditures and submits Alternative Revolving Cash (ARC) fund report to Accounting department;
- Prepares personnel requisitions and other related documents associated with employment actions for certificated, classified, exempt and substitute staff; maintains personnel emergency contact information for the Administrator;
- Provides work direction, evaluation input, training and leadership to clerical personnel as assigned;
- Ensures employees follow appropriate protocol and authorizations regarding Worker's Compensation and leave of absence;

FINDINGS:

The results of the supplemental analysis indicates that the position assigned to support the Director of Purchasing and Central Services is required to have knowledge of basic and well established procedures related to routine and repetitive aspects of the procurement phases. This includes knowledge of basic information and terminology that is present in procurement documents, basic forms used to make routine purchases to prepare final copies of purchase orders, and knowledge of one or a few simple automated or manual procurement files to locate, add, retrieve or correct routine information using well-established, clear cut procedures. In

contrast, incumbents supporting an administrator who's primary responsibility is to administer or implement an educational/operational program or service within the organization are not required to have the specialized knowledge of procurement procedures at entry into the position.

A final drafted job description was reviewed by all parties. It was noted that the essential duties of the position are more in alignment with that of a Senior Administrative Procurement Assistant than that of a Senior Administrative Assistant.

RECOMMENDATION

It is recommended, based on the findings of this study, that the Personnel Commission reallocate the position from Senior Administrative Assistant to that of Senior Administrative Procurement Assistant. Furthermore, it is recommended that the current compensation for the position remain the same.